

|               |                                    |
|---------------|------------------------------------|
| Meeting       | Human Resources Committee          |
| Date and time | Thursday 2 March 2017 at 8.45 a.m. |
| Location      | Boardroom, 1 Inverness Campus      |

College Secretary  
23 February 2017

## **AGENDA**

### **Welcome and Apologies**

### **Declarations of Interest**

#### **ITEMS FOR DECISION**

- 1. MINUTES**  
Minutes of Meeting of the Human Resources Committee held on 1 December 2016
- 2. MATERNITY AND PARENTING LEAVE POLICY**  
Covering report by Quality Officer
- 3. ORGANISATION AND PROFESSIONAL DEVELOPMENT STRATEGY**  
Covering report by Director of Organisational Development

#### **ITEMS FOR DISCUSSION**

- 4. EQUALITY OUTCOMES ANNUAL REPORT – APRIL 2017**  
Report by Director of Organisational Development
- 5. HUMAN RESOURCES REPORT – QUARTER 2 - 2016/17**  
Report by Director of Organisational Development
- 6. IIP GOLD FINAL REPORT**  
Report by Director of Organisational Development
- 7. NATIONAL PAY BARGAINING (Confidential)**  
Report by Director of Organisational Development

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#### **ITEMS FOR NOTING**

- 8. EMPLOYEE RELATIONS**  
Minute of Meeting of the Joint Consultative Committee –14 December 2016

**9. AOCB**

**10. DATE OF NEXT MEETING**

Thursday 25 May 2017 at 8.30 a.m.

## Board of Management

### MINUTES of the MEETING of the HUMAN RESOURCES COMMITTEE held in the Boardroom, 1 Inverness Campus on Thursday 1 December 2016

|                   |  |
|-------------------|--|
| <b>PRESENT:</b>   | Brenda Dunthorne, Lindsey Mitchell, Diane Rawlinson, John Wilson |
| <b>CHAIR:</b>     | John Wilson  |
| <b>APOLOGIES:</b> | Mick Longton   |
| <b>ATTENDING:</b> | Director of Organisational Development<br>College Secretary      |
| <b>OBSERVER:</b>  | Maria Baxter, IIP  |

*The Chair proposed that the order of the agenda be changed, and that item 11, Committee and Committee Chair Evaluation be discussed, after item 1. This was agreed.*

#### 1. SAFEGUARDING ANNUAL REPORT 2015-16

The Director of Corporate Services explained that the college had clear protocols in place to ensure safeguarding of children and vulnerable adults. She referred to her report which set out the disclosures made in the last year and the proportionate and immediate response made by the College contacts in partnership with the Offender Management Unit, Highlands and Islands Division, Police Scotland. Over the last year this had also extended to direct contact at enquiry and in advance of sentencing to ensure that appropriate safeguards as necessary were put in place.

The Director of Corporate Services also advised that in the last year the college contact had also attended three formal multiagency MAPPA Multi Agency Public Protection Group meetings to review Offender Management protocols and share information in light of individual cases.

As the number of disclosures had seen a rise year on year, the Chair **REQUESTED** the Director of Organisational Development to provide a mid-year position statement in addition to the annual report.

#### 2. COMMITTEE AND COMMITTEE CHAIR EVALUATION

A report by the College Secretary made reference to the requirement for College boards of management to undertake annual evaluation exercises.

The Committee collectively undertook an evaluation of the Committee and it was **AGREED** that board members would individually carry out an evaluation of the Chair which would be fed back to the College Secretary.

*The Chair welcomed Maria Baxter, IIP assessor to the meeting.*

**3. MINUTES of the MEETING OF THE HUMAN RESOURCES COMMITTEE HELD ON 19 SEPTEMBER 2016**

The Minutes were **AGREED** as a correct record and were **APPROVED** and signed.

**4. PROMOTING ATTENDANCE POLICY**

The Director of Corporate Services advised that the promoting attendance policy had been through the college process for review of policies and strategies. The main updates to the policy were referred to in a covering report by the Quality Officer.

The Committee discussed the revised policy in some detail, requested two minor amendments to page 2 and **AGREED** to recommend the revised policy to the Board of Management for approval.

The Committee **REQUESTED** the SMT to consider the way revised policies were presented to the Committees and to the Board of Management, in particular, highlighting key issues and changes upfront to assist the committee's speedier understanding and analysis of the changes/impact.

*Lindsey Mitchell left the meeting.*

**5. HUMAN RESOURCES ANNUAL REPORT 2015-16**

A report by the Director of Organisational Development presented qualitative analysis of key HR measures surrounding turnover, absence, diversity and teaching qualifications for 2015-16.

The Committee discussed the report and **NOTED** the key information as follows:-

- Annual staff turnover in 2015/16 was 13.8% compared with 10.4% in 2014/15, 10.7% in 2013/14 and 9.4 % in 2012/13.
- Academic Supply staff utilisation in 2015/16 equated to 27.2 FTE (24,403 teaching hours), compared with 30.5 fte in 2014/15, a year on year reduction as the College moved to appoint staff to permanent vacancies and fixed term contracts.
- The diversity statistics showed that the age profile of appointments had changed markedly to a younger profile over time.
- The overall percentage of working days lost to sickness absence in 2015/16 equated to 2.92% of working days available for both academic and support staff.
- The highest number of days lost to long term sickness absence in 2015/16 related to musculoskeletal, followed very closely by stress/anxiety. These two reasons together accounted for over 70% of long term sickness absence. During discussion, the Committee questioned the level of absence due to stress and the Director of Organisational Development outlined the processes which the College had put in place to manage stress.
- 16 employees suffered long term sickness absence in 2015/16
- Viral infection continued to be the most common reason for short term absence.

- The gender balance for 2015/16 remained broadly the same as the previous two years, at 63% female (63% 2014/15) and 37% male (37% 2014/15) workforce. Support staff were made up of 73% female and 27% male. Core teaching staff were 51% female and 49% male.
- In relation to ethnicity, the proportion of White Scottish staff had decreased slightly to 65% from 67% in 2014/15. White English had increased slightly to 14% from 13.5% in 2014/15. 1.5% of core staff had self-declared as black minority ethnic which reflected the census demographic for Highland.
- Diversity monitoring for starters in 2015/16 showed that 57% of new starters were female, compared to 56% in 2014/15.
- In 2015/16, 22 staff completed the PDA, 6 staff completed the TQFE with University of Stirling, and 2 completed Post Graduate Certificates in Education with other institutions.
- An average of more than 90% of teaching staff were studying for and/or had achieved recognised teaching qualifications.

## **6. STAFF DEVELOPMENT REPORT**

A report by the Director of Organisational Development detailed staff development activities for the academic year 2016/17. Staff at Inverness College UHI were currently engaged in a wide range of professional learning activities. These included aspects of mandatory training right through to further study at PhD level and included, for example, leadership and management development, induction, teaching qualifications; PDA and TQFE. As well as PDA and TQFE, a further 18 staff are currently being supported through postgraduate qualifications, including 4 to PhD level. External staff development events and staff development days and opportunities for staff to engage in research were promoted throughout the year.

The appointment of a Staff Development Officer in March 2016 and the recent recruitment of a Digital Skills Training Officer would continue to enhance the development opportunities available for staff.

The Committee **NOTED** the position.

## **7. DIVERSITY ANNUAL REPORT 2015/16**

A report by the Director of Organisational Development outlined the level of disclosures by job applicants. Disclosure rates had increased across all categories, with the exception of ethnic origin which had seen a significant decrease. 57.14% of new starters in 2015/16 were female.

Current staff disclosure of equalities monitoring data was not complete for sexual orientation or religion and belief. A communication strategy would be launched in the New Year to inform staff about the College's responsibilities to collect and monitor equalities data and provide assurances in relation to confidentiality and data protection.

The gender balance for 2015/16 had changed slightly from the previous year, 62% female and 38% male workforce. Support staff were made up of 72% female and 28% male. Core teaching staff were 52% female and 48% male.

In relation to ethnicity, the proportion of White Scottish staff had decreased slightly to 65% in 2015/16. White English has increased slightly to 14%. 1.5% of core staff had disclosed as black minority ethnic. The figure for core staff with a disability had risen slightly to 4.75% in 2015/16.

Average hourly rates based on the February 2016 payroll were Female: £17.09, Male: £18.00, which indicated a pay gap of 5.06%. This was a decrease in the gender pay gap at the same point in 2015 which was 6.9%. The Director of Organisational Development advised that these figures had to be put into the context of number of staff on the different pay grades and confirmed that there were underlying practices in place to ensure there was equal pay for equal work across the College.

The Committee **NOTED** that the diversity figures were based on less than 100% disclosure. It was therefore important that management continued to examine ways of encouraging disclosures so that plans accurately reflected the needs of staff.

## **8. NATIONAL BARGAINING**

A report by the Director of Organisational Development provided a comprehensive update on the agreed negotiated settlements for academic and support staff in 2015/16, the agreed negotiated settlement for academic staff for 2016/17 and the ongoing support staff negotiations for 2016/17.

The Committee **NOTED** the conclusions and risk analysis as follows: -

- In light of the UHI dimension the college had maintained that only those staff that were in scope in our local RPA were automatically in scope for the National RPA. Therefore, the college had maintained a position that the pay and terms and conditions were governed by the Board of Management for the SMT and Research Staff. It was unclear if this position could be sustained in the longer term.
- There was considerable pressure from academic unions to revert back to a 'Blue Book' approach which was not in keeping with the way colleges operated and did not reflect the UHI dimension.
- The SFC provided for the 15/16 and 16/17 pay increase. However, there was no extra money to pay for the proposed modernisation programme or harmonisation.
- The pace of national negotiations did not allow for full consideration of the relative costs and full impact assessment of the agreements entered into on our behalf.
- The introduction of national pay bargaining and the NJNC was politically instigated and was now reflected in formal governance arrangements.

National Bargaining was likely to be a significant risk to the College going forward and the Committee was pleased to note that was already included in the strategic risk register.

## **9. WORKFORCE PLANNING**

A report by the Director of Organisational Development outlined the actions the college was taking to ensure longer term workforce planning and the enhanced information which was in place to aid future workforce planning at a departmental level.

This was in response to the Audit Scotland Report 'Scotland's Public Sector Workforce' which had set out a number of recommendations in the context of year on year reductions in core government funding. The Scottish Government had set out three key areas of focus:

1. Anticipating changes in staff numbers and costs
2. Implementing workforce changes including shared services and sharing resources.
3. Planning for workforce changes

In response to a question from the Chair, the Director of Organisational Development confirmed that the College did not have a formal succession planning process for key staff but rather a more comprehensive and inclusive development programme which equipped staff with the skills necessary to allow individuals not only to develop in their own job but also enable them to compete for future vacancies as they occurred as part of a career progression, if they so wished.

The Committee **NOTED** the actions which the College were undertaking.

**10. HALF YEARLY EMPLOYMENT LAW UPDATE**

A report by the Director of Organisational Development provided an update to employment law matters as follows:-

- Early conciliation
- Adoption leave
- Right to request flexible working
- National living wage/national pay and conditions
- May 2016 – Trade Union Act 2016

The Committee **NOTED** the position.

*The following items were included in the agenda for noting only and therefore no discussion took place at the meeting.*

**11. ACADEMIC COMMITTEES**

The Minutes of the Meetings of the following Management Committees had been held since the last meeting: -

- a) Staff Development Committee – 25 October 2016
- b) Equality and Diversity – 2 September 2016
- c) JCC – 23 August 2016
- d) JCC – 7 November 2106

**12. DATE OF NEXT MEETING**

Thursday 2 March 2017 at 8.45 a.m.

**Signed by the Chair:** \_\_\_\_\_

**Date:** \_\_\_\_\_

## Board of Management

|   |  |  |  |
|---|--|--|--|
| Subject/Title:  | Maternity and Parenting Leave Policy   |  |  |
| Meeting and date:   | BoM HR Committee, 2 <sup>nd</sup> March 2017   |  |  |
| Author:   | Alan Sears (HR Manager) – author of policy<br>Claire Fraser (Quality Officer) – author of cover report                                 |  |  |
| Link to Strategic Plan:   | Opportunity & Growth in Professional Practice  |  |  |
| Cost implications:  | <del>Yes</del> / No ( <i>delete as applicable</i> )<br><b>If yes, please specify:</b>  |  |  |
| Risk assessment:  | <del>Yes</del> / No ( <i>delete as applicable</i> )<br><b>If yes, please specify:</b><br>Financial:<br>Operational:<br>Organisational: |  |  |
| Status – Confidential/Non confidential  | Non Confidential   |  |  |
| Freedom of Information<br>Can this paper be included in “open” business   | 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.) |  |  |  |

### Recommendation(s)

The Committee is asked to agree the changes to the draft (revised) Maternity and Parenting Leave Policy and recommend these to the Board of Management for approval.

### Purpose of report

To inform the HR Committee of the changes to the Maternity and Parenting Leave Policy

**Background**

This review and update is necessary to reflect current practice in Maternity and Parenting entitlements for Staff with the qualifying College Service, highlighting the role of the member of staff, line manager and Human Resources.

This revised policy has been discussed at Scrutiny Panel (8 June 2016) and SMT (19 January 2016). It has been through both the Staff Consultation process and the JCC.

Following approval from BoM HR Committee the policy will be submitted to the full Board of Management for final approval and then published.

**Main body of information**

The HR manager has provided the following summary of the main updates:

**Legislative Framework**

Update to current legislation in this area. Namely, remove reference to the Sex Discrimination Act 1975 which has been superseded by the Equality Act 2010. Also include reference to the updated Shared Parental Leave Regulations 2014.

Include reference to current ACAS Guidelines, as best practice guidance which should be read in conjunction with the Policy and Procedure.

**Shared Parental Leave**

This draft revision does not change the existing Inverness College Maternity Leave or Maternity Pay entitlement (for those with the qualifying service) or the existing College obligations regarding protections during pregnancy and following return to work. It does revise and update the College Policy and Procedure regarding Shared Parental Leave

**Shared Parental Leave**

The Shared Parental Leave Regulations were introduced in 2014 and are designed to allow parents more flexibility to share the care of their child during the first year following birth. Although this is now a mandatory requirement for employers to offer, it is extremely challenging to manage when dealing with parents who work for different employers with differing entitlements.

This mandatory entitlement also applies to Adoptive Parents

**Parental Leave**

When consulting on this proposed update, Shared Parental Leave will become confused with Parental Leave. Parents with qualifying service can apply for a maximum of 13 weeks unpaid Parental Leave (with a maximum of 4 weeks per year) before their child's fifth birthday. This can be used for such things as planned hospital appointments, attending a new school or settling into new child care arrangements. Existing entitlement to Parental Leave is unaffected by this revision.

Approved by Board of Management: 9 June 2008  
Review approved :26 March 2012



## **MATERNITY & PARENTING LEAVE POLICY**

**REFERENCE PL/HR/2017/001**

|                                    |  |   |                          |
|------------------------------------|--|---|--------------------------|
| Lead Officer (Post):               | Director of Organisational Development and Performance | Review date:                            | 8 June 2016              |
| Department:                        | Human Resources  | Review Lead Officer (Post)              | HR Manager               |
| Category:                          | Human Resource   | Date published:<br>Review published:    | July 2016<br>8 July 2016 |
| Date approved:<br>Review approved: | 9 June 2008<br>26 March 2012                           | Equality Impact and Assessment complete | 11 April 2012            |

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| 6. Review                                 | 4 |

## 1. Policy Statement

Inverness College recognises the importance of a positive approach to ensuring that as far as practicable employees are able to combine their career and family responsibilities. This will assist the College to operate effectively, provide the necessary support to employees and ensure that all employees are treated in a consistent and fair manner and in accordance with relevant legislation.

This policy sets out the arrangements for:

- Maternity leave and pay.
- Adoption leave and pay.
- Paternity leave and pay
- Fertility leave and pay

Inverness College is committed to introducing, developing and supporting a family-friendly environment that supports individuals and encourages their ongoing contribution to the organisation.

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

- Working whilst pregnant.
- Applying for Maternity or Adoption Leave.
- What happens during Maternity or Adoption Leave.
- The assistance available.
- Rights regarding return to work.
- Ordinary Parental, Shared Parental, Paternity & Adoption Support Leave.
- Requests for Fertility leave.

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

## **2. Legislative framework/related policies**

- 2.1. The Employment Protection (Consolidation) Act 1978, Section 31a.
- 2.2. The Employment Relations Act 1999.
- 2.3. The Maternity and Parental Leave (Amendment) Regulations 2002.
- 2.4. Additional Statutory Paternity Pay (weekly rates) Regulations 2010.
- 2.5. Additional Paternity Leave Regulations 2010.
- 2.6. Shared Parental Leave Regulations 2014
- 2.7. The Employment Act 2002.
- 2.8. The Equality Act 2010
- 2.9. Occupational Maternity provisions above statutory minimums for academic and support staff are outlined in relation to the Scheme of Salaries and Conditions of Service for Academic Staff and Terms and Conditions of Employment for College Support Staff.

## **3. Scope**

- 3.1. This policy applies to all Inverness College staff who qualify under the various conditions outlined in the policy.

## **4. Compliance**

- 4.1. This policy and associated procedures must be complied with and will be audited regularly with reports going to the appropriate committees.
- 4.2. This document is compliant with the Maternity, Adoption, Ordinary Parental Leave and Shared Parental Leave Regulations as detailed in the 'Legislative framework/related policies' above.

## **5. Monitoring**

- 5.1. Each College policy will be monitored and its implementation evaluated. Appropriate procedures for monitoring and evaluation are the responsibility of the lead officer. These procedures will be subject to audit by the Quality Unit.
- 5.2. The following maternity or adoption Performance Indicators will be used to monitor implementation:
  - 5.2.1. Quarterly reporting of numbers of employees on maternity, paternity, fertility or adoption leave with associated data analysis.
  - 5.2.2. Utilisation of 'Keeping in Touch' Days.
  - 5.2.3. Average number of sick days per employee.
  - 5.2.4. Breakdowns will be by department.

## **6. Review**

- 6.1. This policy will be reviewed on a 3 yearly basis, or sooner if legislative change requires to ensure currency of content and procedures and will amend the policy as a result of any agreed changes to the terms and conditions of academic and/or support staff as a result of agreements reached at JNC.

## Board of Management

|   |  |  |  |
|---|--|--|--|
| Subject/Title:  | Organisation and Professional Development Strategy 2017 – 2020 |  |  |
| Meeting and date:   | Human Resources Committee, 2 March 2017                        |  |  |
| Author:   | Lindsay Ferries, Director of Organisational Development        |  |  |
| Link to Strategic Plan:   |  |  |  |
| Cost implications:  |  |  |  |
| Risk assessment:  | Yes<br><b>If yes, please specify:</b>                          |  |  |
| Status – Confidential/Non confidential  | Non Confidential   |  |  |
| Freedom of Information<br>Can this paper be included in “open” business   | yes  |  |  |
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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.) |  |  |  |

### Recommendation(s)

The Organisation and Professional Development strategy, is presented to the HR Committee for agreement.

### Background

This strategy document provides a route map for continuous improvement and growth.

At the heart of the strategy are our collective values and commitments. Our position as one of the largest partners within UHI makes our contribution to the achievement of the

University's vision significant. The Inverness College Strategy is therefore closely aligned to the UHI People Strategy and the overall strategic vision for UHI. The UHI values of, collaboration, openness, respect and excellence, are implicit within Inverness College's commitment to:

- Operate in an environment of mutual respect, behaving professionally at all times;
- Act with integrity, being honest and transparent in our work and putting the interests of our students first;
- Accountable for our actions, do what we say we will do and exceed expectations;
- Passionate in our work and in our ambition for our students, our college and our university

There are six strategic objectives which align to the strategic aims as set out and agreed in the strategic plan.

The strategy suggests 11 KPI's at the end of the document.

# Organisation and Professional Development 2017-2020

## How to use this Strategy

It is intended that this strategy will provide clear direction to the Board of Management, staff and stakeholders of Inverness College UHI on our strategic approaches to Organisational Development including Human Resources and Staff Development.

Staff should make use of this strategy when creating their Operational Plans.

## Context

Inverness College UHI re-located to its new estate in August 2015, marking the start of a new era for the organisation. The 2017 – 2020 strategy is set in light of the opportunities presented by the provision of purpose built world class facilities providing an inspiring environment for students and staff. This strategy is also set in the context of an organisation that has gone from strength to strength, growing provision, diversifying income streams and achieving national recognition for business excellence and provides a route map to guide us to further success.

This strategy document provides a route map for continuous improvement and growth. Through delivery of this strategy, Inverness College will become an employer of choice in the region, creating an exceptional organisational environment providing excellent further and higher education opportunities and research outputs. As an organisation we will develop a supportive, creative and dynamic organisation that is responsive to our local community and has national and international reach.

At the heart of the strategy are our collective values and commitments. Our position as one of the largest partners within UHI makes our contribution to the achievement of the University's vision significant. The Inverness College Strategy is therefore closely aligned to the UHI People Strategy and the overall strategic vision for UHI.

The UHI values of, collaboration, openness, respect and excellence, are implicit within Inverness College's commitment to:

- Operate in an environment of mutual respect, behaving professionally at all times;
- Act with integrity, being honest and transparent in our work and putting the interests of our students first;
- Accountable for our actions, do what we say we will do and exceed expectations;
- Passionate in our work and in our ambition for our students, our college and our university.

As an organisation we are raising the bar, setting greater expectation of ourselves and our students and working collaboratively with external stakeholders to realise shared ambitions for the Highlands and Islands.

**Strategic Objective 1:**

To engage in proactive workforce planning to attract and equip our staff with the skills and attributes required to meet our ongoing and future needs.

We will achieve this by:

- Developing effective workforce planning processes;
- Developing robust recruitment practice that is closely aligned to organisational values, commitments and workforce planning mechanisms;
- Supporting continued opportunities for professional learning closely aligned to the strategic plan and associated workforce priorities;
- Developing a programme to support the development of those aspiring to future leadership and management roles;
- Promoting development opportunities through secondments, networking and collaborative working with the wider partnership.

**Strategic objective 2:**

To work with UHI partners to support the implementation of UHI shared Services and collectively influence and develop conditions of service and working practices appropriate for a tertiary organisation in the 21<sup>st</sup> Century

We will achieve this by:

- Supporting the development of the HR project workstream to delivery UHI shared services;
- Working with UHI, College Principals and recognised trade unions to develop local UHI agreements in keeping with the tertiary needs of the UHI partnership and ensuring a fair and consistent framework for staff;
- Developing consistent staff policies and procedures in keeping with the needs of a modern tertiary organisation;
- Developing cross partnership trade union and employee consultation and engagement arrangements linked to national joint negotiating and consultation mechanisms.

**Strategic objective 3:**

To continue to embed our values and commitments in our working practice to develop a distinctive organisational identity and to ensure consistency in culture.

We will achieve this by:

- Refining the college personal skills framework, continuing to utilise the framework to challenge and support behaviours in line with college commitments and values;
- Refining the Professional Development Review Process, ensuring that the process motivates staff to achieve their highest performance in line with strategic and operational objectives and college commitments.
- Continuing to improve and ensure business excellence at a local and partnership level by utilising appropriate recognised quality frameworks that support organisational development and cultural change in line with UHI values and people strategy.
- Maintaining IIP Gold and Customer Service Excellence
- Achieving IIP Platinum

**Strategic objective 4:**

To create opportunities for leadership at every level empowering individuals and teams to deliver creative solutions.

We will achieve this by:

- Developing an organisational coaching and mentoring programme to develop the capacity for dispersed leadership throughout the organisation;
- Developing opportunities for leadership of cross-college initiatives at all levels within the organisation;

- Providing mechanisms that encourage cross departmental, and cross partnership working and development;
- Recognising and celebrating success and learning in cross college projects;

**Strategic objective 5:**

To develop an effective, motivated and engaged workforce able to support sustained improvement and organisational development

We will achieve this by:

- Reviewing mechanisms for reward, recognition and celebrating success ensuring alignment with college commitments and values;
- Developing a systematic approach to ensuring currency with industry practice to support continued relevance in education and training provision:
- Ensuring effective self-evaluation and peer review processes across all services that inform operational planning for improvement;
- Providing opportunities for staff to initiate and influence developments and improvements;
- Ensuring staff are equipped and supported to deal with internal and external changing environments, enabling them to be resilient and adaptive to change.

**Strategic objective 6:**

To provide ongoing professional learning and development for all staff that fosters innovation and ensures a productive and appropriate balance between organisational and role specific goals and aspirations

We will achieve this by:

- Developing and implementing staff development opportunities which are closely aligned to the strategic plan and associated workforce development priorities;
- Developing opportunities for leadership of cross-college initiatives at all levels within the organisation;
- Promoting development opportunities through interaction with the wider partnership and external stakeholders;
- Developing a digital skills framework, including role specific training needs assessment and development
- Supporting staff in developing their research and scholarly activity.

## Key Performance Indicators

|  |
|--|
| <b>KPI</b>   |
| Diversity Profile of Staff in light of local and national demographic    |
| Diversity Profile of Students in light of local and national demographic |
| Proportion of staff with a recognised teaching qualification             |
| Proportion of Staff with a SCQF level 10 or above qualification          |
| Proportion of Managers with a recognised Management Qualification        |
| Average number of CPD hours per member of staff                          |
| Achievement of IIP Gold reaccreditation                                  |
| Achievement of CSE reaccreditation                                       |
| Proportion of all staff completed PDR                                    |
| Number of cross college LEAD projects                                    |
| Turnover/Absence   |

## Cross Reference to Strategic Plan

This strategy links to the following strategic aims:

|   |
|---|
| <b>Strategic Aim</b>  |
| <p><b>Curriculum</b></p> <p>We will offer a progressive curriculum that is valued by our students, employers and the communities we serve, and that is delivered in a variety of ways to make it accessible to all. We will ensure the curriculum remains relevant, responsive to demand and aligned with employment opportunities, providing a range of progression pathways that contribute to the economic growth and social cohesion of our region.</p>               |
| <p><b>Professional Practice</b></p> <p>Recognising that people have the greatest influence on our success, we will operate in a positive culture where we stretch ourselves to deliver the highest standards of service, support and delivery that exceeds expectations.</p>  |
| <p><b>Organisational Development</b></p> <p>As a highly regarded organisation, we will attract and retain talented employees committed to achieving shared goals. We will create a supportive, collaborative and dynamic environment where students and staff are inspired to learn and develop. Our high performance culture will be underpinned by a dispersed leadership model, within which teams are empowered to deliver and share accountability for outcomes.</p> |

## Board of Management

|   |   |  |  |
|---|---|--|--|
| Subject/Title:  | Equality Outcomes Annual Report                         |  |  |
| Meeting and date:   | Human Resources Committee, 2 March 2017                 |  |  |
| Author:   | Lindsay Ferries, Director of Organisational Development |  |  |
| Link to Strategic Plan:   |   |  |  |
| Cost implications:  |   |  |  |
| Risk assessment:  | Yes<br><b>If yes, please specify:</b>                   |  |  |
| Status – Confidential/Non confidential  | Non Confidential  |  |  |
| Freedom of Information<br>Can this paper be included in “open” business   | yes   |  |  |
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| 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.) |   |  |  |

### Recommendation(s)

The HR Committee is asked to discuss this report which highlights the public sector equality duty, the college and regional outcome agreement and the Scottish Funding Council reporting requirements going forward.

### Background

In April 2013 we set out our equality objectives and published our first Inverness College UHI Equality Outcomes for the period 2013 – 2017.

In line with the guidance received from the Equality and Human Rights Commission we structured our outcomes under the following themes:

1. Institutional Leadership and Governance;
2. Learning and Teaching;
3. Students;
4. Staffing;
5. Staff Development;
6. Communication;
7. Performance

Going forward the SFC guidance on Regional and College Outcome Agreement requires colleges and universities to address inequalities through a published Access and Inclusion strategy alongside a Gender Action Plan. These are due for publication in July 2017.

While these address actions to tackle inequality in relation to students including participation and attainment, the Public Sector equality duty also requires colleges and universities to take action to address inequalities as an employer.

The update on progress in meeting the outcomes is in draft and will be presented to the Board for approval once the full consultation process is complete. Going forward it is anticipated that the staff related outcomes will be reported separately from the student related outcomes.

To highlight to the Board, in line with the Institutional Leadership and Governance theme is the Board of Managements' performance over the period 2013 – 2017 in relation to the Scottish Government 2020 target to achieve gender balance in Board membership.

The table below demonstrates and evidences the consistency of gender balance over the last four years.

#### **Board Membership Gender Balance 2013 - 2017**

| Year       | Male | Female | Vacancies |
|------------|------|--------|-----------|
| June 2013  | 8    | 7      | 1         |
| June 2014  | 7    | 8      | 1         |
| June 2015  | 5    | 10     | 3         |
| June 2016  | 8    | 8      | 2         |
| March 2017 | 7    | 9      | 2         |

Some of the actions taken and will continue to take to promote diversity include:

- the use of a variety and broad range of mediums to attract candidates;
- at each recruitment campaign, taking the opportunity to highlight profiles of current board members on the College website;
- at each recruitment campaign, holding an open evening where potential applicants can meet board members, learn a little about the role and about the college in an informal setting;
- maximising the use of press releases to make specific reference to the diversity of the Board;
- the use of social media, namely twitter and Facebook to appeal to and engage with diverse groups;
- periodically reviewing the timings of Board and Committee meetings, to take into account the work and family commitments of board members.

## Board of Management

|   |   |  |  |
|---|---|--|--|
| Subject/Title:  | HUMAN RESOURCES REPORT – QUARTER 1 2016/17  |  |  |
| Meeting and date:   | Human Resources Committee – 2 March 2017  |  |  |
| Author:   | Lindsay Ferries – Director of Organisational Development  |  |  |
| Link to Strategic Plan:   | Enhancing Performance   |  |  |
| Cost implications:  | Yes / No ( <i>delete as applicable</i> )<br><b>If yes, please specify:</b>  |  |  |
| Risk assessment:  | Yes / No ( <i>delete as applicable</i> )<br><b>If yes, please specify:</b><br>Financial:<br>Operational:<br>Organisational: |  |  |
| Status – Confidential/Non confidential  | Non confidential  |  |  |
| Freedom of Information<br>Can this paper be included in “open” business   | 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.) |   |  |  |

### Recommendation(s)

The Human Resources Committee is asked to discuss the report.

### Purpose of report / Summary

This report presents qualitative analysis of key HR measures surrounding turnover and absence.

## Main body of information

### 1. Turnover

Staff turnover in Q1 2016/17 was 6.0% an increase when compared to 4.4% in Q4 2015/16. Retirements in particular are normally effective in Quarter 1 due to the academic summer holiday period.

In comparison to Q1 in 15/16 we have seen an increase in retirements from 2 in Q1 2015/16 to 8 in Quarter 1 16/17 (including 1 ill health retiral).

The anticipated turnover expected at the beginning of 15/16 was realised at the beginning of 16/17. This effect is largely attributed to the lecturer pay rise and collective pay bargaining. Staff remaining in employment beyond retirement age is likely to continue into 2017/18 as further expectations of pay progression impact on their final salary projections.

Staff turnover for core staff only (excluding fixed term contracts) in Q1 2016/17 was 5.5%.

### 2. Headcount and FTE

In Q1 2016/17 Average Headcount was 366 of which 330 are permanent employees and 36 are fixed term contracts.

Average FTE is 309 in Q1 2016/17, 283 are permanent and 26 are fixed term.

Summary of teaching staff fte and contract type in in Q1 2016/17 compared with previous year:

| Average FTE               | Q1 2016/17 | Q1 2015/16 | Q1 14/15 |
|---------------------------|------------|------------|----------|
| Permanent Teaching Staff  | 129.7      | 129.5      | 122.1    |
| Fixed Term Teaching Staff | 8.8        | 3.4        | 2.1      |
| Supply                    | 4.2        | 3.4        | 7.9      |
| Total                     | 142.7      | 136.3      | 132.1    |

Permanent teaching numbers have stabilised while there is an increase in fixed term teaching staff. Hourly paid supply staff has reduced considerably.

The overall increase in temporary fte is due to a number of factors:

1. Year on year growth in HE activity
2. Year on year realisation of FE target
3. Development of HE programmes

### 3. Leavers

There were 22 leavers in Q1 2016/17, 7 of which were anticipated retirements. Twelve were resignations, 2 fixed term contracts came to an end and 1 permanent support staff member retired on ill-health grounds.

|   | No. of Leavers | Total FTE      | Reason for leaving  |
|---|----------------|----------------|---|
| Support Management permanent position       | 1              | 1              | 1 Resignation   |
| Support Management SMT permanent position   | 0              | 0              | NA  |
| Support Staff permanent position            | 7              | 5              | 5 Resignations<br>1 Retirement<br>1 Ill-health retirement |
| Support Staff Non fixed term contract       | 3              | 3              | 2 End of Fixed Term Contracts<br>1 Resignation            |
| Support Term Time Only – permanent position | 4              | 2.8183         | 2 Retirements<br>2 Resignations                           |
| Teaching Management permanent position      | 0              | 0              | NA  |
| Teaching staff permanent position           | 6              | 3.9            | 4 Retirements<br>2 Resignations                           |
| Teaching staff fixed term contract          | 1              | 0.4            | 1 Resignation   |
| <b>Total</b>                                | <b>22</b>      | <b>16.1183</b> |   |

#### 4. Starters

|  | No. of Starters | Total FTE      |
|--|-----------------|----------------|
| Support Management permanent position      | 0               | 0              |
| Support Management SMT permanent position  | 0               | 0              |
| Support Staff permanent position           | 9               | 7.8709         |
| Support Staff fixed term contract          | 5               | 4.5            |
| Support Term Time Only permanent position  | 2               | 1.7938         |
| Support Term Time Only fixed term contract | 2               | 0.6791         |
| Teaching Management permanent position     | 0               | 0              |
| Teaching staff permanent position          | 9               | 7.87           |
| Teaching staff fixed term contract         | 7               | 5.4            |
| <b>Total</b>                               | <b>34</b>       | <b>28.1138</b> |

Of the support staff permanent positions, 5 were recruited on a permanent part time basis in response to hospitality service demand and the An Lochran contract. A further 4 posts were recruited as backfills for established posts.

Five of the fixed term teaching staff appointments were filled by internal supply staff who were successful in the recruitment and selection process. There were two appointments drawn from external appointments.

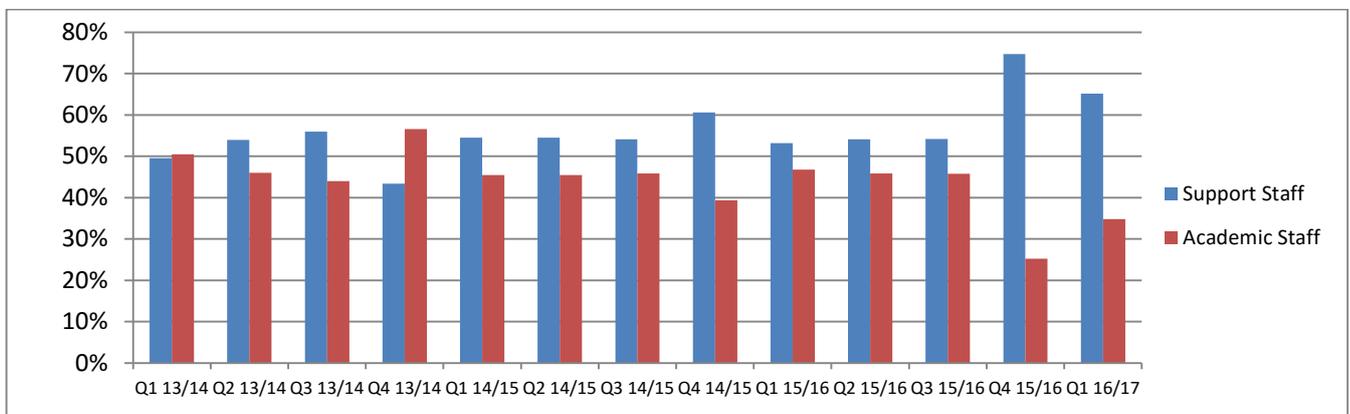
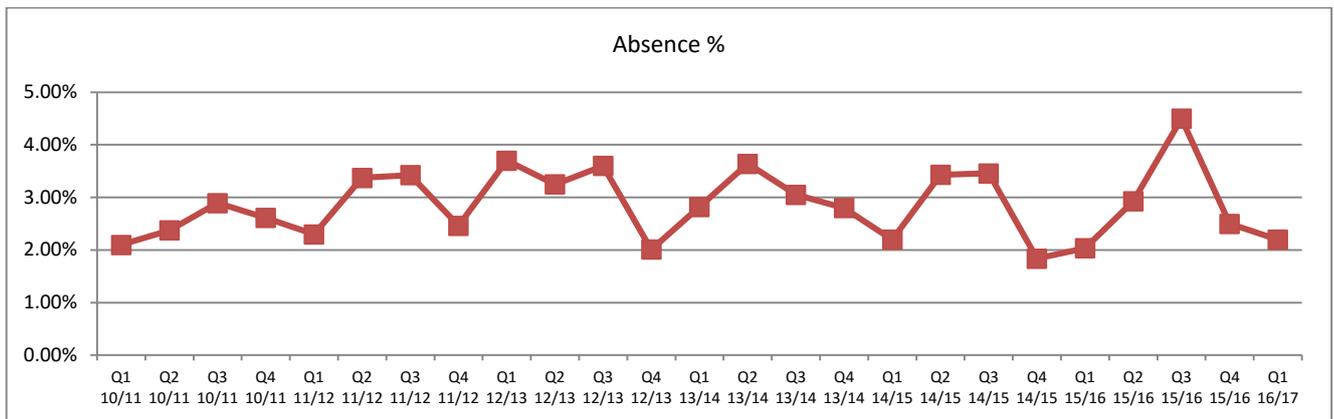
**5. Transfers and secondments**

In Quarter 1 2016/17 there were no internal transfers or secondments. There was 1 flexible working request approved within the Quarter. This was within the teaching staff permanent establishment who reduced from 0.5 to 0.2FTE.

**6. Absence**

Sickness absence in Q1 2016/17 totalled 453.5 days, equivalent to 2.2%. This is a decrease on Q4 2015/16 (2.5%) and is consistent with seasonal patterns of absence in previous years. However, it is higher than Q1 2015/16 (2.0%) and the exact same as Q1 14/15 (2.2%).

In Q1 2016/17, 65.16% of the total absence is attributable to support staff and 34.84% to academic staff compared to the previous quarter's split between support (74.72%) and academic (25.28%). Overall, absence days lost in Q1 2016/17 (453.5) was less than the overall absence days lost in Q4 2015/16 (496.5).



The College's Promoting Attendance Policy defines long term sickness absence as sickness absence for 13 or more consecutive days in relation to stress/debility or, for other conditions, 28 days or over. In Quarter 1 2016/17, 3 members of staff met the long term sickness absence trigger for stress/anxiety. All individuals have since returned to work, 2 of which were supported through Occupational health.

Three further employees' remained absent from Q4 2015/16 with long term sickness for debility and musculoskeletal reasons. 2 individuals have returned to work after successful phased return programmes and the other individual has now left the College.

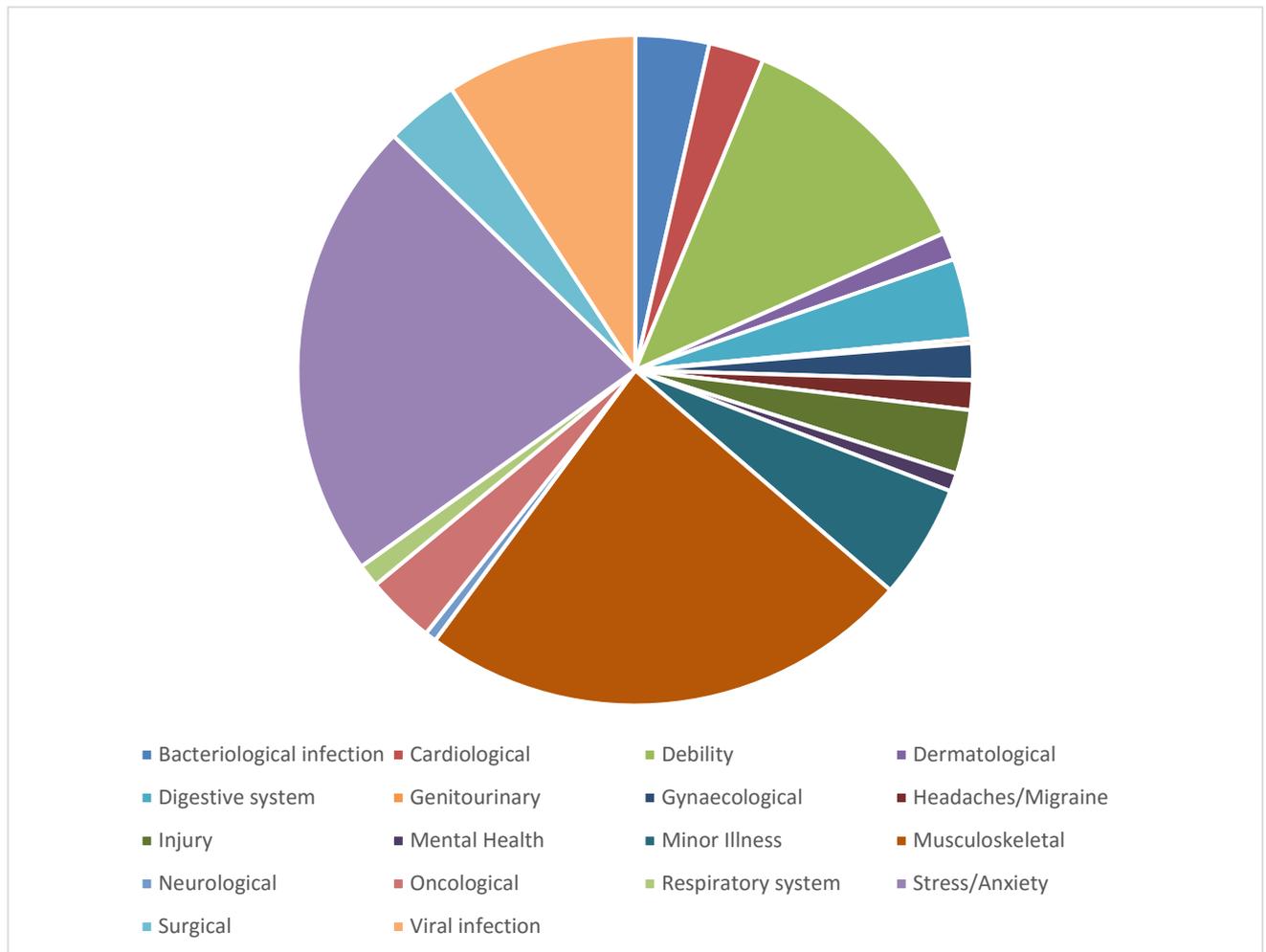
The most common reason for absence in Quarter 1 2016/17 was musculoskeletal with 107.5 (23.7%) days lost across 6 separate episodes, followed by stress/anxiety with 101 (22.3%) days lost across 6 episodes.

Management referrals to occupational health numbered 14 in Q1 2016/17. Three of these related to employees with long term sickness absence, the other 11 related to general short term sickness absence and advice regarding ongoing fitness for work.

2016/17 Quarter 1

01 August 2016 – 31 October 2016

Days lost by Absence Reason



## Board of Management

|   |   |  |  |
|---|---|--|--|
| Subject/Title:  | IIP Gold Final Report                                   |  |  |
| Meeting and date:   | Human Resources Committee, " March 2017                 |  |  |
| Author:   | Lindsay Ferries, Director of Organisational Development |  |  |
| Link to Strategic Plan:   |   |  |  |
| Cost implications:  |   |  |  |
| Risk assessment:  | Yes<br><b>If yes, please specify:</b>                   |  |  |
| Status – Confidential/Non confidential  | Non Confidential  |  |  |
| Freedom of Information<br>Can this paper be included in "open" business   | 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.) |   |  |  |

### Recommendation(s)

This paper along with the attached final report, is presented to the HR Committee for discussion.

### Background

On the 7<sup>th</sup> December, the IIP Assessor, Maria Baxter fed back the outcome of her assessment to the Senior Management Team and confirmed that the college and staff had met the IIP Gold standard.

Attached to this paper is the written report that was submitted to the college by IIP Scotland at the beginning of February. This aims to set out our performance in light of our objectives and the framework and includes some suggested areas for development.

The college will be subject to annual reviews to maintain the standard. The IIP Assessor has also provided an outline gap analysis in light of generation 6 IIP platinum which we are also considering further.

Further promotional activity is scheduled in March to include a presentation to the Chamber of Commerce and the local CIPD group along with the Chief Executive of IIP Scotland, Peter Russian. A presentation to the UHI HR practitioner group was progressed in February. IIP Gold Plaques for Inverness Campus, the Early Learning and Childcare Centre and the Scottish School of Forestry have been ordered.



# / Inverness College UHI

## Investors in People GOLD

### Business Improvement Report

Undertaken by Maria Baxter  
On behalf of Investors in People Scotland

Project Reference Number: 16/1915  
Date: December 2016



## Contents

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## Executive Summary

I congratulate you on achieving Gold accreditation status against Investors in People Framework (Generation 5). The following report provides feedback from the assessment process undertaken in December 2016.

Inverness College UHI is without any doubt totally committed to ongoing and continuous improvement in all areas of the organisation.

The move to the building in 2015 still continues to be a source of great satisfaction. People describe great pride in their work and enjoy working in the College. I was certainly made aware of this during the on-site visit through the discussions and visits and tours to a number of departments.

Your values are embedded and at the heart of the College. People describe and frequently refer to 'Our Commitment' in their own words; striving to deliver excellence; working as a team; making a difference locally and feeling encouraged, empowered and wanting to go the extra mile. This is a great achievement and is reinforced by the effective leadership. There is clear vision, values and an effective strategy that drives your performance and is well communicated. The 'live' strategic and operational plans with meaningful Key Performance Indicators are effectively utilised, through regular monitoring and review, supporting a positive impact on performance.

*"Our people are Inverness College UHI's greatest asset"* is a strongly held belief.

I encourage you to celebrate the success of your revised PDR process aimed at supporting your people to be the best that they can be. It is a well designed and clearly presented process, attracting positive comments as referred to in the report. There may be scope to enhance it in the future, utilising a 360 degree approach, however, it is wholly fit for purpose and as planned, I believe people new to the College and those requiring support/refresher will benefit from workshop sessions, in addition to available access to comprehensive, well written, clear guidelines prior to the next round of activity.

Your investment in management development has been significant and leaders and managers attracted praise and positive comments and your performance is steadily improving aligned to this.

Learning and development is identified, resourced and supported with parity across all areas of the College. You have been successful in encouraging cross-College initiatives encouraging good practice and sharing, to the extent it is becoming the 'norm'. This is commendable.

There is scope for you to continue with your approach to strengthen career/succession planning and talent management to build capability in the organisation. The recent appointment of a Staff Development Officer supports your strategy to develop your people to support your intent to 'deliver excellence'. The success of the PDR in its approach has potential as planned to support you further in this aspect.

## Outcome

Having carried out the assessment process in accordance with the guidelines provided by UK Commission for Employment and Skills, (UKCES), I was satisfied beyond any doubt that Inverness College UHI meets the requirements of the Investors in People Standard.

### Additional Accreditation

I am delighted to confirm the number of IIP Criteria which are deemed to be met means that you have achieved **Gold** status.

The detail of this is presented in Appendix 1.

## Background

Inverness College UHI is one of the largest partners in the University of the Highlands and Islands. There has been significant progress, change and development, with the new College opening in Inverness in August 2015 followed by the new Scottish School of Forestry at Balloch.

You have a Strategic Plan: 2014-2017 in which you state you have, “sought to give direction to the development of the College as an organisation and as a truly integral part of the UHI making a significant contribution to the economic and development needs of the region.”

### Strategic Aims

- To be a high performing, responsive organisation recognised for excellent customer service and quality of provision.
- To be an employer of choice, creating an inspiring environment in which to learn and work.

### Strategic Objectives

- To develop and implement innovative and effective leadership and management that supports continued organisational development.
- To implement robust and responsive plans for succession, continuity and development to ensure the right people are in the right jobs at the right time.
- To continue to develop and implement appropriate quality frameworks that support enhancement of services in all areas.
- To provide opportunities for staff to grow their knowledge and skills in line with organisational need.
- To continue to develop effective internal and external communication mechanisms that support organisational development and the achievement

At the time of planning this review you had commenced the discussions to inform your future plans and strategies, 2017 – 2020.

Your documentation captures attention with “Start Tomorrow Today”.

As an organisation you have worked over a period of approximately two years to consider and utilise the good practice within the Investors in People (Generation 5) Framework to support you through an extensive period of transition and management of change.

You successfully met the Investors in Young People framework in 2014 and you are highly pro-active in working towards external standards, benchmarking your performance as you progress and maintain the requirements.

## Methodology

We prepared for this review with focus to ensure that your timescales could be met, efficiently and effectively. Our initial meeting took place on 21<sup>st</sup> October. A great deal of background information and discussion relating to your objectives for the review was covered. We agreed to use Dropbox as the tool to facilitate access to documentation and information.

We discussed and agreed the detail for the staffing information best placed to arrive by 4<sup>th</sup> November with a telephone conversation planned on 7<sup>th</sup> November to align our position; followed up with a further face to face meeting on 9<sup>th</sup> November. It was at this meeting that the objectives were again given our time and reflection. The clarity of approach for formulating the on-site visit and the timetable was finalised. Our discussion included identifying the meetings planned to take place during the agreed on site days and our discussion confirmed that observations and tours, particularly of the nursery, catering, commercial salon and the school of forestry, would add value.

As we progressed our discussions with the invaluable support of Shona MacDonald all documentation was provided and the timetable for the review was completed in a timely and effective way.

I was given frequent and regular updates in response to my requests during the on-site visit and had regular 'catch-up' meetings with Lindsay Ferries.

The feedback against the objectives below will be covered and to meet with your request the report will be against indicators with attention to how this may align with the Investors in People Generation 6 Framework, to support action planning, post review.

At the time of the review the staff cadre comprised 366 people with a Board of Management of 13 external members. The board of management also includes 2 staff members, 2 student members and the College Principal (ex-officio) taken from the staff cadre. The breadth and range of job roles has led to 14.7% sample, meeting guidelines. A total of 56 people were identified to participate in the face to face discussion. The actual activities during the on-site visit led to a significantly higher proportion of people participating, due to observations; tours and informal interactions. I was given complete freedom to move about and across the sites.

Activities included:

- IConnect demonstration
- Observation of the Board of Management Audit Committee
- Tour of the Guidance area rooms and operations
- Lunch in the (training) Sheiling Restaurant
- Observation of Board of Management HR Committee
- Tour of the Learning Resource Centre; Library and Study rooms
- Tour of a staff work room.
- Opportunity to peruse the IT area

Tour of the early learning and childcare centre (nursery) and observation of activities and perusal of folders and notice boards

Tour of Commercial Hair and Beauty Salon, Training Salon & Sports area with opportunity to interact with staff

Observation of the Christmas Committee

Tour of all catering services and areas

Observation of the Operational Management Group Committee

Tour of the Scottish School of Forestry at Balloch

Perusal of Atrium area; operations and displays

Perusal of the range of notice boards

Visit to the Performing Arts Theatre and observation of activity in progress

## Review Objectives

As a result of the planning meetings; e-mail discussions and telephone calls a comprehensive folder of information (on Dropbox) along with a detailed staff list was provided.

The objectives were agreed and outlined in the assessment plan: summarised below:

- 1: To develop and implement innovative and effective leadership and management that supports continued organisational development.
- 2: To implement robust and responsive plans for succession, continuity and development to ensure the right people are in the right jobs at the right time.
- 3: To continue to develop and implement appropriate quality frameworks that support quality enhancement of services in all areas.
- 4: To provide opportunities for staff to grow their knowledge and skills in line with organisational need.

The findings (IIP Generation 5 Framework) for each indicator are presented in the table: Appendix 1 (summary) and Appendix 2 (full framework).

Further to this it was agreed that there will be cognisance of your current levels and achievement taking account of how this aligns to IIP Generation 6 Framework, to support action planning, post review. This is covered in a document sent under separate cover.

## Analysis of findings

1: To develop and implement innovative and effective leadership and management that supports continued organisational development.

Understanding the Impact and Tailored Recommendations.

Opportunities for Looking Forward are presented in BOLD

The Education Scotland Review Report, May 2016 states, *“Members of the SMT work together effectively, which has resulted in well-coordinated planning of college strategies.”*

I observed a number of meetings and the day to day interactions of this team. I gathered feedback from people during the on-site visit that confirms strong and highly effective leadership. The Inverness College UHI Strategic Plan 2014-17 sets out clear and communicated aims and objectives. The key performance indicators are in place and were cited as being *“absolutely meaningful.”*

*“Diane’s leadership is exemplary. She is good at bringing the team with her. She’s a very good listener. She’s strong willed, single minded and very approachable. We are lucky to have her. She is the right person.”*

*“The SMT work as a team. You can see them challenge each other but it’s always constructive and inclusive.”*

At the time of the review the strategic plan for 2017-20 was being developed and it is clear that engagement is sought and encouraged. SMT have encouraged an inclusive approach with engagement increasing, as noted in the participation levels in the strategic planning workshops.

*“We were involved in the 2020 strategy planning workshop. It was part of a series and we were all there. We had an update on the previous year. It helped up to understand the vision and it’s nice to be part of it.”*

*“Everybody wants the College to be successful!”*

**I met with many people that had participated and they confirmed it to be a worthwhile exercise in which they felt included, involved and actively encouraged to contribute. This approach is working well and you are encouraged to build on this emerging good practice.**

The Board has been subject to a significant turnover of people in recent times. The interaction and working relationship evolving with the Principal and the Chair aligns to the ethos of the College, with clarity of purpose, vision, values, standards and expectations embedded.

**The commitment and time the Board Members contribute is valuable and appreciated. The Chair of the Board has spent time working with Board Members and has been pro-active in providing support to all. The emphasis I observed has been on those new to their roles. This approach is part of a journey facilitating the ongoing effectiveness of the Board.**

Investors in People Scotland recently developed the Developing Effective Boards framework, aimed at helping organisations to review and improve their practices which you may wish to consider. It can be used by any Board at any stage of maturity and follows a cycle of entry, contribution, improvement and succession. I believe the framework has merit to strengthen current performance as a tool to support good practice and/or as part of an accreditation process.

I was given access to the objectives and outcomes in addition to meeting with people that had participated on the range of activities that you have supported, developed and implemented. There is a strong support mechanism within the organisation to facilitate and support those who have or will have leadership and management responsibilities.

LEAD attracted highly positive remarks with regard to participants gaining a better understanding of their own and others' style and behaviours. The insight in to a range of management techniques to support them in their role, elicited encouraging praise, whereby as a result people confirmed they felt better equipped and more confident in their role. You have built on the evaluation and success of each phase to good effect.

CMI level 6 management training has been another successful management development opportunity with particular appreciation of the highly participative and interactive approach.

*"We had role play that was filmed and it really was very interactive."*

*"The PDR was something we practised and it's given me the confidence to complete them with my team."*

Further to the formal opportunities people described a wealth of on the job support with access and opportunity to seek help, advice, guidance and support. It was noticed that people have high regard for their immediate line manager as can be seen by comments:

*"She likes ideas and is all for it. She likes it when we come up with ideas. We're working on an idea now which I've been encouraged to progress. It makes it worthwhile and I feel my contribution is recognised."*

*"They are great role models. They are extremely knowledgeable and very experienced at the job we do. They have given me confidence. I get a lot of feedback."*

*"She is easy to talk to."*

*"We get an update from OMG when she gets back."*

*"I go to her for help so for instance, I needed more information on the PDR and she went through it. It made the process and the paperwork much clearer."*

*"I get a lot of support. She is good. She has done this role and is always really helpful. She's my 'go-to' person."*

*"I can ask questions and she is always happy to help."*

*"It's really great to have an open door and she absolutely will give you the time and will answer your questions and will always give you constructive feedback. I'm feeling extremely good!"*

*"He is a very good communicator."*

*"We work well and he is good at keeping us up to speed."*

The LEAD programme was developed and implemented with the support of a *"very good facilitator."* SMT members participated during a period of change and it was commented, *"It was very useful and came at the right time as it gave the opportunity to come together and at the time it was needed."*

Recruitment and selection as part of the LEAD programme has developed knowledge and skills for those involved in such activities, with the ongoing support of the HR team, as noted. There may be opportunity to build resilience in the process, which we will need to explore as part of the action planning process, taking account of your priorities and preferred approach. I encourage us to reflect on the requirements of Generation 6 framework to take this forward.

LEAD is a demonstrable success as it moves through phase 3 and it has highlighted the merits of cross-college projects with six project teams working on:

- Evening Classes
- Health & Wellbeing
- Internal Professional Networking
- Room Utilisation
- IC a business
- Supplies Logistics

**This is noteworthy as this approach attracted equally positive remarks for the customer service training that has been delivered in-house and some sessions were in progress during my visit.**

*"We had role play that was filmed and it really was very interactive."*

*"The PDR was something we practised and it's given me the confidence to complete them with my team."*

*"It gave me a lot of confidence in my role."*

As confirmed during the discussions there is a wealth of on the job support where people are able to seek assistance and to access help, advice, guidance and support. Line managers are described in positive ways, best summed up by comments:

*"I work well with her and if I'm stuck, I only need to ask and I get help."*

*"As a boss, I'll give 9/10 as she is reasonable, fair, listens and manages the workload well."*

*"I am so well supported."*

*"She tries her best to support us and to recognise that we do our best."*

*"He is so experienced and capable. I go to him and it's worthwhile."*

*"I feel very supported in my role as he takes time with us and makes sure we're on track."*

*"He listens so I don't hesitate to go to him."*

*"She is very caring, super, amazing, brilliant!"*

*"Our PDM really trusts us. She absolutely does. She listens and she really is the best boss I've had anywhere!"*

*"We all go over and above for her and the students."*

*"Our PDM is fine and fair. If we do something right we get praised and if it's wrong we get advice and support."*

An effective management development opportunity was through the recent CMI level 6 training which can only be described as a great success. I encourage you to consider higher level progression but note you already have plans in place to progress this; opportunity to develop and work towards level 8, in the near future.

*"Our PDM is absolutely fantastic. I feel fortunate to have done this."*

*"It gave a good grounding."*

*"It was very informative. I am more confident."*

PDA and TQFE are well regarded with positive comments from those participating. It is with much pride that the KPIs as reported at the Board of Management meeting on 6<sup>th</sup> October, confirm your impressive achievement. *"The count therefore for permanent full time teachers holding recognised teach qualification or studying towards TQFE/PDA is 94 out of a total of 97."*

A further area in which you are progressing is the coaching and mentoring that forms part of the next round of LEAD planned for January 2017. You have clearly created an environment in which people are developing their leadership capabilities and awareness and good practice e.g. recruitment and selection. This will enhance performance with incremental and ongoing implementation.

It is my belief that as we move to work towards Generation 6 framework with the requirement of a survey; the results will build on the good practice in place, You Said, We Did.

2: To implement robust and responsive plans for succession, continuity and development to ensure the right people are in the right jobs at the right time.

Understanding the Impact and Tailored Recommendations.

Opportunities for Looking Forward are presented in BOLD



I was left in no doubt during my visit of 'Our Commitment' and how firmly it is embedded in all areas of the College. I was impressed by how well versed and aligned people are to the statements as publicised and seen in the document copied to the left here.

There is a strong sense of purpose and belief. I was made aware that people are expected to perform to high standards; want to work to high standards and looking at your performance year on year, you are making positive progress, noticed in your metrics.

As part of your planned approach to achieving this objective we spoke of the revised PDR process and your request for feedback, in the spirit of ongoing and continuous improvement. I was able to peruse this noting specifically bullet point 2, as below:

- Providing a Professional Development Review Process that is supported by a personal skills framework that motivates staff to achieve their highest performance in line with College strategic and operational objectives and commitments

This is an area in which you have made significant advances and you are to be applauded on your approach, the success and additionally the way in which you have monitored and evaluated this.

The Personal Skills Framework is clear and focuses on three main areas as seen below.

### LEADERSHIP

**Providing direction, inspiration and encouragement to others**

### PEOPLE

**Working with others in a constructive and supportive way to achieve goals and manage change.**

### PERFORMANCE

**Commitment to deliver excellence and take responsibility to improve through learning and development**

I believe you have developed a user friendly framework based on the many I have seen, reviewed and implemented in my career. This is strengthened by the positive comments and remarks cited during my on-site visit.

Your banding as shown below taken from your framework is clear, concise and easy to follow.

| <b>(A)</b>       | <b>(A+B)</b>  | <b>(A+B+C)</b>                   |
|------------------|---|----------------------------------|
| <b>All Staff</b> | <b>First Line Managers/Cross-college Managers/Supervisors</b> | <b>Strategic Senior Managers</b> |

The lead statement for each area, A, A+B and A+B+C sets the scene well.

The bullet points in the Personal Skills Framework document (attached as Appendix 4 for our ease of reference) are not prescriptive and the use and approach in using these is well explained. The PDR Guidelines are clear, well structured and focused on the ‘reader’, and these comprehensive guidelines are available for the PDR Manager and PDR Reviewee. You are to be commended on this thorough and detailed approach to implement an effective PDR.

**Opportunity to participate and learn about the ‘new’ PDR was offered to all. My understanding is that people understand and are happy with the process. I believe in the spirit of continuous improvement that attention to the level of competence in delivering or participating in the next round of reviews may benefit from opportunity to attend a workshop, aimed at refreshing as well as up-skilling people in order to drive the quality to reach the high standards expected.**

I met with people that had participated on the ‘roll-out’ training; accessed the guidelines for support and further to this, some people had approached their line manager for input prior to conducting the discussions with their own team members. Congratulations on your success in developing, implementing and rolling out a well received and applied process, building capabilities.

**I suggest that you may wish to set ‘reminders’ of the existence of these documents, in order to maintain/reinforce awareness levels and to encourage the use of the ‘resources’ that support this process; Strategic plan; Departmental operational plan; the Personal Skills Framework; Self Evaluations, Job descriptions and CPD. IConnect is a highly effective resource at your disposal to reinforce this message, systematically across the College.**

You state. *“The framework is aligned to the College’s strategic objectives and can be used as a coaching tool to ensure that staff across the college are working to standards so that a high level of service is delivered. By encouraging excellence within roles the framework will enable staff and the college to respond to future changes.”* Many organisations seek to link (golden thread) and looking at this in context, (see Appendix 3: Alignment Model) I congratulate you on your success as the approach, the implementation and views from your people confirm this is aligned; working well and effectively embedded, as part of your business as usual.

**In order to develop your good practice further there may be opportunity to consider 360 degree feedback to support and improve capabilities of leaders, managers and all, as appropriate.**

Strategic objective 3:

To continue to develop and implement appropriate quality frameworks that support quality enhancement of services in all areas.

Understanding the Impact and Tailored Recommendations.

Opportunities for Looking Forward are presented in BOLD

As part of your ongoing and continuous commitment you have in place a wealth of monitoring and review activities that inform your performance and progress.

Key Performance Indicators are closely monitored and development of action plans and setting up working groups is a routine way of working to drive improvements; raise standards and/or to address challenges.

The appointment of the people to facilitate your achievements is now more settled than previously. The commitment of SMT with a focus on greater engagement and participation levels of people, is serving to develop your strategy with buy-in which supports the development of the departmental operational plans. I believe this inclusion, involvement and engagement is crucial to your success and supports you to achieve and to maintain the range of external standards and accreditations.

Investors in People Gold level accreditation has been achieved during this visit. Congratulations!

Customer Service Excellence is a matter of great pride and you were successful in maintaining this award during my visit. Congratulations again!

**The quality of the training from the comments made by those participating in the sessions is exceptional. This is a real credit to you, given the feedback and outcomes has been achieved and attracted utilising your 'in-house' delivery team. The credibility of those delivering these sessions impacts in a significantly positive way given they are part of the College team and the perception and reality is that they know the 'set up' and have a realistic and practical approach. This is an excellent outcome and one I know you are proud of and rightly so.**

A strength worth noting here is your ability to consider feedback and then to adapt and flex as required with changes and improvements as part of an ongoing cycle of monitoring and review. This is an embedded way in which you work and even with changes to personnel you have managed to focus, maintain and enhance performance.

Buttle UK Award is an accomplishment, aligned to your endeavours to support care leavers. There are legislative requirements and then there's the 'doing the right thing' ethos and there is a strategic drive and operational expectation to fulfil the obligations, above and beyond, wherever practicable.

**I would suggest that there may be scope to raise the profile of your activities to enable people to better understand and appreciate the rationale and impact of your approach.**

At the time of the review I was without prompt given many instances of the level of self evaluation and review occurring across all services.

*"I took part in a professional discussion on learning and teaching to pick up tips and tricks and I did!"*

*"I was able to observe and the way he handled the group, I was in awe. I have definitely gained from this."*

*"We have regular PAT sessions to share and gain ideas for best practice."*

*"We swap. We share. We have a good network and share best practice all the time. There are the formal and informal ways of working and it makes us better."*

Your progress with planned observations as part of your qualitative stance is further enhanced by the level of additional and 'wanted' activity that people can undertake in addition to the formal channels.

I was intrigued by 'Just Add an Egg' which has really taken hold of people's interest (mine included) as it serves to raise the standards. The sharing of knowledge and information with the specifics of what works well and why has raised awareness. As a result the concept is being embraced. I was given a number of examples whereby people had considered the content of a session that they had attended citing how they had adapted it, "gave it a tweak for our own use" and described how this "saved starting from scratch"; "avoids duplication of effort" with the added bonus of networking and the interactions taking place.

**This is a real success to date and there is now potential to increase the 'topics' and the participation levels. There is opportunity to capture subject matter pertinent to a department and/or the wider organisation. The encouragement for people to deliver and share may create a development opportunity that you will I believe want to further encourage. I wholly recommend this to be an approach that you continue to develop and grow, given how well it has been adopted and 'liked'.**

Your strategies wholeheartedly encourage and support cross-College networking. There is a bonus from the way in which the work rooms have been planned, whereby people are now working with, interacting and sharing knowledge and expertise, in areas that had not been tapped prior to your move to the (new) building. **This is to be commended. I trust you will extend this further and more widely as opportunity arises, in the spirit of ongoing and continuous improvement.**

You have a wealth of forums; working groups and networks developed and evolving alongside highly effective and encouraging relationships as noted during the discussion with EIS representatives.

The tour of the Nursery demonstrated a highly tuned team, who work well, know and like each other as demonstrated by this comment:

*"We all work together and have done for so long we play to our strengths."*

It was interesting to note your support and encouragement for visits to other nurseries during the construction phase to facilitate good practice and application of findings back in Inverness. The level of engagement and commitment is admirable.

*"We want to be the best. We want to provide the best for the students and staff to be at the top level"*

You will be familiar with this model: Tuckman's Stages of Group Development.



I believe that this Nursery Team is at the Performing stage which is a real achievement and may warrant exploration of their 'formula' to share and encourage this in other areas.

I believe from my observations and gaining insight regarding the journey the College has travelled over recent years, that other teams are at the high performing level, noticeably within the SMT.

**The model may be a useful tool for the Board to consider, given their changes; to strive to achieve the higher levels as they develop and establish as a team.**

**There were some isolated remarks regarding the 'visibility' of the SMT shared with you at the feedback meeting. I probed this and believe you are victims of your own success here having evolved and developed to form a strong and effective team with clear roles and responsibilities built on transparency and trust.**

The tour of various departments, including School of Forestry; Beauty; Hair; Sport: IT; Guidance and Catering gave a greater level of insight and exposure to the teams. People demonstrate real pride in showcasing their areas and the discussions with your people further reinforced this.

*"I'm living the dream."*

*"This is such a great place to work."*

*"I feel proud working here."*

#### Strategic objective 4:

To provide opportunities for staff to grow their knowledge and skills in line with organisational need.

#### Understanding the Impact and Tailored Recommendations.

Opportunities for Looking Forward are presented in **BOLD**

In “Our Commitment” which is a particularly well publicised and highly visual document one of your statements is, “Deliver excellence”. The strategic plan underpins your approach. This specifies your intent, objectives and the way in which you plan to achieve with alignment to the UHI People Strategy. The overall strategic vision for UHI and the values of collaboration, openness, respect and excellence are implicit.

*“Fostering the development of a learning organisation is an integral part of meeting our ambitions.”*

You have invested significantly and continually in learning and development activities. You have a structured and planned approach to achieving this with focus and incremental steps to support achievement, noticeably:

- Appointment of a Staff Development Officer
- Effective development and implementation of the revised PDR
- Up to date information on courses and learning opportunities on IConnect
- Learning and Teaching Working Group
- Mandatory and online sessions that are monitored to good effect
- LEAD
- PDA
- TQFE/HE
- Research projects: encouraged and supported - investment: time; resource; expertise
- Staff Development Days
- Course evaluation: monitoring and review - leading to improvements, changes, full roll out/launch where proven e.g. Customer Service Excellence

In addition you have made tremendous progress with self evaluation which is a valued process cited in positive ways in the discussions during my on-site visit.

I was given many examples of external visits where people described how they were able to watch, learn, observe and bring back good practice, where relevant.

The role of Personal Academic Tutors (PAT) and Programme Development Managers (PDM) are worthy of note as the impact they have cannot be underestimated in the learning and teaching arena. They are held in high regard and are considered to offer advice, support and guidance in a timely manner. I heard encouraging remarks with regard to the interactions, support, development, communication, approachability, knowledge, skills and experience.

I was able to note that where people are promoted there is a comprehensive level of support through line manager interventions and specific development, e.g. CMI level 6. Qualification achievement was described and the impact impressive with examples of how the learning has given confidence and enabled this learning to be put in to practice back in the work environment.

A real achievement is the way in which you have reached all people in all roles within the College. There is a strong sense of purpose and belief that learning and development opportunities will be offered, identified and responded to upon request. There is a keen awareness of providing the rationale and in this area you have totally aligned your plans and objectives as a College, department and individual level. People confirm they are equipped to fulfil their role and are clear on what is required.

People are without doubt given access and opportunity to develop and there is a strong culture of sharing and implementing the learning back in the workplace. I believe you are familiar with the 70/20/10 model, given your approach. I encourage you to continue to work in this way to make best use of your available resources.

| 70%   | 20%  | 10%  |
|---|--|--|
| Learn and develop through <b><i>experience</i></b>  | Learn and develop through <b><i>others</i></b>   | Learn and develop through <b><i>structured courses and programmes</i></b>  |
| <p>On-the-job (I was given many instances of this approach routinely taking place and to good effect)</p> <p>Self review/evaluation (effective, embedded and seen as a valuable tool)</p> <p>Projects – Research is actively encouraged and supported</p> <p>Observations – formal and informal</p> <p>Use of new systems and processes</p> | <p>Induction</p> <p>Networking</p> <p>Sharing e.g. just add an egg</p> <p>Specialist Groups e.g. learning and teaching working group</p> <p>Coaching</p> <p>Staff Development Days</p> <p>External conferences</p> | <p>IConnect/E-Learning</p> <p>Qualifications</p> <p>Courses</p> <ul style="list-style-type: none"> <li>- Internal</li> <li>- External</li> </ul> |

In line with a range of training there is further opportunity to consider and respond to people's learning styles. I noted some examples and encourage the consistency of this consideration to feature and be explored further, to increase impact and outcomes from learning interventions.

## Summary and Next Steps

| Priority  | Summary Findings  |
|---|---|
| <p>1: To develop and implement innovative and effective leadership and management that supports continued organisational development.</p> | <p>Strategy development:<br/>Continue to invite, include and involve people as your current approach is working well and you are encouraged to build on this emerging good practice.</p> <p>Board development:<br/>There is some development already being offered and I believe there is further opportunity to enhance and develop the Board, to effectively support the College in implementing the strategy.</p> <p>I will forward under separate cover, 'Developing Effective Boards' framework, which has recently been developed by Investors in People Scotland to help organisations review and improve their practices. It can be used by any Board at any stage of maturity and follows a cycle of entry, contribution, improvement and succession.</p> <p>Management development:<br/>LEAD has progressed to phase 3 and you are wholly encouraged to maintain your approach as each phase builds capacity and capability, based on the effective evaluation and success of each phase to date.</p> <p>Recruitment and selection as part of the LEAD programme with support of HR may be enhanced.</p> <p>The success of CMI at level 6 being rolled out at level 8 in the future is planned, building on good practice.</p> <p>The environment in which people are developing their leadership capabilities is successful and may require repeat sessions, as new and inexperienced people progress in the College.</p> <p>Customer service development:<br/>The training delivered by internal people with interactive and highly participative sessions suggests a formula worthy of repetition as you build your learning and development plan.</p> |

| Priority  | Summary Findings  |
|---|---|
| <p>2: To implement robust and responsive plans for succession, continuity and development to ensure the right people are in the right jobs at the right time.</p> | <p><b>PDR:</b><br/>The effective implementation of the PDR may require a similar approach in terms of providing a workshop aimed at refreshing as well as up-skilling people in order to drive the quality to reach the high standards expected.</p> <p>Further to this consider how you may encourage people to maintain impetus with reminders of the resources available to ensure ongoing activities resulting from PDR discussions.</p> <p>Consider the opportunity of 360 degree feedback to support and improve capabilities of leaders, managers and all, as appropriate.</p> <p>Reinforce widely the principles of the Alignment Model (Appendix 3) to raise awareness and understanding of the links and correlation between the</p> <ul style="list-style-type: none"> <li>• Strategic plan</li> <li>• Departmental operational plan</li> <li>• Personal Skills Framework</li> <li>• Self Evaluation</li> <li>• Job description</li> <li>• CPD</li> </ul> <p><b>IConnect:</b><br/>This highly effective resource at your disposal and use of this to support and reinforce key messages and opportunities systematically across the College is in place.</p> |

| Priority   | Summary Findings  |
|--|---|
| <p>3: To continue to develop and implement appropriate quality frameworks that support quality enhancement of services in all areas.</p> | <p>Quality Frameworks:<br/>The range of quality frameworks in place aligns to your strategy and plans that you will seek to maintain.</p> <p>Developing Effective Boards is a framework that you will receive under separate cover for consideration as a tool to support your ongoing continuous improvement.</p> <p>Buttle UK may benefit from a higher profile or publicity to achieve a better understanding and appreciation of all.</p> <p>Learning and development:<br/>The quality of the training and the credibility of those delivering sessions e.g. CMI, PDA/TQFE, Customer Service Excellence, impacts in a significantly positive way on the views and outcomes. This has potential to continue and you are encouraged to find additional champions in the existing and/or additional topics, as determined.</p> <p>Your progress with planned observations as well as the informal, additional and ‘wanted’ activity that people can undertake in addition has even further potential, if adopted more widely. I have absolute certainty that this will be monitored which in turn will inform future plans and strategies which will serve you well.</p> <p>Just Add an Egg is a real success to date with recognised potential to increase the ‘topics’ and the participation levels. There is opportunity to utilise this as a personal development tool, given the safe environment and positive remarks noted to date.</p> <p>Cross-College networking:<br/>There has been incremental progress whereby people are now working with, interacting and sharing knowledge and expertise, across teams and departments that had not traditionally interacted in this way, prior to your move to the (new) building. This approach is to be built upon and encouraged, as it arises, in the spirit of ongoing and continuous improvement.</p> |

|  |  |
|--|--|
|  | <p>Board development:</p> <p>I suggest you consider using Tuckman's Stages of Group Development as a useful team development tool. I am mindful of the many changes within the Board and I believe they may benefit from the use of the model to support improved performance.</p> <p>The isolated remarks regarding the 'visibility' of the SMT shared with you at the feedback meeting related to the team rather than at an individual level. This may warrant exploration to address perception and to establish if this is valid.</p> |
|--|--|

| Priority  | Summary Findings   |
|---|--|
| <p>4: To provide opportunities for staff to grow their knowledge and skills in line with organisational need.</p> | <p><b>Managing Performance:</b><br/>           Maintain the PDR process and build on the learning and development identified therein.<br/>           Develop the learning and development plans and continue to capture the impact through your monitoring and evaluation processes.</p> <p><b>Learning styles:</b><br/>           External visits are cost effective ways to support learning and development that may support preferences, through experience and observation being brought to life back in the workplace.</p> <p>The potential to take account of learning styles is an area in which you may gain better engagement as an integral part of PDR, development and feedback discussions.</p> <p>The 70/20/10 model, given your approach has merits as you endeavour to make best use of your available resources.</p> |

The next step is for us to meet to review my feedback to enable you to commence your process of “action planning for further improvement.” The new 6th Generation of IIP requires formal activity on an annual basis and these dates can be considered during this meeting, when arranged.

Please convey my thanks to all those people participating in the review with special thanks to Lindsay Ferries, Shona MacDonald and Jenni MacIntosh who did a thorough job of organising the review to facilitate me to undertake this assessment, meet with people and observe several of your meetings and committee activities.

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## APPENDIX 1: IIP Generation 5 – Summary Evidence Requirements

Evidence Requirements assessed were as follows:

|  |  |
|--|--|
| Areas of strength and meeting the requirements of the Standard | Met but with development areas   |
| Not yet met but good practice is developing                    | Areas for development and not meeting the requirements of the Standard |
|  | Evidence not considered at this visit                                  |

### The Standard – Evidence Requirements

| ER | 1           | 2           | 3           | 4           | 5           | 6           | 7           | 8           | 9           | 10          |
|----|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| 1  | Green       |
| 2  | Green       |
| 3  | Green       | Green       | Green       | Green       | Green       | Light Green | Green       | Green       | Green       | Light Green |
| 4  | Green       | Green       | Green       | Green       | Light Green | Light Green | Green       | Green       | Green       | Green       |
| 5  | Green       | Green       | Light Green | Green       | Green       | Light Green | Green       | Green       | Green       | Green       |
| 6  | Green       | Green       | Green       | Green       | Light Green | Light Green | Green       | Light Green | Green       | Light Green |
| 7  | Green       | Green       | Green       | Green       | Light Green | Light Green | Green       | Orange      | Green       | Light Green |
| 8  | Green       | Green       | Green       | Light Green | Green       | Orange      | Green       | Light Green | Light Green | Light Green |
| 9  | Green       | Green       | Green       | Light Green | Green       | Orange      | Green       | Light Green | Light Green | Orange      |
| 10 | Light Green | Orange      | Green       | Light Green | Light Green | Light Green | Green       | Light Green | Light Green | Light Green |
| 11 | Green       | Light Green | Green       | Green       | Light Green | Light Green | Light Green | Light Green | Light Green | Light Green |
| 12 | Light Green | Green       | Green       | Orange      | Green       | Orange      | Green       | Light Green | Light Green | Light Green |
| 13 | Light Green | Green       | Green       | Orange      | Light Green |
| 14 | Green       | Light Green | Light Green |             | Light Green | Orange      | Light Green | Light Green | Light Green | Light Green |
| 15 | Green       | Orange      | Light Green |             | Light Green | Orange      | Light Green | Green       | Light Green | Light Green |
| 16 | Light Green | Green       | Light Green |             | Green       | Orange      | Green       | Light Green | Light Green | Light Green |
| 17 | Green       | Green       | Green       |             | Light Green |
| 18 | Light Green |             | Green       |             | Light Green | Orange      | Light Green | Light Green | Light Green | Light Green |
| 19 | Green       |             | Orange      |             | Light Green | Light Green | Green       | Orange      | Light Green | Light Green |
| 20 | Light Green |             | Light Green |             | Green       |             |             | Orange      |             | Light Green |
| 21 | Light Green |             | Light Green |             | Light Green |             |             |             |             | Light Green |
| 22 | Light Green |             | Green       |             | Green       |             |             |             |             | Light Green |
| 23 | Green       |             | Light Green |             | Light Green |             |             |             |             | Light Green |
| 24 | Green       |             | Light Green |             | Light Green |             |             |             |             | Light Green |
| 25 | Light Green |             | Light Green |             | Light Green |             |             |             |             | Light Green |
| 26 |             |             | Light Green |             | Light Green |             |             |             |             | Light Green |
| 27 |             |             | Light Green |             | Light Green |             |             |             |             | Light Green |
| 28 |             |             | Light Green |             | Light Green |             |             |             |             | Light Green |
| 29 |             |             | Light Green |             | Light Green |             |             |             |             | Light Green |

## APPENDIX 2:

### IIP Generation 5 – Full Framework Evidence Requirements

Evidence Requirements assessed were as follows:

#### Key

|     |  |
|-----|--|
| M   | Areas of strength and meeting the requirements of the Standard         |
| D   | Met but with development areas   |
| D   | Not yet met but good practice is developing                            |
| X   | Areas for development and not meeting the requirements of the Standard |
| n/a | Evidence not considered at this visit                                  |

#### The Framework

|           |  |  |  |   |
|-----------|--|--|--|---|
| <b>01</b> | <b>Business Strategy</b>   |  |  |   |
|           | <i>A strategy for improving the performance of the organisation is clearly defined and understood.</i> |  |  |   |
|           | <b>The Standard</b>  | 1  | Top managers make sure the organisation has a clear purpose and vision supported by a strategy for improving its performance   | M |
|           |  | 2  | Top managers make sure the organisation has a business plan with measurable performance objectives   | M |
|           |  | 3  | Top managers make sure there are constructive relationships with representative groups (where they exist) and the groups are consulted when developing the organisation's business plan                              | M |
|           |  | 4  | Managers can describe how they involve people when developing the organisations business plan and when agreeing team and individual objectives   | M |
|           |  | 5  | People who are members of representative groups can confirm that top managers make sure there are constructive relationships with the groups and they are consulted when developing the organisation's business plan | M |
| 6         |  | People can explain the objectives of their team and the organisation at a level that is appropriate to their role, and can describe how they are expected to | M  |   |

|                    |   |   |   |
|--------------------|---|---|---|
|                    |   | contribute to developing and achieving them   |   |
| <b>Your Choice</b> | 7 | Top managers make sure the organisation has a clear set of core values that support its purpose and vision                                  | M |
|                    | 8 | Top managers make sure the organisation's strategy is developed through the involvement of managers, people, stakeholders and other sources | M |
|                    | 9 | Top managers make sure the organisation has key performance indicators to improve its performance   | M |

| <b>01</b>          |    | <b>Business Strategy (Continued)</b>  |   |
|--------------------|----|---|---|
| <b>Your Choice</b> |    | <i>A strategy for improving the performance of the organisation is clearly defined and understood.</i>                      |   |
|                    | 10 | Top managers can describe how social responsibilities are taken into account in the organisation's strategy                 | D |
|                    | 11 | Top managers make sure the core values are at the heart of the organisation's strategy and govern the way it operates       | M |
|                    | 12 | Top managers can describe how social responsibility is part of the culture of the organisation                              | D |
|                    | 13 | Managers can describe the organisation's core values and what this means to the way they are expected to manage             | D |
|                    | 14 | Managers can describe how they are involved in developing the organisation's strategy                                       | M |
|                    | 15 | Managers can describe the key performance indicators they use to improve the organisation's performance                     | M |
|                    | 16 | Managers can describe the organisation's social responsibilities and what this means to the way they are expected to manage | D |
|                    | 17 | Managers can describe how they make sure the core values are at the heart of the way the organisation operates              | M |
|                    | 18 | Managers can describe how they make sure social responsibility is part of the culture of the organisation                   | D |
|                    | 19 | People can describe the organisation's core values and what this means to the way they are expected to work                 | M |

|  |  |   |   |
|--|--|---|---|
| <b>01</b>  | <b>Business Strategy (Continued)</b>   |   |   |
|  | <i>A strategy for improving the performance of the organisation is clearly defined and understood.</i> |   |   |
| <b>Your Choice</b>                                     | 20   | People can describe how they are involved in developing the organisation's strategy                                     | D |
|  | 21   | People can describe the key performance indicators used by the organisation to improve its performance                  | D |
|  | 22   | People can describe the organisation's social responsibilities and what this means to the way they are expected to work | D |
|  | 23   | People believe the core values are at the heart of the way the organisation operates                                    | M |
|  | 24   | People believe in and share the organisation's vision and values  | M |
|  | 25   | People believe that social responsibility is part of the culture of the organisation                                    | D |
| <b>Plan:</b> Develop strategies to improve performance |  |   |   |

| <span style="font-size: 2em; font-weight: bold; margin-right: 10px;">02</span> <b>Learning &amp; Development Strategy</b><br><i>Learning and development is planned to achieve the organisation's objectives.</i> |    |  |   |
|---|----|--|---|
| <b>The Standard</b>   | 1  | Top managers can explain the organisation's learning and development needs, the plans and resources in place to meet them, how these link to achieving specific objectives and how the impact will be evaluated          | M |
|   | 2  | Managers can explain team learning and development needs, the activities planned to meet them, how these link to achieving specific team objectives and how the impact will be evaluated                                 | M |
|   | 3  | People can describe how they are involved in identifying their learning and development needs and the activities planned to meet them  | M |
|   | 4  | People can explain what their learning and development activities should achieve for them, their team and the organisation   | M |
| <b>Your Choice</b>  | 5  | Top managers can describe the learning and development strategy they have in place to build the organisation's capability to achieve its vision  | M |
|   | 6  | Top managers can describe how innovative and flexible ways of developing people are identified through internal and external sources, and how these are included in the organisation's learning and development strategy | M |
|   | 7  | Top managers can describe how they have created a culture that encourages continuous learning and promotes the development of skills and knowledge at every level  | M |
|   | 8  | Managers can describe the plans they have in place to build their team's capability to contribute to achieving the organisation's vision   | M |
|   | 9  | Managers can describe how they involve people in identifying the learning and development needs of their team and the activities planned to meet them  | M |
|   | 10 | Managers can describe how they take account of   | D |



people's different learning styles when planning learning and development

| <b>02</b>  |  | <b>Learning &amp; Development Strategy (Continued)</b>                               |   |
|--|--|--|---|
| <b>Your Choice</b>                                     |  | <i>Learning and development is planned to achieve the organisation's objectives.</i> |   |
|  |  | 11   | Managers can describe how they act as a role model for continuous learning  |
|  |  | 12   | People can confirm that their learning and development is planned to build their future capability to contribute to achieving the organisation's vision |
|  |  | 13   | People can describe how they are involved in identifying the learning and development needs of their team and the activities planned to meet them       |
|  |  | 14   | People can describe what team learning and development activities should achieve for the team and the organisation                                      |
|  |  | 15   | People can confirm that learning and development takes account of their preferred learning style  |
|  |  | 16   | People believe they have a responsibility for their own learning and development  |
|  |  | 17   | People believe that continuous learning is at the heart of the culture of the organisation  |
| <b>Plan:</b> Develop strategies to improve performance |  |  |   |

| <h1>03</h1>         |   | <b>People Management Strategy</b>  |   |
|---------------------|---|--|---|
| <b>The Standard</b> |   | <i>Strategies for managing people are designed to promote equality of opportunity in the development of the organisation's people.</i>   |   |
| <b>The Standard</b> | 1 | Top managers can describe strategies they have in place to create an environment where everyone is encouraged to contribute ideas to improve their own and other people's performance  | M |
|                     | 2 | Top managers recognise the different needs of people and can describe strategies they have in place to make sure everyone has appropriate and fair access to the support they need and there is equality of opportunity for people to learn and develop which will improve the performance | M |
|                     | 3 | Managers recognise the different needs of people and can describe how they make sure everyone has appropriate and fair access to the support they need and there is equality of opportunity for people to learn and develop which will improve their performance                           | M |
|                     | 4 | People believe managers are genuinely committed to making sure everyone has appropriate and fair access to the support they need and there is equality of opportunity for them to learn and develop which will improve their performance   | M |
|                     | 5 | People can give examples of how they have been encouraged to contribute ideas to improve their own and other people's performance  | D |
| <b>Your Choice</b>  | 6 | Top managers can describe strategies they have in place to make sure recruitment and selection meets the needs of the organisation and is fair, efficient and effective  | M |
|                     | 7 | Top managers can describe strategies they have in place to promote equality and manage diversity in the workplace  | M |
|                     | 8 | Top managers can describe strategies they have in place to support work-life balance to meet the needs of the organisation and its people  | M |
|                     | 9 | Top managers can describe how they have created  | M |

|  |    |  |   |
|--|----|--|---|
|  |    | an environment where giving and receiving constructive feedback is valued  |   |
|  | 10 | Top managers can describe how the organisation's structure is designed to achieve its strategy and make the most of people's talents | M |

| <b>03</b>          |   | <b>People Management Strategy (Continued)</b>  |  |
|--------------------|---|--|--|
| <b>Your Choice</b> |   | <i>Strategies for managing people are designed to promote equality of opportunity in the development of the organisation's people.</i> |  |
| 11                 | Top managers can describe how the organisation's recruitment and selection strategies are linked to its business strategy and are designed to make sure there is a talented and diverse workforce that is able to achieve the organisation's vision | M  |  |
| 12                 | Top managers can describe how the organisation's equality and diversity strategies are linked to its business strategy and applied throughout the organisation  | M  |  |
| 13                 | Top managers can describe how the organisation's work-life balance strategies are linked to its business strategy and applied throughout the organisation   | M  |  |
| 14                 | Managers can describe how they make sure recruitment and selection is fair, efficient and effective   | D  |  |
| 15                 | Managers can describe how they value people's differences and how they are effective in promoting equality and managing diversity in the workplace  | D  |  |
| 16                 | Managers can describe how they make sure work-life balance solutions are effective put into practice  | D  |  |
| 17                 | Managers can describe how they encourage people to give and receive constructive feedback   | M  |  |
| 18                 | Managers can describe how they make sure people are given the opportunity to make the most of their talents within the organisation   | M  |  |
| 19                 | Managers can describe how they play an important role in recruiting and selecting people with values that match the organisation's values   | D  |  |
| 20                 | Managers can describe how they value diversity and create an environment where people can use their unique talents and achieve their potential  | D  |  |

| <span style="font-size: 2em; font-weight: bold; margin-right: 10px;">03</span> <b>People Management Strategy (Continued)</b><br><i>Strategies for managing people are designed to promote equality of opportunity in the development of the organisation's people.</i> |    |  |   |
|--|----|--|---|
| Your Choice  | 21 | Managers can describe how they value the work-life balance strategies and apply them creatively to benefit individuals, teams and the organisation | D |
|  | 22 | People believe recruitment and selection is fair   | M |
|  | 23 | People believe managers value people's differences and can give examples of how they promote equality and manage diversity in the workplace        | D |
|  | 24 | People can describe how they are supported in balancing their work and personal lives  | D |
|  | 25 | People can describe how they give and receive constructive feedback to improve performance   | D |
|  | 26 | People believe they are given the opportunity to make the most of their talents within the organisation  | D |
|  | 27 | People can describe how their views are taken into account when recruiting and selecting team members  | X |
|  | 28 | People believe everyone in the organisation values diversity   | D |
|  | 29 | People believe work-life balance is valued and part of the culture of the organisation   | D |
| <b>Plan:</b> Develop strategies to improve performance   |    |  |   |

| 04                  |    | Leadership & Management Strategy   |   |
|---------------------|----|--|---|
| 04                  |    | <i>The capabilities managers need to lead, manage and develop people effectively are clearly defined and understood.</i>   |   |
| <b>The Standard</b> | 1  | Top managers can describe the knowledge, skills and behaviours managers need to lead, manage and develop people effectively and the plans they have in place to make sure managers have these capabilities | M |
|                     | 2  | Managers can describe the knowledge, skills and behaviours they need to lead, manage and develop people effectively.   | M |
|                     | 3  | People can describe what their manager should be doing to lead, manage and develop them effectively  | M |
| <b>Your Choice</b>  | 4  | Top managers can describe how they define the current and future capabilities managers need in line with the organisation's purpose, vision and values   | M |
|                     | 5  | Top managers make sure managers are regularly reviewed against the capabilities and receive constructive feedback on their performance   | M |
|                     | 6  | Top managers make sure managers are provided with the help they need to develop the capabilities   | M |
|                     | 7  | Top managers can describe how the organisation's leadership and management strategy is linked to its business strategy and takes account of external good practice   | M |
|                     | 8  | Top managers can describe how they create an environment where everyone is encouraged to develop leadership capabilities   | D |
|                     | 9  | Managers can describe how they are involved in defining the current and future capabilities all managers need  | D |
|                     | 10 | Managers can confirm that they are regularly reviewed against the capabilities and receive constructive feedback on their performance  | D |

|  |  |  |   |   |
|--|--|--|---|---|
| <b>04</b>  | <b>Leadership &amp; Management Strategy (Continued)</b>  |  |   |   |
|  | <i>The capabilities managers need to lead, manage and develop people effectively are clearly defined and understood.</i> |  |   |   |
|  | <b>Your Choice</b>   | 11   | Managers can confirm that they are provided with the help they need to develop the capabilities | M |
|  |  | 12   | Managers can describe how they encourage everyone to develop leadership capabilities            | D |
| 13   |  | People can give examples of how they have been encouraged to develop leadership capabilities | D   |   |
| <b>Plan:</b> Develop strategies to improve performance |  |  |   |   |

| 05                  |    | <b>Management Effectiveness</b>  |   |
|---------------------|----|--|---|
|                     |    | <i>Managers are effective in leading, managing and developing people.</i>  |   |
| <b>The Standard</b> | 1  | Managers can explain how they are effective in leading, managing and developing people   | M |
|                     | 2  | Managers can give examples of how they give people constructive feedback on their performance regularly and when appropriate                           | M |
|                     | 3  | People can explain how their managers are effective in leading, managing and developing them   | M |
|                     | 4  | People can give examples of how they receive constructive feedback on their performance regularly and when appropriate                                 | D |
| <b>Your Choice</b>  | 5  | Top managers can describe how they act as role models when demonstrating leadership and management capabilities in line with the organisation's values | M |
|                     | 6  | Top managers can describe how they act as role models when working as a team and sharing knowledge   | D |
|                     | 7  | Top managers can describe how they act as role models for inspirational leadership and have an open, honest and trusting management style              | D |
|                     | 8  | Top managers can describe how they have made coaching part of the organisation's culture   | M |
|                     | 9  | Managers can describe how they lead, manage and develop people in line with the organisation's values  | M |
|                     | 10 | Managers can describe how they encourage people to work together and share knowledge within and across teams   | D |

| 05                 | <b>Management Effectiveness (Continued)</b><br><i>Managers are effective in leading, managing and developing people.</i> |  |   |
|--------------------|--|--|---|
| <b>Your Choice</b> | 11   | Managers can describe how they make sure people receive information, advice and guidance to help them plan and develop their career        | D |
|                    | 12   | Managers can describe how they use coaching skills to help people achieve their potential  | M |
|                    | 13   | Managers can describe how they act on feedback from all levels in the organisation to improve the way they lead, manage and develop people | D |
|                    | 14   | Managers can describe how top managers inspire them to lead, manage and develop people effectively   | D |
|                    | 15   | Managers can give examples of how they themselves act as inspirational leaders   | D |
|                    | 16   | People can describe how their manager leads, manages and develops them in line with the organisation's values                              | M |
|                    | 17   | People can describe how they work together and share knowledge within and across teams   | D |
|                    | 18   | People can confirm that they receive information, advice and guidance to help them plan and develop their career                           | D |
|                    | 19   | People can describe how their managers use coaching skills to help them achieve their potential  | D |
|                    | 20   | People can confirm that they are able to give constructive feedback to their manager, and believe it is well received and acted on         | M |

|   |   |  |  |   |
|---|---|--|--|---|
| <b>05</b>                                     | <b>Management Effectiveness (Continued)</b>                               |  |  |   |
|   | <i>Managers are effective in leading, managing and developing people.</i> |  |  |   |
|   | <b>Your Choice</b>  | 21   | People can confirm that they respect and trust their managers  | D |
|   |   | 22   | People can confirm that they have confidence in the leadership and management capabilities of top managers | M |
|   |   | 23   | People can describe how managers inspire and motivate them to achieve their full potential                 | D |
|   |   | 24   | People believe the organisation has a culture of openness and trust  | D |
| 25  |   | People believe that coaching is part of the organisation's culture | D  |   |
| <b>Do:</b> Take action to improve performance |   |  |  |   |

| 06                  | <b>Recognition &amp; Reward</b><br><i>People's contribution to the organisation is recognised and valued.</i> |   |   |
|---------------------|---|---|---|
| <b>The Standard</b> | 1   | Managers can give examples of how they recognise and value people's individual contribution to the organisation   | M |
|                     | 2   | People can describe how they contribute to the organisation and believe they make a positive difference to its performance  | M |
|                     | 3   | People can describe how their contribution to the organisation is recognised and valued   | D |
| <b>Your Choice</b>  | 4   | Top managers make sure the organisation has a clear and fair reward and recognition strategy which is used to motivate people to improve the organisation's performance | D |
|                     | 5   | Top managers can describe how they involve representative groups (where they exist) in developing the organisation's reward and recognition strategy                    | D |
|                     | 6   | Top managers can describe how the organisation's reward and recognition strategy is linked to its business strategy and externally benchmarked                          | D |
|                     | 7   | Top managers make sure the organisation has a forward-thinking benefits strategy with policies that go beyond legal requirements  | D |
|                     | 8   | Managers can describe how they are involved in developing the organisation's reward and recognition strategy  | D |
|                     | 9   | Managers can describe how they apply the organisation's reward and recognition strategy fairly  | D |
|                     | 10  | Managers understand what motivates their people and take account of this when recognising and rewarding them  | D |

| 06  |    | <b>Recognition &amp; Reward (Continued)</b>   |   |
|---|----|---|---|
|   |    | <i>People's contribution to the organisation is recognised and valued.</i>  |   |
| <b>Your Choice</b>                            | 11 | Managers can describe how they reward and celebrate individual and team successes and achievements  | D |
|   | 12 | Managers can describe how they involve people in developing the organisation's reward and recognition strategy  | D |
|   | 13 | Managers can describe how they encourage people to recognise the contribution their colleagues make to the organisation                                   | D |
|   | 14 | People who are members of representative groups can confirm that the groups are involved in developing the organisation's reward and recognition strategy | D |
|   | 15 | People can describe the organisation's reward and recognition strategy and what they need to do to be valued, recognised and rewarded                     | D |
|   | 16 | People believe the organisation's reward and recognition strategy is fair and can give examples of how they are motivated by it                           | D |
|   | 17 | People can describe how individual and team successes and achievements are rewarded and celebrated  | D |
|   | 18 | People can describe how they are involved in developing the organisation's reward and recognition strategy  | D |
|   | 19 | People can describe how they recognise the contribution their colleagues make to the organisation   | D |
| <b>Do:</b> Take action to improve performance |    |   |   |

| <b>07</b><br><b>Involvement &amp; Empowerment</b><br><i>People are encouraged to take ownership and responsibility by being involved in decision-making.</i> |   |  |   |
|--|---|--|---|
| <b>The Standard</b>  | 1 | Managers can describe how they promote a sense of ownership and responsibility by encouraging people to be involved in decision-making, both individually and through representative groups, where they exist        | M |
|  | 2 | People can describe how they are encouraged to be involved in decision-making that affects the performance of individuals, teams and the organisation, at a level that is appropriate to their role                  | M |
|  | 3 | People can describe how they are encouraged to take ownership and responsibility for decisions that affect the performance of individuals, teams and the organisation, at a level that is appropriate to their role  | M |
| <b>Your Choice</b>   | 4 | Top managers can describe the consultation arrangements they have in place to encourage people to take part in decision-making at both an individual and a representative level                                      | M |
|  | 5 | Top managers make sure the organisation has effective internal communication systems to encourage knowledge and information to be shared throughout the organisation   | M |
|  | 6 | Top managers can describe how consultation and involvement is part of the organisation's culture   | M |
|  | 7 | Top managers can describe how they involve people in designing consultation arrangements   | M |
|  | 8 | Top managers can describe how they have created a culture where people aim for continuous improvement  | M |
|  | 9 | Managers can describe how they make sure people receive the support they need to make decisions that affect the performance of individuals, teams and the organisation, at a level that is appropriate to their role | M |

|  |    |   |   |
|--|----|---|---|
|  | 10 | Managers can describe how they encourage knowledge and information to be shared throughout the organisation | M |
|--|----|---|---|

| 07  |    | <b>Involvement &amp; Empowerment (Continued)</b>  |   |
|---|----|---|---|
|   |    | <i>People are encouraged to take ownership and responsibility by being involved in decision-making.</i>   |   |
| <b>Your Choice</b>                            |    |   |   |
|   | 11 | Managers can give examples of how they have created an environment where people aim for continuous improvement and openly challenge the way the organisation works to improve performance | D |
|   | 12 | People can give examples of how they take ownership for decisions that affect the performance of individuals, teams and the organisation, at a level that is appropriate to their role    | M |
|   | 13 | People believe that the consultation arrangements are effective and allow them to take part in decision-making  | D |
|   | 14 | People can confirm that they have access to the knowledge and information and receive the support they need to make decisions and improve performance                                     | D |
|   | 15 | People believe their managers trust them to make decisions that improve performance   | D |
|   | 16 | People can confirm that they are committed to the success of the organisation   | M |
|   | 17 | People can confirm that they are involved in designing consultation arrangements  | X |
|   | 18 | People believe they can challenge the way the organisation works to improve performance and can give examples of how they or others have done so  | D |
|   | 19 | People can describe what gives them sense of ownership and pride in working for the organisation  | M |
| <b>Do:</b> Take action to improve performance |    |   |   |

|                     |   |  |   |
|---------------------|---|--|---|
| <b>08</b>           | <b>Learning &amp; Development</b><br><i>People learn and develop effectively.</i> |  |   |
| <b>The Standard</b> | 1   | Managers can describe how they make sure people’s learning and development needs are met   | M |
|                     | 2   | People can describe how their learning and development needs have been met, what they have learnt and how they have applied this in their role                                   | M |
|                     | 3   | People who are new to the organisation, and those new to a role, can describe how their induction has helped them to perform effectively   | M |
| <b>Your Choice</b>  | 4   | Top managers make sure the organisation makes effective use of internal and external resources for learning and development  | M |
|                     | 5   | Top managers can describe how the organisation is flexible in the way it develops people, using innovative and cost-effective solutions that meet learning and development needs | M |
|                     | 6   | Top managers can describe how they have created a culture where all learning is valued   | D |
|                     | 7   | Top managers can describe how they make sure mentoring opportunities are available   | D |
|                     | 8   | Managers can describe how they make sure knowledge and learning is shared across the organisation  | D |
|                     | 9   | Managers can describe how they provide learning and development opportunities for people to achieve their full potential for mutual benefit                                      | D |
|                     | 10  | Managers can describe how they recognise and celebrate learning and development achievements   | D |

| 08  |    | <b>Learning &amp; Development (Continued)</b><br><i>People learn and develop effectively.</i>   |   |
|---|----|---|---|
| <b>Your Choice</b>                            | 11 | Managers can describe how they make sure learning and development is an everyday activity   | D |
|   | 12 | Managers can describe how they support people in their personal development activities and encourage them to broaden their knowledge and skills through learning            | D |
|   | 13 | People can confirm that knowledge and learning is shared across the organisation  | D |
|   | 14 | People can describe how they are encouraged to try new approaches and learn from their efforts, mistakes and successes  | D |
|   | 15 | People can confirm that they are motivated to learn and enjoy putting their learning into practice  | M |
|   | 16 | People can confirm that they are well supported after learning and development activities, and have clear objectives for putting the new skills and knowledge into practice | D |
|   | 17 | People can describe how learning and development achievements are recognised and celebrated   | D |
|   | 18 | People can confirm that learning and development is an everyday activity  | D |
|   | 19 | People can describe how they are supported in their personal development activities   | D |
|   | 20 | People can confirm that mentoring opportunities are available   | D |
| <b>Do:</b> Take action to improve performance |    |   |   |

|                     |   |  |   |
|---------------------|---|--|---|
| <b>09</b>           | <b>Performance Measurement</b>  |  |   |
|                     | <i>Investment in people improves the performance of the organisation.</i> |  |   |
| <b>The Standard</b> | 1   | Top managers can describe the organisation's overall investment of time, money and resources in learning and development                                       | M |
|                     | 2   | Top managers can explain, and quantify where appropriate, how learning and development has improved the performance of the organisation                        | M |
|                     | 3   | Top managers can describe how the evaluation of their investment in people is used to develop their strategy for improving the performance of the organisation | M |
|                     | 4   | Managers can give examples of how learning and development has improved the performance of their team and the organisation                                     | M |
|                     | 5   | People can give examples of how learning and development has improved their performance, the performance of their team and that of the organisation            | M |
| <b>Your Choice</b>  | 6   | Top managers can describe how the organisation measures and evaluates how its strategies for managing people contribute to the organisation's performance      | M |
|                     | 7   | Top managers can describe the impact of their investment in people on achieving key performance indicators   | M |
|                     | 8   | Top managers make sure the organisation has a flexible and effective approach to measuring and reporting the return on investment on its people strategies     | D |
|                     | 9   | Top managers make sure that the return on investment on its people strategies is reported clearly to all stakeholders  | D |
|                     | 10  | Managers can describe how they are involved in measuring and evaluating how the organisation's people strategies contribute to its performance                 | D |

|   |   |   |   |
|---|---|---|---|
| <b>09</b>                                       | <b>Performance Measurement (Continued)</b><br><i>Investment in people improves the performance of the organisation.</i> |   |   |
| <b>Your Choice</b>                              | 11  | Managers can give examples of improvements in the performance of individuals, their team and the organisation as a result of people management activities | D |
|   | 12  | People can describe how their career prospects have improved as a result of their learning and development and the way they have been managed             | D |
|   | 13  | People can give examples of improvements in the performance of the team as a result of people management and development activities                       | D |
|   | 14  | People can describe how the organisation's investment in people has improved its performance  | D |
| <b>Review:</b> Evaluate and improve performance |   |   |   |

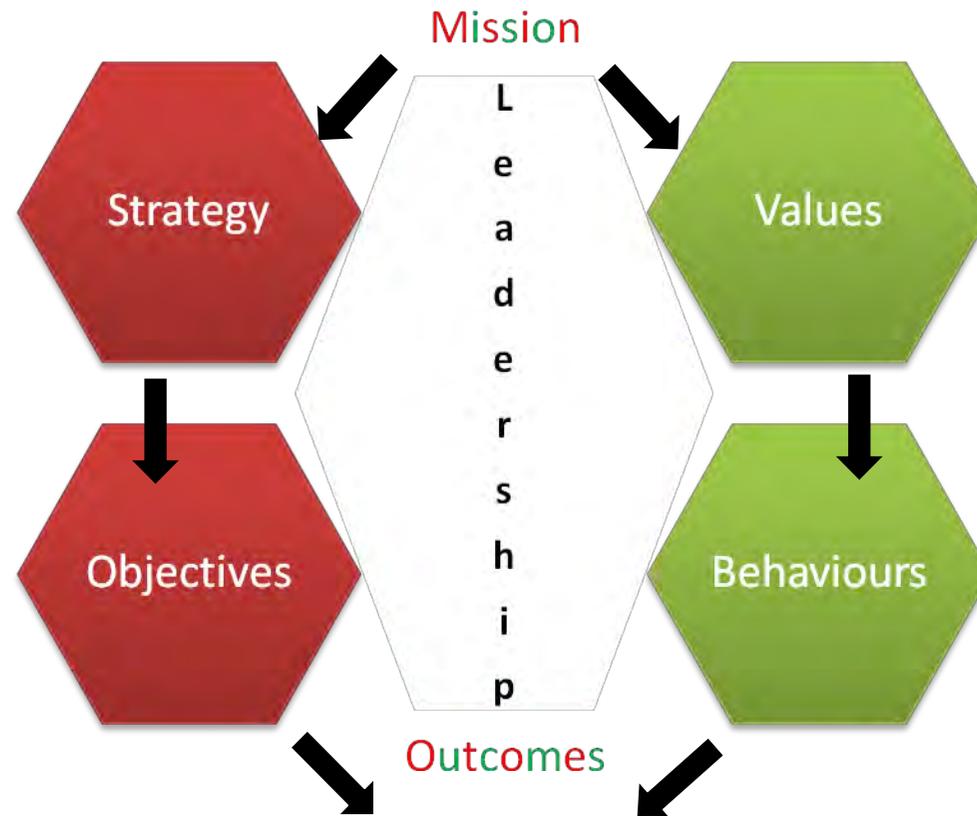
|                     |  |  |   |
|---------------------|--|--|---|
| <b>10</b>           | <b>Continuous Improvement</b><br><i>Improvements and continually made to the way people are managed and developed.</i> |  |   |
| <b>The Standard</b> | 1  | Top managers can give examples of how the evaluation of their investment in people has resulted in improvements in the organisation's strategy for managing and developing people                                | D |
|                     | 2  | Managers can give examples of improvements they have made to the way they manage and develop people  | D |
|                     | 3  | People can give examples of improvements that have been made to the way the organisation manages and develops its people   | D |
| <b>Your Choice</b>  | 4  | Top managers can describe how the organisation has used self-review techniques to improve its strategies for managing and developing people.   | M |
|                     | 5  | Top managers can describe how the organisation has used information from external reviews, including previous Investors in People assessment or review, to improve strategies for managing and developing people | M |
|                     | 6  | Top managers make sure effective feedback methods are used to understand people's needs and expectations and to highlight improvements needed to the way they are managed and developed                          | D |
|                     | 7  | Top managers can describe the range of measures used to monitor and understand people's view of how they are managed and developed   | D |
|                     | 8  | Top managers can describe how the organisation has used Internal and external benchmarking to review and improve its strategies for managing and developing people   | D |
|                     | 9  | Top managers can demonstrate an improvement in people's views of how they are managed and developed  | D |
|                     | 10   | Managers can describe how they review and evaluate people management and development and   | D |

use this learning to shape future activity

|   |   |  |   |
|---|---|--|---|
| <b>10</b>                                       | <b>Continuous Improvement (Continued)</b>   |  |   |
|   | <i>Improvements and continually made to the way people are managed and developed.</i> |  |   |
| <b>Your Choice</b>                              | 11  | Managers can describe how they involve people in identifying improvements to the way they are managed and developed                              | D |
|   | 12  | People can give examples of how they are involved in identifying improvements to the way they are managed and developed                          | D |
|   | 13  | People believe that managers are genuinely committed to improving the way they manage and develop them   | D |
|   | 14  | People can describe improvements that have been made, as a result of their feedback, to the way the organisation manages and develops people     | D |
|   | 15  | People believe that the organisation is a great place to work as a result of ongoing improvements made to the way they are managed and developed | D |
| <b>Review:</b> Evaluate and improve performance |   |  |   |

Appendix 3

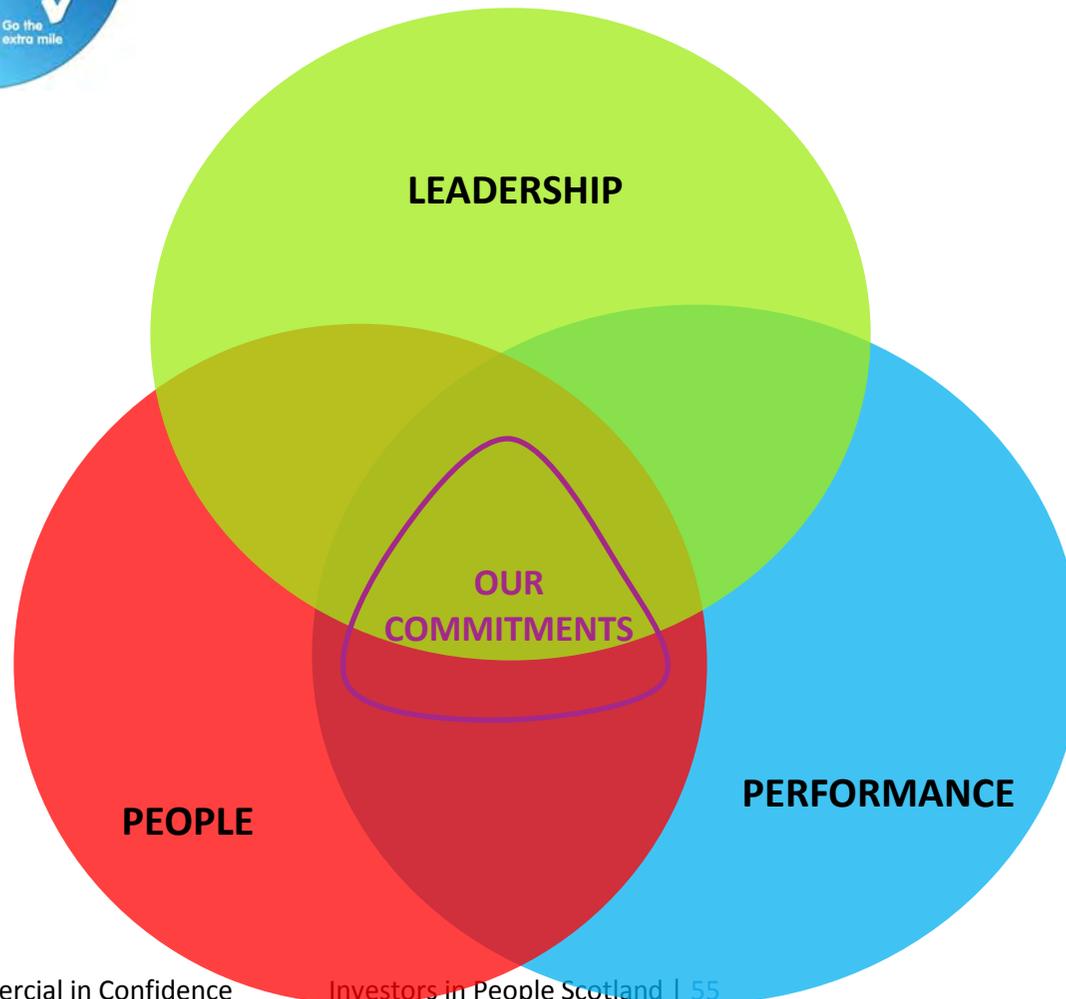
Alignment Model



## Appendix 4



## PERSONAL SKILLS FRAMEWORK



### Our Commitments

- Collaboration/teamworking
- Be ambitious for our communities
- Deliver excellence
- Go the extra mile

## LEADERSHIP

### Providing direction, inspiration and encouragement to others

| (A)   | (A+B)   | (A+B+C)  |
|---|---|--|
| <p><b>All Staff</b></p> <p>Demonstrates a positive approach and attitude to own work and provides leadership to others.</p>   | <p><b>First Line Managers/Cross-college Managers/Supervisors</b></p> <p>Leads a team and/or a specialist function</p>   | <p><b>Strategic Senior Managers</b></p> <p>Provides leadership across a number of teams, provides vision and direction</p>   |
| <ul style="list-style-type: none"> <li>• Acts with confidence guiding the activities of colleagues, students and/or visitors.</li> <li>• Demonstrates a positive attitude to new ways of working and when faced with difficult situations</li> <li>• Understands importance of having a strong sense of purpose and common goal.</li> <li>• Understands how own role contributes towards meeting organisational goals.</li> <li>• Takes responsibility and is accountable for own actions.</li> <li>• Is able to objectively assess own strengths and limitations.</li> <li>• Delivers a friendly and professional service to customers and staff</li> <li>• Responds positively to feedback from others</li> <li>• Ensures colleagues and line managers are kept informed of activities.</li> <li>• Listens effectively and shows empathy to others' needs and feelings</li> </ul> | <ul style="list-style-type: none"> <li>• Provides a sense of direction for the team, helping them to understand their role and value to the College and UHI.</li> <li>• Understands what motivates others and adapts own style as appropriate.</li> <li>• Provides support and guidance when required.</li> <li>• Guides the performance and development of others through empowerment and delegation.</li> <li>• Mentors, coaches and delegates tasks that challenge or enhance personal awareness in others.</li> <li>• Motivates others to achieve and overcome obstacles</li> </ul> | <ul style="list-style-type: none"> <li>• Confidently manages varied and complex issues, ensuring that a clear sense of direction is maintained</li> <li>• Demonstrates personal commitment by ensuring involvement in difficult situations</li> <li>• Understands and demonstrates a range of leadership and management styles that help create a high performing culture.</li> <li>• Leads the development of a vision for the future, enabling strategies and plans to achieve it.</li> <li>• Coaches managers to identify and create opportunities for individuals to learn and develop.</li> </ul> |

**PEOPLE**
**Working with others in a constructive and supportive way to achieve goals and manage change.**

| <p style="text-align: center;"><b>(A)</b></p> <p><b>All Staff</b></p> <p>Proactively works well with others.</p>   | <p style="text-align: center;"><b>(A+B)</b></p> <p><b>First Line Managers/Cross-college Managers/Supervisors</b></p> <p>Leads the team/different teams to work together</p>   | <p style="text-align: center;"><b>(A+B+C)</b></p> <p><b>Strategic Senior Managers</b></p> <p>Ensures teams work together to meet strategic goals.</p>  |
|--|---|--|
| <ul style="list-style-type: none"> <li>• Gives guidance and support to colleagues when it is needed.</li> <li>• Asks for and accepts help when needed.</li> <li>• Readily shares information, knowledge and expertise within own teams and across teams</li> <li>• Establishes effective working relationships inside and outside theCollege</li> <li>• Is polite, tolerant and patient, treating all with dignity and respect.</li> <li>• Helps others to learn through encouragement and feedback</li> <li>• Works collaboratively with team and other functions to achieve a successful outcome.</li> </ul> | <ul style="list-style-type: none"> <li>• Gives constructive feedback to others</li> <li>• Holds regular team meetings to discuss progress against objectives and overall performance.</li> <li>• Seeks and promotes opportunities for collaborative working</li> <li>• Ensures that staff are fully aware of their responsibilities and have the relevant training and knowledge to enable them to carry out their work effectively.</li> <li>• Clearly articulates the vision and keeps the focus on change and inspires others to deliver service improvements.</li> <li>• Gains commitment from others by consulting and involving them</li> <li>• Is open to discuss/explore change.</li> </ul> | <ul style="list-style-type: none"> <li>• Delivers complex information in an effective way using a range of methods.</li> <li>• Demonstrates a commitment to creating and maintaining an open environment, built on trust.</li> <li>• Leads change with commitment and tenacity, encouraging a culture of continuous improvement and contribution from all staff.</li> <li>• Takes the lead in integrating and mainstreaming diversity considerations into all activities.</li> </ul> |

**PERFORMANCE**
**Commitment to deliver excellence and take responsibility to improve through learning and development**

| <b>(A) All Staff</b>  | <b>(A+B) First Line Managers/Cross-college Managers/Supervisors</b>  | <b>(A+B+C) Strategic Senior Managers</b>   |
|---|--|--|
| <p>Reflecting on performance and self-development.</p> <ul style="list-style-type: none"> <li>• Seeks ways to improve own learning and self-development</li> <li>• Takes responsibility for managing own time and area of work.</li> <li>• Seeks clarity when uncertain about information/instruction.</li> <li>• Prioritises workload and is able to deal with changing requirements.</li> <li>• Takes personal responsibility to ensure continuous professional development of skills and knowledge.</li> <li>• Seeks and analyses feedback and takes positive action.</li> <li>• Keeps customers updated on progress</li> <li>• Aims to deliver agreed targets to timescale</li> <li>• Manages customer expectations diplomatically and tactfully</li> <li>• Pursues service excellence in line with College vision, commitments and standards</li> <li>• Takes responsibility for following through on customer enquiries</li> <li>• Supports and promotes a customer focused culture.</li> </ul> | <p>Managing/Enabling performance of team/coaching team to succeed.</p> <ul style="list-style-type: none"> <li>• Provides ongoing constructive performance feedback.</li> <li>• Encourages team members to review their strengths and development needs in line with their role and the personal skills.</li> <li>• Constructively challenges unacceptable behaviour</li> <li>• Objectively assesses job knowledge and challenges areas of under-performance</li> <li>• Agrees performance objectives and service priorities.</li> <li>• Scopes, plans and manages projects/ resources to deliver to time, quality and cost.</li> <li>• Sets self and others stretching goals, standards and targets where these will help to improve service.</li> <li>• Acknowledges, recognises and rewards excellent service.</li> <li>• Establishes a positive learning environment for staff and students.</li> </ul> | <p>Managing performance of teams across the College and creating development opportunities.</p> <ul style="list-style-type: none"> <li>• Accepts a high level of accountability, ensures action is taken to manage issues.</li> <li>• Reviews College performance on a regular basis taking action where necessary.</li> <li>• Fosters a culture of excellence where high standards and performance are valued and respected.</li> <li>• Keeps connected to internal and external environment to ensure College is positioned to succeed.</li> <li>• Understand the wider organisational issues (environment, context, challenges) faced by customers/stakeholders.</li> <li>• Create a climate where customer/stakeholder feedback is viewed as an essential source of data that influences quality improvement, innovation and different ways of thinking.</li> <li>• Supports and encourages first line managers</li> </ul> |

## **/ Get in touch**



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## Board of Management

|  |   |  |   |
|--|---|--|---|
| Subject/Title:   | National Pay Bargaining                                 |  |   |
| Meeting and date:  | Human Resources Committee, 2 March 2017                 |  |   |
| Author:  | Lindsay Ferries, Director of Organisational Development |  |   |
| Link to Strategic Plan:  |   |  |   |
| Cost implications:   |   |  |   |
| Risk assessment:   | Yes<br><b>If yes, please specify:</b>                   |  |   |
| Status – Confidential/Non confidential   | Confidential  |  |   |
| Freedom of Information<br>Can this paper be included in “open” business  | 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) | x |
| 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?<br>(express either as the time which needs to pass or a condition which needs to be met.) |   |  |   |

### Recommendation(s)

The paper is presented to the Human Resources Committee for discussion.

## Joint Consultative Committee

14<sup>th</sup> December 2016

16:00

Room 220

|                          |  |
|--------------------------|--|
| <b>Present</b>           | Roddy Henry(Chair), Lindsay Ferries, Andrew Chatterton & Gordon MacPherson (EIS) |
| <b>Apologies</b>         | None   |
| <b>In Attendance</b>     | Shona MacDonald (Minute)   |
| <b>Status of Minutes</b> | Draft  |

### Action Points

| Action No | Action | Responsibility & Timescale |
|-----------|--------|----------------------------|
|           |        |                            |

#### 1. WELCOME AND APOLOGIES

The Chair welcomed those present to the meeting. The absence of UNISON and GMB were noted.

#### 2. MINUTES OF PREVIOUS MEETING 7<sup>th</sup> November 2016

The minutes were reviewed and approved. The action points had been closed.

Lindsay Ferries updated the Committee that UNISON had now informed the college that they had appointed a College UNISON Representative. Stella Burks would now formally be a member of the JCC and would be invited to future meetings.

The JCC welcomed this news.

#### 3. NATIONAL BARGAINING UPDATE

Lindsay Ferries provided an update that support union members were now being balloted, with a recommendation to accept the final management offer. The offer was the same flat cash settlement for 2016/17 as agreed with the lecturers ie £450 on every point on the support staff scale, effective from 1 April 2016.

The final offer by management side was made with NO further concessions regarding increases to minimum annual leave entitlement or repayment for the deductions made to date for the two days of industrial action.

National short life working groups were now in place to take forward other developments in relation to academic terms and conditions.

Lindsay Ferries raised issues that needed to be addressed in relation to Blue Book Conditions which were less favourable than updated minimum statutory regulations.

The college had moved forward in implementing these in line with policy development and review schedule. The EIS reps acknowledged this as a pragmatic way to progress these matters. EIS reps reported that no concerns had been raised directly with them.

#### **4. DATE AND TIME OF THE NEXT MEETING**

The date of the next meeting was 7<sup>th</sup> February 2017.

**Signed by the Chair:** \_\_\_\_\_

**Date:** \_\_\_\_\_