South Lanarkshire College
East Kilbride

HUMAN RESOURCES COMMITTEE

NOTICE
There will be a meeting of the Human Resources Committee on 21ST November 2022 at 17:30 hours.

AGENDA		
Agenda Item		**Paper (Y/N)**
01	Apologies for Absence	**N**
02	Declaration of any potential Conflicts of Interest in relation to any Agenda items	**N**
03	Minutes of Previous Meeting	**Y**
04	Matters Arising from the Previous Meeting	**Y**
	Matters for Decision	
05	Menopause Policy	**Y**
	Matters for Discussion	
06	Employee Code of Conduct – not published until discussed with and agreed by the Unions.	**Y**
07	Support Staff Pay Claim	**Y**
08	Job Evaluation Pay and Grading	**Y**
09	Equality Outcomes	**Y**
10	Employee Benefits – Retail Discounts, Edenred	**Y**
	Matters for Information	
11	Quarterly HR Report	**Y**
12	Quarterly Health & Safety Report	**Y**
13	Absence Management	**Y**
14	SPPA Pension Reporting Status Update	**Y**
15	SFC Staffing Return	**Y**
16	CIPD Report on 4-Day Week	**Y**
	Reserved Items of Business	
	[intentionally blank]	**N**
17	**Any Other Business**	**N**
18	**Summation of Actions and Date of Next Meeting**	**N**

South Lanarkshire College
East Kilbride

HUMAN RESOURCES COMMITTEE

Minutes	
Human Resources Committee on 15th September 2022 at 16:30 hours in the Boardroom & via Microsoft Teams.	
Present Anne Doherty Alan Sherry (Acting Principal) Fiona Whittaker **Apologies** Chris McDowall (Committee Chair) Douglas Morrison	**In attendance** Paul Hutchinson (from agenda item 11 Gary McIntosh Stella McManus Peter Scott (Acting Clerk)

	Minutes
Agenda Item	
1.	**Apologies for Absence** As above. In the absence of the Committee Chair it was agreed that Fiona Whittaker would chair the meeting
2.	**Declaration of any potential Conflicts of Interest** None intimated
3.	**Minutes of Previous Meeting – 19th May 2022** Approved subject to one minor clerical correction
4.	**Matters Arising from the Previous Meeting** No matters arising other than covered under other agenda items.
	Matters for Decision
5.	**Attendance Management & Support Procedure** The Committee considered the paper as submitted and as referred to for its terms. The Procedure had been reviewed as part of an ongoing process updating policies and procedures. In approving the Procedure, the Committee noted that responsibilities had been clearly addressed and that there would be flexibility where appropriate. The Committee also noted the HR advice that the Unions had

	indicated a wish that their role supporting union members be recognised and that this had been incorporated. The Committee also sought and received assurances that training needs of those with responsibilities would be met with appropriate management support – not only in the context of this procedure but also in the context of the Grievance and Disciplinary Procedures which had been approved at the previous Committee meeting. As an Action Point the committee suggested that this Procedure should be reviewed in 12 months' time and management agreed that this would be appropriate.
6.	**Public Interest Disclosure Policy & Procedure** The Committee considered and approved the new Policy and Procedure. In course of discussion the Committee expressed the view that as there were clearly strategic risks involved in instances of "whistleblowing", responsibility for this Policy and Procedure should sit with ARC. It was accepted that this was matter for the Board to determine and noted that this transfer of responsibility would be placed before the Board for consideration . As an Action Point, the Clerk was tasked with advising the Chair of ARC, as a matter of courtesy, the possibility of such transfer of responsibility. On a point of order, the Clerk advised that in terms of the Code of Governance the Secretary/ Clerk was required to uphold the law. This meant that if any investigation in to a "whistleblowing" complaint produced evidence of criminality then a report required to be made to the appropriate authorities – normally the Police. In short, the protection of confidentiality did not extend to criminal activity.
7.	**HR System** The Committee considered the paper as presented and which is referred to for its terms . It was noted the system had gone to tender and that out of 12 parties invited to tender only one tender had been received – which appeared to match the brief and should provide a good system. As the tender was in excess of the Principal's delegated authority it was agreed to recommend the Board to delegate this matter to the Chairs Committee. The Committee noted that the intention was to arrange for a presentation to the Board by the tenderer before entering into any contract. As the Committee is required to consider the implications for Strategic Risk Management of any decision made, the Committee requested that the minute record the clear view that the strategic risk of not implementing the proposal for an improved HR system far exceeded the financial risks implicit in installing an expensive new system
8.	**Health & Safety Policy** In approving this policy, the Committee noted that this was a significant update with a clear identification of areas of responsibility and which addressed the issues raised in the recent HSW Audit. The Clerk reminded the Committee that underpinning the Policy is a substantial body of law encompassing Legislation, Regulations and Approved Codes of Practice and that the Policy was fully compliant with the relevant law

	Matters for Discussion
9.	**Disciplinary Summary** The paper as submitted was discussed and is referred to for its detailed terms. The Committee noted that there were no major issues raised.
10.	**SPPA Pension Return** The Acting Principal asked the Committee to note that the College had been late in submitting its annual report . This appeared to be a long running issue and after a late report last year management had been tasked with putting in place a system to prevent a recurrence. He regretted that this action point had not been addressed at the time and apologised to the Committee for this management oversight. The Committee noted however that a new HR system would address this and that in the meantime data was being captured monthly so as to ensure that future annual returns would be simpler to produce . As an Action Point, the Committee requested regular updates as an additional check and balance.
	MATTERS FOR INFORMATION
11.	**Quarterly HR Report** The Report was duly noted. The overall absence figures were steadily reducing and attendance management had been improved. It was also noted that some changes in the Report Structure would be required as a consequence of recent structural change within the college academic structure. The Committee asked if additional informative detail could be incorporated in future reports and management agreed to revisit this
12.	Quarterly Health & Safety Report This was duly noted.
13.	Health & Safety Audit This was duly noted
14.	EIS – FELA Salary Claim The Committee noted the advices of management that the financial pressures on the sector as whole meant that the claim as it stands is unsustainable. This was not a matter within the College's control.
15.	**Staff Conference** The Committee noted that this had been a highly successful event which had facilitated discussions with staff and greatly improved messaging to staff. All involved in delivery of this event were to be commended
16.	**Absence Management** The paper as submitted was duly noted
	RESERVED ITEM The following paper was not publishable on the ground that it contained confidential data relating to identifiable members of staff

17.	**Senior Staffing Report** All colleges were now required to collate salary scales. In the interests of openness and transparency EIS had received an analysis containing percentage pay awards rather than the detail of individual awards.
18.	**AOB** None
19	**Summation of Actions and Date of Next Meeting** The Clerk summarised the proceedings and conformed the action points on an item by item basis. Strategic Issues had been raised and minuted on an item-by-item basis There had been on Equalities Issues to consider Next meeting Monday 21st November 2022 @ 17.30

HR COMMITTEE

DATE:	November 2022
TITLE OF REPORT:	Draft Menopause Policy
REFERENCE:	05
AUTHOR AND CONTACT DETAILS	Gary McIntosh, Head of Human Resources gary.mcintosh@slc.ac.uk
PURPOSE:	Discussion and approval of the draft Menopause Policy.
KEY RECOMMENDATIONS/ DECISIONS:	Members are recommended to: • note content of the draft Menopause Policy. • review and approve the policy for progression to subsequent Board approval.
RISK	
RELEVANT STRATEGIC AIM:	Highest Quality Education & Support – Valued & enthusiastic staff; high-quality support services; productive partnerships Sustainable Behaviours – effective leadership and management; excellent governance; appropriate risk management
SUMMARY OF REPORT:	The following is the draft Menopause Policy.

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South Lanarkshire College
East Kilbride

MENOPAUSE POLICY

Version Number: 1.0

Document Information

Procedure Published/Created:	1 October 2022
Reviewed Date:	
Owner:	Human Resources
Approved by:	Board of Management
Equality Impact Assessment:	TBC
Next Review Date:	October 2024

Version History

Version Number	Date	Author	Rationale
1.0	1 October 2022	G McIntosh	Agreed Nationally

Quick Links

We are inclusive and diverse, and this is one of our values.

We are committed to the FREDIE principles of Fairness, Respect, Equality, Diversity, Inclusion and Engagement.

To find out more about FREDIE click **HERE**
To find out more about our Vision, Mission and Values click **HERE**

Need help with accessibility? Click **HERE** to view our accessibility pages.

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1.0 Introduction

South Lanarkshire College ("the College) is committed to ensuring that everyone is treated with dignity and respect in a fair manner in their working environment.

The College is also committed to improving the well-being of its employees and recognises that women affected by the menopause may need additional consideration, support and adjustments during the time of hormonal change before, during and after the menopause.

The College will aim to provide appropriate support to those who are experiencing menopausal symptoms. It is important the College understands the difficulties and anxieties of employees currently going through this hormonal change and that it manages this issue by raising awareness, challenging discrimination, promoting a culture of openness and providing training and development for all line management and colleagues.

The College notes that people from the non-binary, transgender and intersex communities may also experience menopausal symptoms. Due to a variety of factors, the experience of the menopause may be different for those amongst these communities.

Experiences and perceptions of the menopause may also differ in relation to disability, age, race, religion, sexual orientation or marital/civil partnership status. It is important to recognise that for many reasons, women's experiences of the menopause may differ greatly.

(Although the policy refers to women, please consider that this policy refers to anyone suffering the symptoms of menopause)

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2.0 Aims

The aim of the policy is to:

a) Pro-actively promote the **Managers Guidance** (**Appendix 1**) which provides direction and clarity on dealing with menopausal symptoms for those affected both directly and indirectly, e.g., partners, managers, and colleagues.

b) Ensure that managers are aware of menopause related symptoms and how they can assist their employees. Managers take cognisance of the **Managers Guide** (**Appendix 1**) which provides clarity for those affected by the menopause.

c) Create an environment where those affected feel comfortable enough discuss the issues around their symptoms.

d) Ensure those experiencing menopausal symptoms suffer no detriment.

e) Create a workplace that respects and values all employees and their differences, that promotes dignity and combats prejudice, discrimination and harassment.

f) Benefit the welfare of women members of staff, retain valued employees, improve morale and performance and promote the college as an employer of choice.

3.0 Scope

This policy applies to all employees of the College.

4.0 Definitions

a. The menopause is a natural transition stage. It is marked by changes in the hormones and when periods stop.

b. The menopause may result in a wide range of physical and psychological symptoms and those with symptoms may encounter difficulties at work as a result.

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c. Each woman will be affected in different ways and to different degrees over different periods of time. Menopausal symptoms can often affect indirectly their partners, families, and colleagues as well.

d. Some women experience early menopause due to surgery, illness, cancer treatment (radiotherapy, chemotherapy etc) or other reasons. As a result of these hormonal changes, many women will experience both physical and emotional symptoms.

e. Perimenopause – a period of time before the menopause, in the years leading up to the menopause where there can be significant changes for women, including irregular and heavy menstrual bleeding and many of the classic symptoms associated with menopause.

f. Post-menopause – a term used when a woman's periods have stopped for 12 consecutive months. However, other menopausal symptoms may not have ended so soon. Problematic symptoms may continue for years.

5.0 Symptoms of Menopause

a. Those affected will experience only some or all of these symptoms (and others not on the list). Some people experience no noticeable symptoms, however 75% of women experience symptoms with 25% of those classed as severe. Symptoms tend to be experienced for around four years after the last period, however, this can last up to twelve years in some cases. Symptoms may include:

i. *Hot flushes* – a very common symptom that can start in the face, neck or chest, before spreading upwards and downward, may include sweating, the skin becoming red and patchy, and a quicker or stronger heart rate.

ii. *Heavy and painful periods and clots* leaving those affected exhausted, as well as needing to change sanitary wear more frequently. Some affected may become anaemic.

iii. *Night sweats* - restless leg syndrome and sleep disturbance.

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iv. *Low mood* - irritability, increased anxiety, panic attacks, fatigue, poor concentration, loss of confidence and memory problems.

v. *Urinary problems* – more frequent urinary incontinence and urinary tract infections such as cystitis. It is common to have an urgent need to pass urine or a need to pass it more often than normal.

vi. *Irritated skin* – including dry and itchy skin or formication, and dry eyes. Also, vaginal symptoms of dryness, itching and discomfort.

vii. Joint and muscle aches and stiffness.

viii. Weight gain.

ix. Headaches and migraines.

x. Menopausal hair loss.

xi. *Osteoporosis* – the strength and density of bones are affected by the loss of oestrogen, increasing the risk of the bone-thinning disease osteoporosis.

xii. Side effects from hormone replacement therapy (HRT), a form of treatment for menopausal symptoms for some people (although not suitable or appropriate for all).

xiii. Menopausal symptoms may also exacerbate existing impairments and conditions that those affected may already be struggling to cope with.

6.0 Roles and Responsibilities

a. Line Managers – all managers should:

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i. Familiarise themselves with the **National Menopause Policy**, **Managers Guide (Appendix 1)** and available resources

ii. Be open to having discussions around the menopause whilst being sensitive to the personal nature of the discussion and maintaining confidentiality and professionalism.

iii. Make use of the available guidance, agreeing arrangements with the affected woman with support plans and reasonable adjustments. Record the agreements to be implemented and ensure these are adhered to.

iv. Line managers with appropriate support will undertake a gender sensitive risk assessment to consider the specific needs of employees experiencing the menopause and to ensure that the working environment will not make their symptoms worse. The risk assessment will assist with the identification of any potential adjustments that may be required.

v. Liaise with HR and Occupational Health providers where appropriate.

vi. Set review dates and engage in ongoing conversations.

b. Employees – all employees are:

- Responsible for their health and wellbeing.

- Encouraged to inform their manager (or the alternative contact, should they not feel comfortable speaking to their manager) if they are struggling with menopausal symptoms and need any support.

- Responsible in contributing to a respectful and productive working environment, being willing to help and support their colleagues, and understand any necessary adjustments their colleagues are receiving as a result of their menopausal symptoms.

- Responsible for making contact with either HR or a trade union representative, regarding any instances of harassment, victimisation or discrimination experienced because of issues related to the menopause.

If an employee feels unable to speak to their line manager they can contact HR, a wellbeing officer where available or a trade union representative.

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7.0 Further Sources of Information

a. All employees can access counselling if needed via our employee assistance programme, operated by PAM Assist.

b. Further information can be found here:

i. https://www.nhs.uk/conditions/menopause
ii. http://menopausematters.co.uk
iii. https://www.womens-health-concern.org/help-and-advice/factsheets/menopause
iv. https://thebms.org.uk
v. https://www.daisynetwork.org
vi. https://menopausesupport.co.uk
vii. https://www.menopausedoctor.co.uk
viii. www.menopause-exchange.co.uk
ix. www.menopausehealthmatters.com

8.0 Further Reading

i. https://menopausehealthmatters.com/symptoms-of-menopause/
ii. https://menopausehealthmatters.com/menopause-and-weight-gain/
iii. https://menopausehealthmatters.com/menopause-insomnia/
iv. https://menopausehealthmatters.com/menopause-diet/
v. https://menopausehealthmatters.com/menopause-diet/exercise-for-women/
vi. https://menopausehealthmatters.com/hormone-replacement-therapy/
vii. https://menopausehealthmatters.com/menopause-and-weight-gain/osteoporosisand-menopause/
viii. https://menopausehealthmatters.com/heart-disease-in-women/
ix. www.menopauseacademy.co.uk

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x. www.thebms.org.uk

xi. www.nhs.uk/conditions/menopause

xii. www.nhs.uk/conditions/early-menopause

xiii. www.nice.org.uk/guidance/ng23/ifp/chapter/About-this-information

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Appendix 1 – Managers Guidance

Everyone who is affected is different and, as such, it is difficult to set out specific guidelines. When conversations occur with those who are affected either directly or indirectly, ensure that you:

- allow time and space for the conversation – find an appropriate place where confidentiality can be maintained
- be open to the discussion and encourage the staff member to honestly share their issues
- suggest reasonable adjustments (see below)
- agree any actions and record in a suitable confidential manner
- discuss whether other team members should be informed and who should undertake this
- arrange a follow up meeting at a suitable time and place.

Reasonable Adjustments

The following list of reasonable adjustments have been suggested by the CIPD in their '*A guide to managing menopause at work: guidance for line managers'* (2021):

Sleep disruption and/or night sweats

- Recognise someone may take more short-term absence if they've had a difficult night.
- Consider a change to work patterns or the ability to swap shifts on a temporary basis.
- Carrying out risk assessments and making appropriate adjustments.
- Offer a flexible working arrangement, for example a later start and finish time.
- Where a role permits and the manager can support it the member of staff could work from home for a short period if symptoms have been significant, for example disrupted sleep pattern.

Hot flushes and/or daytime sweats

- Look at ways to cool the working environment, for example provide a fan, move a desk close to a window or adjust the air conditioning.
- Provide easy access to cold drinking water and washrooms.
- Adapt uniforms to improve comfort.
- Limit the time wearing personal protective equipment (PPE) such as face masks (subject to any COVID-secure or other Health and Safety measures required).
- In customer-focused or public-facing roles, it may help to have access to

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a quiet room for a short break so as to manage a severe hot flush.

Heavy or irregular periods

- Provide easy access to washroom and toilet facilities.
- Allow for more frequent breaks to go to the toilet.
- Be understanding about someone working from home if they have very heavy bleeding.
- Make sanitary products available in washrooms.
- Make it easy to request extra uniforms if needed.

Headaches and fatigue

- Consider a temporary adjustment to someone's work duties.
- Provide a quiet area to work.
- Provide access to a rest room.
- Offer easy access to drinking water.
- Allow regular breaks and opportunities to take medication.

Muscular aches, and bone and joint pain

- Make any necessary temporary adjustments through review of risk assessments and work schedules.
- Allow someone to move around or stay mobile, if that helps.

Psychological issues (for example loss of confidence, poor concentration, anxiety, and so on)

- Encourage employees to discuss concerns at one-to-one meetings with you and/or occupational health.
- Discuss possible adjustments to tasks and duties that are proving a challenge.
- Address work-related stress by carrying out a stress risk assessment recommended by the Health & Safety Executive.
- Signpost to our Employee Assistance Programme – PAM Assist.
- Identify a supportive colleague to talk to away from the office or work area.
- Allow time when needed, to have some quiet time or undertake relaxation or mindfulness activities.
- Provide access to a quiet space to work or the opportunity to work from home.
- Have agreed protected time to catch up with work.
- Discuss whether it would be helpful for the employee to visit their GP, if they have not already done so.

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Other examples of adjustments include:

- Provide private areas for those affected to rest, recover or make a telephone call to access personal or professional support.
- Ensure working time arrangements are flexible enough to meet the needs of menopausal women. For example, they may also need more breaks during the day, or may need to leave work suddenly if their symptoms become severe.

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South Lanarkshire College

East Kilbride

Circular CC 06/22 – National Menopause Policy for Support Staff and Lecturing Staff

This Circular is issued under the provisions of the National Joint Negotiating Committee (NJNC) – Central Committee and is binding on the college signatories of the National Recognition and Procedures Agreement (NRPA). Non-NRPA colleges are encouraged to shadow the Circular.

This Circular implements the Central Committee – National Menopause Policy agreed in September 2022 and is attached as **Annex 1.** The National Menopause Policy is an agreed output of the NJNC.

The National Menopause Policy will apply from 1st October 2022.

Scope

The terms of this Circular will apply to all employees and new entrants, including those on a temporary, fixed term or non-permanent contracts.

If any clarification is sought, this should be directed to the Joint Secretaries, s.brown@eis.org.uk and ces@collegeemployersscotland.ac.uk. A joint response will be provided to all points of clarification.

NJNC Joint Secretaries

Stuart Brown Evan Williams

September 2022

Annex 1

National Menopause Policy

September 2022

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Managers Guidance 1

1. Introduction

[INSERT COLLEGE NAME HERE] is committed to ensuring that everyone is treated with dignity and respect in a fair manner in their working environment.

[INSERT COLLEGE NAME HERE] is also committed to improving the well-being of its employees and recognises that women affected by the menopause may need additional consideration, support and adjustments during the time of hormonal change before, during and after the menopause.

[INSERT COLLEGE NAME HERE] will aim to provide appropriate support to those who are experiencing menopausal symptoms. It is important the college understands the difficulties and anxieties of employees currently going through this hormonal change and that we manage this issue by raising awareness, challenging discrimination, promoting a culture of openness and providing training and development for all line management and colleagues.

[INSERT COLLEGE NAME HERE] notes that people from the non-binary, transgender and intersex communities may also experience menopausal symptoms. Due to a variety of factors, the experience of the menopause may be different for those among these communities.

Experiences and perceptions of the menopause may also differ in relation to disability, age, race, religion, sexual orientation or marital/civil partnership status. It is important to recognise that for many reasons, women's experiences of the menopause may differ greatly

(Although the policy refers to women, please consider that this policy refers to anyone suffering the symptoms of menopause)

2. Aims

The aim of the policy is to:

a) Pro-actively promote the **Managers Guidance** (**Appendix 1**) which provides direction and clarity on dealing with menopausal symptoms for those affected both directly and indirectly, e.g., partners, managers, and colleagues.

b) Ensure that managers are aware of menopause related symptoms and how they can assist their employees. Managers take cognisance of the **Managers Guide** (**Appendix 1**) which provides clarity for those affected by the menopause.

c) Create an environment where those affected feel comfortable enough discuss the issues around their symptoms.

d) Ensure those experiencing menopausal symptoms suffer no detriment.

e) Create a workplace that respects and values all employees and their differences, that promotes dignity and combats prejudice, discrimination and harassment.

f) Benefit the welfare of women members of staff, retain valued employees; improve morale and performance and promote the college as an employer of choice.

3. Scope

This policy applies to all employees of the college.

4. Definitions

a. The menopause is a natural transition stage. It is marked by changes in the hormones and when periods stop.

b. The menopause may result in a wide range of physical and psychological symptoms and those with symptoms may encounter difficulties at work as a result.

c. Each woman will be affected in different ways and to different degrees over different periods of time. Menopausal symptoms can often indirectly affect their partners, families, and colleagues as well.

d. Some women experience early menopause due to surgery, illness, cancer treatment (radiotherapy, chemotherapy etc) or other reasons. As a result of these hormonal changes, many women will experience both physical and emotional symptoms.

e. Perimenopause – a period of time before the menopause, in the years leading up to the menopause where there can be significant changes for women, including irregular and heavy menstrual bleeding and many of the classic symptoms associated with menopause.

f. Post-menopause – a term used when a woman's periods have stopped for 12 consecutive months. However, other menopausal symptoms may not have ended so soon. Problematic symptoms may continue for years.

5. Symptoms of Menopause

a. Those affected will experience only some or all of these symptoms (and others not on the list). Some people experience no noticeable symptoms, however 75% of women experience symptoms with 25% of those classed as severe. Symptoms tend to be experienced for around four years after the last period, however, this can last up to twelve years in some cases. Symptoms may include:

i. Hot flushes – a very common symptom that can start in the face, neck or chest, before spreading upwards and downward, may include sweating, the skin becoming red and patchy, and a quicker or stronger heart rate.

ii. Heavy and painful periods and clots, leaving those affected exhausted, as well as practically needing to change sanitary wear more frequently. Some affected may become anaemic.

iii. Night sweats, restless leg syndrome and sleep disturbance.

iv. Low mood, irritability, increased anxiety, panic attacks, fatigue, poor concentration, loss of confidence and memory problems.

v. Urinary problems – more frequent urinary incontinence and urinary tract infections such as cystitis. It is common to have an urgent need to pass urine or a need to pass it more often than normal.

vi. Irritated skin – including dry and itchy skin or formication, and dry eyes. Also, vaginal symptoms of dryness, itching and discomfort.

vii. Joint and muscle aches and stiffness.

viii. Weight gain.

ix. Headaches and migraines.

x. Menopausal hair loss.

xi. Osteoporosis – the strength and density of bones are affected by the loss of oestrogen, increasing the risk of the bone-thinning disease osteoporosis.

xii. Side effects from hormone replacement therapy (HRT), a form of treatment for menopausal symptoms for some people (although not suitable or appropriate for all).

xiii. Menopausal symptoms may also exacerbate existing impairments and conditions that those affected may already be struggling to cope with.

6. Roles and Responsibilities

a. Line Managers – all managers should:

i. Familiarise themselves with the **National Menopause Policy**, **Managers Guide (Appendix 1)** and available resources

ii. Be open to having discussions around the menopause whilst being sensitive to the personal nature of the discussion and maintaining confidentiality and professionalism.

iii. Make use of the available guidance, agreeing arrangements with the affected woman with support plans and reasonable adjustments. Record the agreements to be implemented and ensure these are adhered to.

iv. Line managers with appropriate support will undertake a gender sensitive risk assessment to consider the specific needs of employees experiencing the menopause and to ensure that the working environment will not make their symptoms worse. The risk assessment will assist with the identification of any potential adjustments that may be required.

v. Liaise with HR and Occupational Health providers where appropriate.

vi. Set review dates and engage in ongoing conversations.

b. Employees – all employees are:

i. Responsible for their health and wellbeing.

ii. Encouraged to inform their manager (or the alternative contact, should they not feel comfortable speaking to their manager) if they are struggling with menopausal symptoms and need any support.

iii. Responsible in contributing to a respectful and productive working environment, being willing to help and support their colleagues, and understand any necessary adjustments their colleagues are receiving as a result of their menopausal symptoms.

iv. Responsible for making contact with either HR, a wellbeing officer where available or a trade union representative, regarding any instances of harassment, victimisation or discrimination experienced because of issues related to the menopause.

If an employee feels unable to speak to their line manager they can contact HR, a wellbeing officer where available or a trade union representative.

7. Links to Other Policies/Documents

a. [INSERT POLICY/DOCUMENT NAME HERE]
b. [INSERT POLICY/DOCUMENT NAME HERE]
c. [INSERT POLICY/DOCUMENT NAME HERE]

8. Further Sources of Information

a. All employees can access counselling if needed via [INSERT RELEVANT INFORMATION HERE].

b. Further information can be found here:

i. https://www.nhs.uk/conditions/menopause
ii. http://menopausematters.co.uk
iii. https://www.womens-health-concern.org/help-and-advice/factsheets/menopause
iv. https://thebms.org.uk
v. https://www.daisynetwork.org
vi. https://menopausesupport.co.uk
vii. https://www.menopausedoctor.co.uk/
viii. www.menopause-exchange.co.uk
ix. www.menopausehealthmatters.com

9. Further Reading

i. https://menopausehealthmatters.com/symptoms-of-menopause/
ii. https://menopausehealthmatters.com/menopause-and-weight-gain/
iii. https://menopausehealthmatters.com/menopause-insomnia/
iv. https://menopausehealthmatters.com/menopause-diet/
v. https://menopausehealthmatters.com/menopause-diet/exercise-for-women/
vi. https://menopausehealthmatters.com/hormone-replacement-therapy/
vii. https://menopausehealthmatters.com/menopause-and-weight-gain/osteoporosisand-menopause/
viii. https://menopausehealthmatters.com/heart-disease-in-women/
ix. www.menopauseacademy.co.uk
x. www.thebms.org.uk
xi. www.nhs.uk/conditions/menopause
xii. www.nhs.uk/conditions/early-menopause
xiii. www.nice.org.uk/guidance/ng23/ifp/chapter/About-this-information

Appendix 1

Managers Guidance

Everyone who is affected is different and, as such, it is difficult to set out specific guidelines. When conversations occur with those who are affected either directly or indirectly, ensure that you:

- allow time and space for the conversation – find an appropriate place where confidentiality can be maintained
- be open to the discussion and encourage the staff member to honestly share their issues
- suggest reasonable adjustments (see below)
- agree any actions and record in a suitable confidential manner
- discuss whether other team members should be informed and who should undertake this
- arrange a follow up meeting at a suitable time and place.

Reasonable Adjustments

The following list of reasonable adjustments have been suggested by the CIPD in their '*A guide to managing menopause at work: guidance for line managers*' (2021):

Sleep disruption and/or night sweats

- Recognise someone may take more short-term absence if they've had a difficult night.
- Consider a change to shift patterns or the ability to swap shifts on a temporary basis.
- Carrying out risk assessments and making appropriate adjustments.
- Offer a flexible working arrangement, for example a later start and finish time.
- Where a role permits and the manager can support it the member of staff could work from home for a short period if symptoms have been significant, for example disrupted sleep pattern.

Hot flushes and/or daytime sweats

- Look at ways to cool the working environment, for example provide a fan, move a desk close to a window or adjust the air conditioning.
- Provide easy access to cold drinking water and washrooms.
- Adapt uniforms to improve comfort.
- Limit the time wearing personal protective equipment (PPE) such as face masks (subject to any COVID-secure measures required).
- In customer-focused or public-facing roles, it may help to have access to a quiet room for a short break so as to manage a severe hot flush.

Heavy or irregular periods

- Provide easy access to washroom and toilet facilities.
- Allow for more frequent breaks to go to the toilet.
- Be understanding about someone working from home if they have very heavy bleeding.
- Make sanitary products available in washrooms.
- Make it easy to request extra uniforms if needed.

Headaches and fatigue

- Consider a temporary adjustment to someone's work duties.
- Provide a quiet area to work.
- Provide access to a rest room.
- Offer easy access to drinking water.
- Allow regular breaks and opportunities to take medication.

Muscular aches, and bone and joint pain

- Make any necessary temporary adjustments through review of risk assessments and work schedules.
- Allow someone to move around or stay mobile, if that helps.

Psychological issues (for example loss of confidence, poor concentration, anxiety, and so on)

- Encourage employees to discuss concerns at one-to-one meetings with you and/or occupational health.
- Discuss possible adjustments to tasks and duties that are proving a challenge.
- Address work-related stress by carrying out a stress risk assessment recommended by the HSE.
- Signpost to an Employee Assistance Programme or counselling services if available.
- Identify a supportive colleague to talk to away from the office or work area, such as a wellbeing champion.
- Allow time when needed, to have some quiet time or undertake relaxation or mindfulness activities.
- Provide access to a quiet space to work or the opportunity to work from home.
- Have agreed protected time to catch up with work.
- Discuss whether it would be helpful for the employee to visit their GP, if they haven't already.

Other examples of adjustments include:

- Provide private areas for those affected to rest, recover or make a telephone call to access personal or professional support.
- Ensure working time arrangements are flexible enough to meet the needs of menopausal women. For example, they may also need more breaks during the day, or may need to leave work suddenly if their symptoms become severe.

South Lanarkshire College
East Kilbride

HR COMMITTEE

DATE:	November 2022
TITLE OF REPORT:	Support Staff Pay Claim
REFERENCE:	07
AUTHOR AND CONTACT DETAILS	Gary McIntosh, Head of Human Resources gary.mcintosh@slc.ac.uk
PURPOSE:	Provide the HR Committee with an update on the Support Staff Pay Claim.
KEY RECOMMENDATIONS/ DECISIONS:	Members are recommended to: 1. note the support staff pay claim for 2022/23 as set in the appendix; and 2. require the Head of Human Resources to provide members with an update report on the progress of negotiations at an appropriate future meeting of the Committee
RISK	There is the potential future industrial action should a negotiated settlement not be reached. Settling this claim in full or in part without additional resources may threaten adversely the financial sustainability of the College.
RELEVANT STRATEGIC AIM:	Successful Students – skilled & knowledgeable staff High-quality support services; productive partnerships Sustainable Behaviours – effective leadership and management; excellent governance; appropriate risk management.
SUMMARY OF REPORT:	The report provides details of the support staff pay claim

1 INTRODUCTION

College Employers Scotland has received a support staff salary claim for 2022/23. Details of this salary claim are included in the appendix.

2 SUMMARY

Support staff trade unions have submitted a salary claim of £5,000 per annum for all support staff employees, as well as a range of additional benefits. A copy of the notice of the salary claim is in appendix.

College Employers Scotland will now engage in discussions with the support staff trade unions.

3 EQUALITIES

Several of the requests being made could have an impact on employees with protected characteristics.

4 RISK

Members are recommended to:

1. note the support staff pay claim for 2022/23 as set in the appendix;
2. require the Head of Human Resources to provide members with an update report on the progress of negotiations at an appropriate future meeting of the Committee.

Appendix A

September 27th 2022
FURTHER EDUCATION NJNC SUPPORT STAFF
PAY CLAIM 2022/23 (date of effect 1st September 2022)
Submitted by UNISON, UNITE, GMB

Cost of living pay increase

UNISON, UNITE, GMB seek a consolidated flat rate payment of £5000 added to all Support Staff Salary points, including outsourced staff, with effect from 1 September 2022 with an additional Distant Islands Allowance payable for **all** sector support staff who incur the additional expense of living and working in these remote locations. Pro-rata arrangements should apply for part-time staff.

Early payment of new Living Wage rates

In response to unprecedented times and to protect the some of the most vulnerable staff in society, the Living Wage Foundation has brought forward the announcement of its 2022-23 Living Wage rates to late September. As encouraged by The Living Wage Foundation itself, we request early implementation of the new rates. Specifically, we request payment within four weeks of the new rates being announced, for all directly employed and indirectly employed staff. Early payment would offer a crucial lifeline to some of our lowest paid staff who find themselves at the sharpest end of the economic crisis.

Bargaining Arrangements for Senior Staff

College Boards have historically found ways either directly or indirectly to 'look after' senior staff. Despite the national machinery being in existence for well over five years, separate pay arrangements for the highest earners remain. The national employers have been, allegedly, 'looking into' how senior staff in the sector will be brought into the scope of national bargaining pay awards, like everyone else. However, this matter remains outstanding. Since the earliest meetings of the machinery, the employers have failed to make progress on this matter, and Boards continue separate remuneration practices for some senior staff. This not only seems wasteful in terms of time and resource but leads to, and has led to, inconsistency and unfairness.

Our members have overwhelmingly signaled their support for these members of staff to be brought into the scope of the normal bargaining arrangements. This would allow better oversight of available funding and would lend itself to fairer, more transparent pay arrangements, meaning limited funds could more readily be distributed to the source of greatest need during these extraordinary times of crisis.

Living Hours Accreditation for the sector for all directly employed and outsourced staff

The right to a contract that reflects accurate hours worked, a guaranteed minimum of 16 hours a week (unless the worker requests otherwise). No zero hours contracts and at least 4 weeks' notice for every shift, with guaranteed payment if shifts are cancelled within this notice period.

Reduced working week of 30 hours

No material movement has taken place on the four-day week since our last pay award. This represents a breach of the agreement to have set up at least one college-wide trial.

Considering last years' failure of the sector to offer an inflationary pay award, we are seeking a reduction in the working week by way of recompense. This will also create a pathway towards our national objective of a four-day week for all and ease the sector's spiraling work-related stress problem.

National Phasing into Retirement Plan

In order that an employee can adjust to the prospect of retirement, a retiral plan including use of any outstanding annual leave and gradual reduction in working hours can be agreed and put in place six months before the date of retiral. A gradual reduction in hours to be introduced three months prior to retirement (pro-rata for part-time staff), in line with the needs of the service, for example:

Third month before retiral - 4 days or 80% of contractual hours

Second month before retiral - 3 days or 60% of contractual hours

Last month before retiral - 2 days or 40% of contractual hours

During the phased retiral reduction in hours, the employee will continue to be paid as if at work.

National Pay and Grading structure and pay harmonisation for all support staff as an outcome of the national job evaluation exercise

Agreement on a national pay and grading structure for support staff. We reiterate the same long-standing request and refer you to the same supporting arguments we made last year in relation to this. Teaching colleagues enjoy sectoral pay harmonisation and support staff need to know that they are to be treated with parity in this respect. As the national job evaluation project concludes, employers need to give long overdue agreement to national pay harmonisation for support staff. Failure to do this swiftly, will delay pay outcomes for all.

Catering subsidy for staff

For each member of support staff, £100 college canteen and shop subsidy voucher. Not only would this drive business to college food outlets, increasing job security for catering colleagues but it would ensure staff can eat affordably while at work. This would also help address food poverty issues for staff during the worst attack on their living standards in decades.

Annual leave

Upward harmonisation of annual leave days to reflect the maximum allocation for support staff within the sector – 49 days per annum for all staff. The sector should also be aware of the Supreme Court ruling on annual leave provision for part-time staff and holiday allocations should be amended for part-time staff accordingly:

National Career Break Policy (for support staff)

To support career aspiration and progression, a career break policy should be jointly devised to provide opportunities to trial new career paths. Agreement should be reached by September 2023.

Union/management NJNC compliance group

Significant slippage on multiple non-pay aspects of previous pay agreements is eroding trust in the employers' commitment to delivery and suggests there is an acute need for a joint union/management compliance group within the NJNC to ensure urgent retrospective delivery on aspects of previous pay offers and to proactively monitor timeous implementation of new agreements. There has been no such monitoring mechanism established to date despite previous promises from the employers:

"The employers commit to agree a programme of work, with a mechanism in place for monitoring progress, to ensure outstanding and new matters are concluded by, an anticipated date of July 2023, with monthly milestones agreed.": file.html (njncscotlandscolleges.ac.uk)

To date, no such mechanism has been established.

Increased mileage allowance

Staff across the sector are paying the price of increased fuel costs as reimbursement rates have remained unchanged from £0.45 per mile despite recent astronomical hikes in petrol and diesel costs. This is unacceptable – the updated mileage rate for NHS Scotland workers of £0.55 per mile should be the starting point for discussion in FE.

Mental Health Days

As we approach World Mental Health Day on the 10th of October 2022 and with life getting increasingly more stressful for ordinary working people by the day, we reiterate our request, for two flexible wellbeing days per year to support staff mental health.

Rates and Allowances

An increase in all rates and allowances to reflect the increased cost-of-living and to retain parity with rates of pay. During last year's negotiations employers offered to increase first aid rates. However, this did not find its way into the final offer.

Matters **overdue** from previous pay agreements

While the following are not included within the current pay claim, they do remain outstanding from previous claims and the employers require to implement these with seriousness and urgency:

Living Wage harmonisation

Sectoral harmonisation of how the annual Living Wage top-up is being applied, as well as how cost of living pay increases are being paid (or not) to staff on the Living Wage;

Miscellaneous Paid Leave

Immediate upward harmonization of miscellaneous leave across the sector. This is already long overdue and was agreed as part of the 2020 pay claim as an action for the Terms and Conditions Working Group who have failed, to date, to even add this to a meeting agenda:

Parental Leave - A maximum of 15 working days will be paid and 75 days unpaid per child pro rata. Entitlement is based on children's age. A maximum of 20 days, (five days paid) can be taken per academic year.

Dependant Leave - 3 working days per academic year

Bereavement Leave 5 days leave

Time off to cope with personal or family difficulties - 3 days

Domestic Emergencies - 3 days

Leave for medical or dental treatment out with normal working hours where reasonably practicable but where this is impractical, reasonable leave with pay will be granted

Examination and study leave - 5 days

Moving House / Wedding - 1 Day

1 Day Religious and Cultural Observance - Employees who require time off for religious or cultural observance – some currently require to use annual leave, unpaid leave, flexibility in hours for this

Jury Duty - paid time off is granted when relevant paperwork is completed by the HR/ Payroll section

IVF - 2 days

Payment of homeworking and hybrid working expenses

Agreement of home/hybrid working policy that provides appropriate recompense for expenses incurred because of home/hybrid working. We expect such a policy to include retrospective COVID payments, and hybrid working recompense.

We also re-affirm our call for a best practice national policy on hybrid working, so college support staff are not sold short on gains from new ways of working following the pandemic.

South Lanarkshire College
East Kilbride

HR COMMITTEE

DATE:	November 2022
TITLE OF REPORT:	Job Evaluation Pay and Grading
REFERENCE:	08
AUTHOR AND CONTACT DETAILS	Gary McIntosh, Head of Human Resources gary.mcintosh@slc.ac.uk
PURPOSE:	Provide the HR Committee with an update on the Support Staff Job Evaluation Pay and Grading.
KEY RECOMMENDATIONS/ DECISIONS:	Members are recommended to: 1. note the support staff national job evaluation pay and grading update as set in the appendix; 2. note what preparatory action is being taken by the College to respond to the outcome of this exercise; 3. require the Head of Human Resources to provide members with an update report on the progress of the national job evaluation, pay and grading at an appropriate future meeting of the Committee; and 4. require the Head of Human Resources to provide members with an update report on the progress made in developing a revised College pay and grading system at an appropriate future meeting
RISK	The identified risks are: • the potential future employee relations and/or industrial action; and • local pay and grading system not implemented in time for the job evaluation exercise to conclude.
RELEVANT STRATEGIC AIM:	Successful Students – skilled & knowledgeable staff High-quality support services; productive partnerships Sustainable Behaviours – effective leadership and management; excellent governance; appropriate risk management.
SUMMARY OF REPORT:	The report provides an update of the support staff job evaluation pay and grading.

1 INTRODUCTION

College Employers Scotland is continue to progress the national job evaluation project for support staff, based on their 2018 job descriptions. Details of this update are included in the appendix.

2 SUMMARY

College Employers Scotland have undertaken a project on national support staff job evaluation. (Members should note that EIS/FELA refused to participate in any job evaluation scheme and the then Employers Association agreed to accept this position.) The first phase of this work is based on the job descriptions for roles in 2018. Once completed, there will be a requirement to implement and backdate any salary changes which arise as a consequence of the evaluation exercise. Details of the status of this are including in the appendix (Circular CC 06/22).

Subsequently, there will be further job evaluations conducted for:

1. role changes since 2018; and
2. new roles since 2018.

Members should note that due to the introduction of the national job evaluation scheme the College concluded in 2017 that it should no longer operate a local system. However due to the delay in the role out the national scheme the College has recently engaged with the Education Competencies Consortium (ECC) who have developed and support the Further Education Development and Role Analysis (FEDRA) toolkit which has been used at a national level to provide specialist support on its approach to Job evaluation. It is anticipated as the centralised resource to support the national job evaluation scheme ends all colleges will require to contract with ECC to support their own processes.

The College has undertaken a review of the support staff spinal points and concluded that these will require to be revised in order to develop pay and grading structure that will align with the outcome of the national job evaluation exercise. ECC will support the College in this work which is intended to be concluded prior to the implementation of the national job evaluation scheme.

3 EQUALITIES

Without an effective and appropriate job evaluation scheme there is a risk that the College will not comply with Equalities legislation.

4 RECOMMENDATIONS

Members are recommended to:

1. note the support staff job evaluation pay & grading update as set out in the appendix;
2. note what preparatory action is being taken by the College;
3. require the Head of Human Resources to provide members with an update report on the progress of the national job evaluation, pay and grading at an appropriate future meeting of the Committee; and
4. require the Head of Human Resources to provide members with an update report on the progress made in developing a revised College pay and grading system at an appropriate future meeting.

5 RISKS

The identified risks are:

- the potential future employee relations and/or industrial action; and
- local pay and grading system not implemented in time for the job evaluation exercise to conclude.

Confidential Job Evaluation/Pay and Grading – Session Output

Introduction

Further to discussion at day one of the College Employers Scotland (CES) meeting on Wednesday 11 May 2022 on Job Evaluation and Pay and Grading, general consensus and feedback from members was as follows.

Stage Two – Evaluation of Roles

- Complete the evaluation stage of the current project by contracting Educational Competencies Consortium (ECC) Ltd to carry out the remaining steps of the Quality Assurance Process until the process has concluded, which includes working with college HR and OD leads to finalise the rank orders.

Stage Three – Implementation (Pay and Grading)

- Agree to aim for the March 2023 timescales for the implementation of the outcomes of Job Evaluation as at 1st September 2018.
- Collect historical pay data beyond 2018 to enable implementation based on current pay data.
- Retrospectively apply backdating of salaries from implementation date to 1st September 2018.
- Develop a National Pay Spine along with a set of National Principles/Guidance to govern the development of local pay structures across the sector.
- Development of local pay models within a National Framework to facilitate completion of the 2017 NJNC Agreement.
- Pay models will be developed and funding allocated based on individual college requirements.
- Identify resources to support pay modelling centrally, alongside expertise support from within the sector.
- All new salary conservation arrangements from 1st September 2018, including the outcome of Job Evaluation, will be subject to four years cash conservation as per current agreement from implementation date. This position will be further considered on identification of red-circled staff.
- Colleges to provide the resource to implement their own pay and grading outcomes (including calculation of backdated of salaries) and the disbursement of circa £56m to support staff across the colleges. This will include providing formal notification of role evaluation outcomes and ultimate pay outcomes to staff.
- Develop a new business case to the Scottish Funding Council (SFC) to support this area of work beyond the current period 2021/22.

Stage Four – Appeals

This area was not discussed at the meeting but continues in line with the current process.

- Appeals will run for a six-month period from the date of implementation i.e. new grading and pay structures and before the evaluation of new and changed roles since 1st September 2018.
- These will be conducted using an agreed National Framework with technical support from experienced Role Analysts.
- Develop a new business case to SFC to support this area of work beyond the current period 2021/22 and request carry over funding to conclude the Appeals exercise.

Confidential

Future of Job Evaluation in the College Sector

- Embed the National Job Evaluation Scheme locally within colleges. This arrangement would allow for new and changed roles since 1st September 2018 to be dealt with locally. Individual colleges will determine their own arrangements and the sharing of expertise whether this is delivered within college regions or across colleges. National Guidance and support will be provided to individual colleges and a National User Group set up to support Job Evaluation activity going forward.
- Embed the outcomes of new roles into local pay models and review accordingly in line with best practice.
- Adopt the FEDRA Job Evaluation Scheme across the sector to support local delivery and put in appropriate procurement and licencing arrangements.
- Develop a new business case to SFC to support this area of work beyond the current period 2021/22.

Project Governance and Funding

- Update the current project plan (with appropriate timescales and required resources) to reflect the decisions made by CES on Wednesday 11 May 2022 and create an associated Communications and Engagement Strategy.
- Establish a management side project management structure to ensure effective decision-making and monitoring of the work, to ensure key outputs are delivered on time and on budget, whilst ensuring the integrity of the Job Evaluation Scheme and the scrutiny of pay and grading outcomes which are required to be presented to SFC.
- Manage current partnership arrangements and any Failures to Agree with the support staff side (support). If there is no agreement reached, employers will have the responsibility to conclude each stage of the existing project and Job Evaluation beyond.
- Develop a business case to SFC beyond 2021/22 to support Stage Three – Implementation and Stage Four – Appeals and embedding Job Evaluation into the college sector.

Recommendations

The College Employers Scotland is asked to:

- agree the CES Team will commence discussions with the support staff side on the consensus position reached by CES with regard to:
    - **Stage Two – Evaluation of Roles**: commission ECC to conclude the Quality Assurance Process.
    - **Stage Three – Implementation**: create a National Pay Spine along with the development of National Pay and Grading Principles/Guidance to govern the development of local grading structures across the sector.
    - **Stage Four – Appeals Process**: conduct by utilising an agreed National Framework, with technical support from experienced Role Analysts.
    - **Future of Job Evaluation in the College Sector**: embed the National Job Evaluation Scheme locally within colleges and evaluate new and changed roles on conclusion of Appeals processes within colleges.

College Employers Scotland Team
May 2022

Confidential

HR COMMITTEE

DATE:	November 2022
TITLE OF REPORT:	09 Equality Outcomes
AUTHOR AND CONTACT DETAILS	Gary McIntosh, Head of Human Resources gary.mcintosh@slc.ac.uk
PURPOSE:	Discussion to review the progression of the Equality Outcomes
KEY RECOMMENDATIONS/ DECISIONS:	Members are recommended to: 1. note the status and progress of the current equality outcomes; and 2. discuss any items of the equality outcomes status, as appropriate.
RISK	The following risks have been identified: 1. not achieving the equality outcomes agreed as part of our Public Sector Equality Duty; and 2. non-compliance with the Public Sector Equality Duty.
RELEVANT STRATEGIC AIM:	Successful Students – skilled & knowledgeable staff Highest Quality Education & Support – productive partnerships Sustainable Behaviours – effective leadership and management; excellent governance; appropriate risk management
SUMMARY OF REPORT:	The report will provide insight into each of the following areas: • Status of each equality outcome

1 INTRODUCTION

As members will be aware that under the Public Sector Equality Duty, the Board of Management has agreed to four equality outcomes to be delivered by 2024.

As previously agreed with the HR Committee, an update will be provided to members on a periodic basis. The HR Committee previously approved the following reporting format for such a report.

2 EQUALITY OUTCOMES STATUS

The following shows identifies the key for each colour code used within the report.

	On Track
	Not started
	Behind schedule / Concern

2.1 The following is a status update on each of the equality outcomes:

Status	Outcome
	Outcome 1 – Develop the engagement of underrepresented students and staff groups through an increase in tailored peer support groups.
	Outcome 2 - Annual engagement with three organisations to enable and progress our recruitment and management of employee and students across identified underrepresented groups.
	Outcome 3 – Use proactive marketing and communicating during recruitment, onboarding and throughout the student and employee journey to increase awareness and promote the fostering of good relations, tolerance and respect for diversity. Ensure that at least 90% of these populations have awareness of equality and diversity practices.
	Outcome 4 – Ensure at least 90% of staff undertake equality, diversity and inclusion training and that all students offered training to ensure awareness and understanding of legal and College expectations for everyone in our community.

2.2 The following is a status update on actions for Outcome 1 - Develop the engagement of underrepresented students and staff groups through an increase in tailored peer support groups:

Status	Action	Comments
	Agree Action Plan & Ownership	Agreed at Equality Group Workshop on 28th September 2022
	Identify peer support groups for employees	Pending project group meeting
	Identify peer support groups for students including: understanding the greatest support requirements for disabled	Pending project group meeting

	people; and support for ESOL (English to speakers of other languages) students	
	Regular peer support group activities for employees	
	Regular peer support group activities for students	

2.3 The following is a status update on actions for Outcome 2 - Annual engagement with three organisations to enable and progress our recruitment and management of employee and students across identified underrepresented groups:

Status	Action	Comments
	Agree Action Plan & Ownership	Agreed at Equality Group Workshop on 28th September 2022
	Identify organisations to partner with to improve our recruitment and management of employees – consideration underway for Inclusion Scotland and Trans Alliance	Pending project group meeting
	Identify organisations to partner with to improve our recruitment and management of students - consideration underway for Inclusion Scotland and Trans Alliance	Pending project group meeting
	Implement action plans to improve our recruitment and management of employees in the identified, underrepresented groups	
	Implement action plans to improve our recruitment and management of Students in the identified, underrepresented groups	

2.4 The following is a status update on actions for Outcome 3 - Use proactive marketing and communicating during recruitment, onboarding and throughout the student and employee journey to increase awareness and promote the fostering of good relations, tolerance and respect for diversity. Ensure that at least 90% of these populations have awareness of equality and diversity practices:

Status	Action	Comments
	Agree Action Plan & Ownership	Agreed at Equality Group Workshop on 28th September 2022
	Create and implement a marketing and communication plan for students and employees to ensure an awareness of our Equality and Diversity practices, including the updating of employee and student induction material and implementing a FREDIE calendar	Pending project group meeting
	Measure the awareness and understanding of employees around our Equality and Diversity practices	

	Measure the awareness and understanding of students around our Equality and Diversity practices	

2.5 The following is a status update on actions for Outcome 4 - Ensure at least 90% of staff undertake equality, diversity and inclusion training and that all students offered training to ensure awareness and understanding of legal and College expectations for everyone in our community:

Status	Action	Comments
	Agree Action Plan & Ownership	Agreed at Equality Group Workshop on 28th September 2022
	Identify training solution for employees	Training identified.
	Identify training solution for students	Training option being reviewed
	Include tailored training to the Learning Management System and communicate the learning requirement to all employees	In progress, working with vendor
	Include tailored training to the Learning Management System and communicate the optional learning requirement to all student	
	Promotion of training courses throughout the year	
	Review the completion rates and achievement levels for all employees	
	Review the completion rates and achievement levels for all students	

3 EQUALITIES

The approach set out in this paper are designed to promote and support those with protected characteristics.

4 RISK

The following risks have been identified:

i. not achieving the equality outcomes agreed as part of our Public Sector Equality Duty; and
ii. non-compliance with the Public Sector Equality Duty.

5 RECOMMENDATIONS

Members are recommended to:

1. note the status and progress of the current equality outcomes; and
2. discuss any items of the equality outcomes status, as appropriate.

South Lanarkshire College
East Kilbride

HR COMMITTEE

DATE:	November 2022
TITLE OF REPORT:	Employee Benefits – Retail Discounts, Edenred
REFERENCE:	10
AUTHOR AND CONTACT DETAILS	Gary McIntosh, Head of Human Resources gary.mcintosh@slc.ac.uk
PURPOSE:	Provide the HR Committee with an update on an enhancement to employee benefits.
KEY RECOMMENDATIONS/ DECISIONS:	Members are recommended to: 1. note that the College has enhanced employee benefits, to support financial wellbeing; and 2. discuss the steps detailed in this report.
RISK	None
RELEVANT STRATEGIC AIM:	Successful Students – skilled & knowledgeable staff High-quality support services; productive partnerships Sustainable Behaviours – effective leadership and management; excellent governance; appropriate risk management.
SUMMARY OF REPORT:	The report provides a summary of the enhanced benefit.

1 INTRODUCTION

The College has signed up for an additional employee benefit, which will provide discounts for various retail purchases. This benefit is provided through an agreement with an organisation called Edenred.

2 BACKGROUND

Edenred are a registered APUC supplier of employee benefits, predominantly providing a combination of employee discounts, salary sacrifice purchases and eGift Cards from the College to employees as a recognition tool. They enable the access to those through a phone application that is available through both Android and iOS as well as online through a website.

The discount provision is an employee-self-service resource where our employees can save money with hundreds of retail brands across multiple categories including travel, fitness, dining out, leisure, fashion, homeware, supermarkets and technology.

The salary deduction provision includes similar savings for larger purchase items, over a period of time. The deduction at source can result in some national insurance savings.

The e-Gift Cards are used as a means of recognition for employee, allowing them to decide which retailer to use an awarded gift card for.

3 ADDITIONAL CONSIDERATIONS

The following should be considered for each of the three options offered by Edenred:

1. *Discount provision* – this is easy and quick to set-up (typically within two-weeks) and is entirely managed between the employee and Edenred following adding individuals to the system as a College employee.
2. *Salary deduction* – the current, manual management of payroll and team capacity would not enable the additional work of salary sacrifice and therefore risks mistakes and employee dissatisfaction.
3. *e-Gift Cards* - would also require system administration from the HR Team to manage how it is working. There is concern with current capacity until manual processes are automated as part of the new HR software system.
4. *Data protection* – there is a need to provide names and email addresses to Edenred to set-up their access. We will require to engage with the Data Protection Officer (DPO) in order to devise a procedure to manage this appropriately.

4 CONCLUSION

Based on capacity of the payroll function, the College has proceeded with only the discounts provision at this time. This will be implemented as quickly as possible before the end of the Autumn Term which enable employees to save money on everyday and special purchases, therefore supporting them during the current cost-of-living crisis.

Following the implementation of the new HR System, the salary deduction and e-Gift Card options will be reconsidered.

Members should note that this approach has been discussed with College Trade Union representatives.

5 COST

There is no cost to the College for introducing the employee discount offering from Edenred.

6 EQUALITIES

Access to this employee benefit is likely to provide additional support for individuals with protected characteristics.

8. Risk

The College will put in place a procedure, in consultation with the DPO, which will minimise any potential data breach of personal information.

7 RECOMMENDATIONS

Members are recommended to:

1. note that the College has enhanced employee benefits, to support financial wellbeing; and
2. endorse the decision that the College subscribe to the Edenred employee discount scheme.

South Lanarkshire College
East Kilbride

HR COMMITTEE

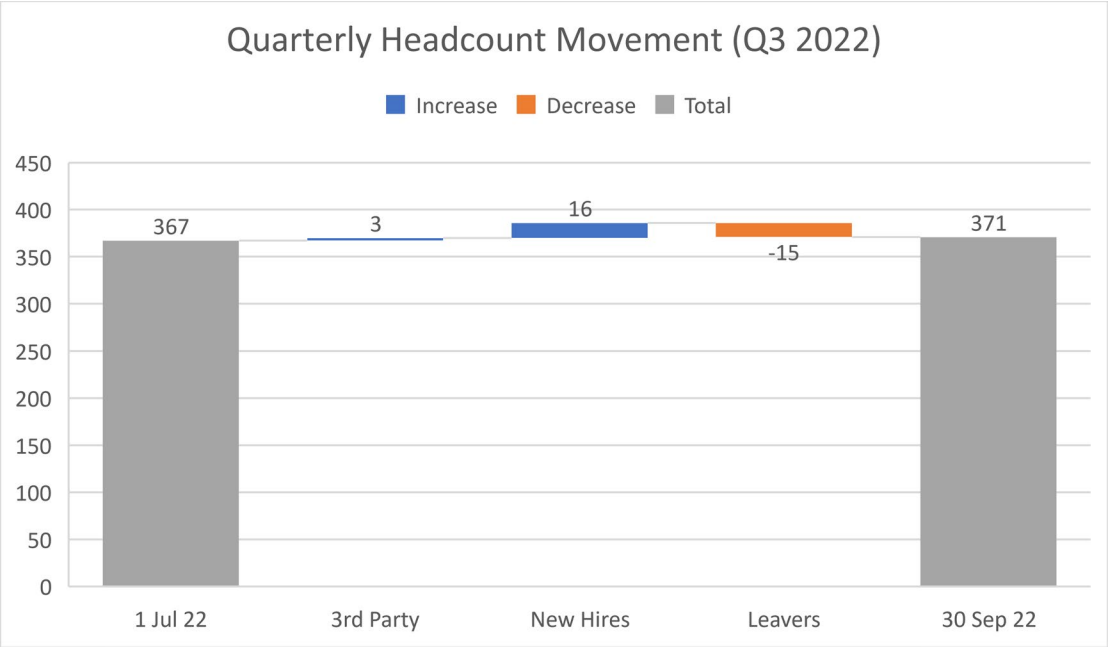
DATE:	November 2022
TITLE OF REPORT:	Quarterly HR Report
REFERENCE:	11
AUTHOR AND CONTACT DETAILS	Gary McIntosh, Head of Human Resources gary.mcintosh@slc.ac.uk
PURPOSE:	Provide the HR Committee with a quarterly update on HR matters.
KEY RECOMMENDATIONS/ DECISIONS:	Members are recommended to: 1. note the updates relating to staff.
RISK	
RELEVANT STRATEGIC AIM:	Successful Students – skilled & knowledgeable staff Highest Quality Education & Support – valued & enthusiastic staff; high-quality support services; productive partnerships Sustainable Behaviours – effective leadership and management; excellent governance; continuing professional learning and development; appropriate risk management
SUMMARY OF REPORT:	The report will provide insight into each of the following areas: • Headcount Management. • Health & Wellbeing. • Employee Engagement. • Learning & Development. • Employee Relations. • Maintenance of Accreditations.

1 INTRODUCTION

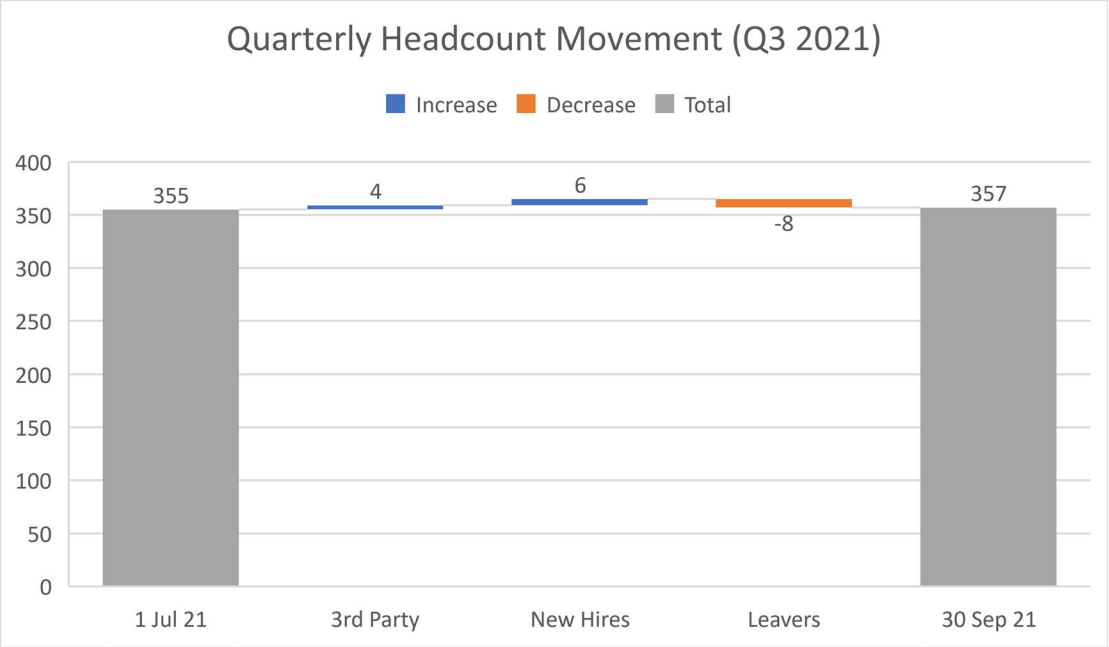
1.1 This paper provides an overview of HR matters for South Lanarkshire College for the period of 1st July to 1st October 2022.

2 HEADCOUNT MANAGEMENT

2.1 The quarterly headcount movement is shown in the graph below, which demonstrates a slight movement in headcount over the period, with 3 x 3rd party contractors, 16 new hires and 15 leavers.



The following graph shows a comparison to the prior year, which has slightly less activity.

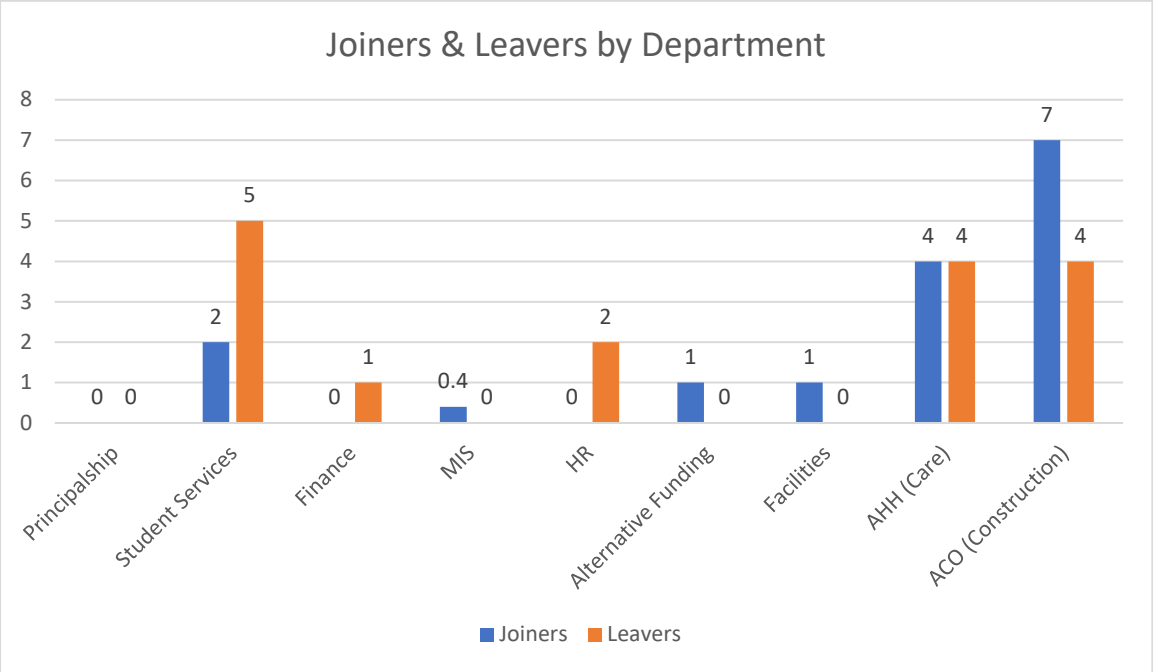


2.2 Recruitment

Recruitment activities during the period are shown below:

Position	Reason	Status
Lecturer – ESOL (Pool)	Previously agreed	Appointments made x 4
Lecturer – BSL (Pool)	Previously agreed	Appointment made
Lecturer – Trowel Trades (Pool)	Previously agreed	Appointment made
Lecturer – Bricklaying (Pool)	Previously agreed	Appointment made
Lecturer – Painting and Decorating (Pool)	Previously agreed	Appointment made
Facilities and Estates Co-ordinator	Previously agreed	Appointment made
Maintenance Painter and Decorator	Previously agreed	Appointment made
Carpentry and Joinery Technician	Previously agreed	Appointment made
Lecturer - Wet Trades	Previously agreed	Appointment made
Lecturer - Carpentry and Joinery	Previously agreed	Appointment made

2.3 Joiners and Leavers



3 HEALTH & WELLBEING

COVID-19 and mental health initiatives continue to be at the forefront of College Health & Wellbeing efforts.

3.1 COVID

In line with Scottish Government guidance, the College has returned to on-campus teaching without any restrictions on mask wearing and social distancing. The College continues to offer hand sanitising stations and has a "*respect*" campaign for anyone who chooses to social distance, wear a mask or take any other reasonable actions which they wish to do in order to feel safe. Members should note that the College will continue to update its COVID procedures in line with Scottish Government guidance.

3.2 Mental Health

Mental Health Working Group

The Group continues to meet on a regular basis to review and offer solutions to support positive mental health. The following sections are updates from this meeting:

Mental Health First Aiders (MHFA)

To support staff who are MHFAs a policy and process of recording the use of the service is currently being developed. The plan is to have a generic form for both Mental Health and First Aid incidents.

Activities
Yoga and Mindfulness classes have restarted after the summer vacation period.

Staff Development Day
The group praised the 'Understanding Neurodiversity – Autism' session delivered over two days in August 2022. This session was designed for those with no prior knowledge or understanding of what being neurodiverse means or for those wishing to refresh existing skills. Feedback from participants was excellent.

Replica Hospital Clinic
Plans are in place to turn room 229 into a replica of a hospital clinic. This will allow students on health and social care and nursing courses to gain vital experience of the range of settings they are likely to encounter in both placement and work environments.

16 days of action against Gender Based Violence
The College is supporting the official 16 days of action against Gender Based Violence from 25th November to 10th December 2022.

Chair of the Mental Health Working Group
Kirsteen Newman has stepped down as Chair of the group. Karen Pirie, Mental Health, Safeguarding and Wellbeing Manager has taken over the role.

The next meeting of the group is scheduled for Monday 5th December 2022.

3.3. Wellbeing Initiatives

Wellbeing Initiatives

Chiropodist

The onsite Chiropodist service for staff was popular once again in September 2022. There were two sessions, both almost fully booked. We have introduced a new Microsoft booking system, reducing the administration significantly. The service returned in October with two sessions, both almost fully booked.

Wellbeing Programme

Wellbeing Programme 2022

The Re-Accreditation Short Life Working Group considered ways in which the College can increase and improve further engagement with staff wellbeing activities over and above the current offer. A subgroup was established which devised, and is delivering, a programme of activities for staff between February 2022 – January 2023. Since our last update activities have included:

August

To support colleagues who may be concerned about their finances with the cost-of-living situation, the focus was on Financial Wellbeing. Sessions were held by supporting organisations and included two Focus on your Finances sessions, an information session by ScotWest Credit Union, a Pension session by the Strathclyde Pension Fund and two energy efficiencies sessions by Home Energy Scotland. There was further information provided daily through our communication software including hints, tips and signposting support.

September

The Wellbeing group introduced a Step-challenge throughout September. There were high levels of engagement with 8 teams and 60 colleagues participating. Over the 4-week period, the winning team walked over 1 million steps and were presented with a Trophy by the

Acting Principal. As this activity was so popular it will be included in the 2023 Wellbeing Programme.

Access to Work – Mental Health Support Service

The Access to Work Mental Health support service, previously delivered by Remploy, has been rebranded to Maximus. The service continues to be available to anyone who is employed and has a mental health condition (diagnosed or undiagnosed) that has resulted in workplace absence or is causing difficulties to do their job and stay in work. Promotion of the service is ongoing, and the College is working with Maximus to raise awareness to both staff and students to ensure that the service is fully integrated with other provision. https://atw.maximusuk.co.uk/

Pam Assist – Employee Assistance Programme (EAP)

The Pam Assist EAP program offers a wide range of solutions to improve employee wellbeing. Each quarter, Pam Assist share a service user summary report with the HR team. This report contains non identifiable, numeric data of the total number of employees who have accessed services and a web site topic analysis. For example, in the three-month period from March to May 2022, 14 people accessed the telephone counselling advice service and 75 people accessed the website. www.pamassist.co.uk

4 EMPLOYEE ENGAGEMENT

The College has commenced the review of the employee journey and underlying processes, in order to enhance the employee experience and engagement. The steps for reviewing this are:

1. identifying the various stages of the employee journey;
2. understanding the journey fully, including the inputs and outputs and the participation of people and organisations in each stage of the journey;
3. optimising all processes to ensure enhanced employee journeys and seeking to identify potential efficiencies; and
4. automating processes with an aim of minimising or removing non-value-added time for the HR Team and staff, where possible.

4.1 Employee Engagement & Internal Communications

The College continues to issue fortnightly updates to all colleagues, to provide a platform to raise awareness of College-wide activities. This continues to receive positive feedback from staff.

4.2 Equality, Diversity & Inclusion

Equality Group

On Wednesday 14th September 2022, the Equality Group, and additional members of staff from across the College took part in an Equality Outcomes Workshop. The aim was to look at the four Equality Outcomes set for 2021/ 2025 and discuss creating a project plan, to thought shower and to identify next steps for each outcome. Further information on the outcome of the session is available in report 9 – Equality Outcomes. This report will be shared with the Equality Group prior to the next meeting taking place on Thursday 15th December 2022.

4.3 Investors in People (IIP) – We Invest in Wellbeing Award

We Invest in Wellbeing

The College continues to work with Investors in People through their '*We Invest in Wellbeing'* accreditation.
The journey so far has involved staff surveys and in addition, group and individual discussions with our Investors in People Lead specialist. These discussions focus on:

- How much do people know about the Wellbeing Strategy?
- Are work relationships supported?
- Is there a culture of teamwork, trust and respect?
- Is inclusion and diversity important along with activities that create opportunities to bring people together.

It is anticipated that the College will receive the results of this accreditation journey by the end of November 2022.

We Invest in People

The College commenced preparations for the Investors in People (IIP) '*We Invest in People'* accreditation. This model measures how well the College does at leading, improving and supporting its people compared to other organisations in our industry or size. This will involve our IIP Lead Specialist, assessing how well the College is doing against the framework and creating a report.

The first part of the journey will involve IIP sending a survey directly to all staff to find out what the College does well and what could be done better. Staff will be encouraged to be honest, open and fair about how the College has developed as an organisation over the last three years with a focus on what has gone well, what has been achieved and what we are proud of. The survey gives all staff the opportunity to be heard and make positive changes to working at South Lanarkshire College. The survey will run from Monday 7th November to Friday 25th November 2022. All data is confidential to the IIP Lead Specialist

The second part of the journey involves our IIP Lead Specialist visiting the College to hold one to one and group discussions with selected staff. This will take place week commencing 28th November 2022.

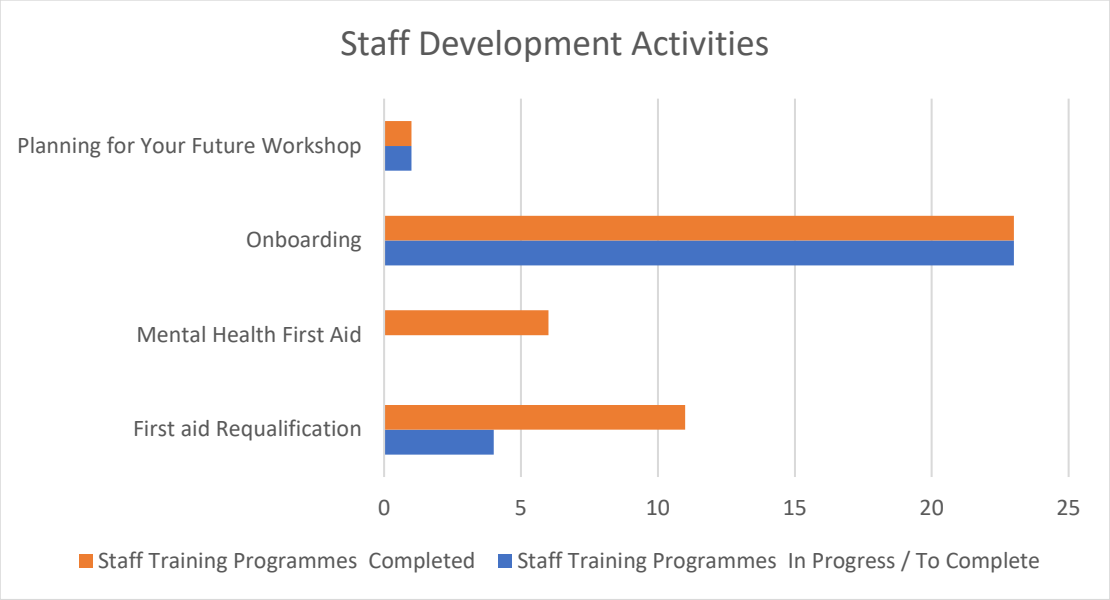
Once the College has been assessed against the IIP framework, received the assessment report and found out the level of achievement, IIP will advise what action are required to improve further over time.

Members will be aware that there has been considerable challenge for all College recently and it is anticipated that this will be reflected in survey responses.

5 LEARNING & DEVELOPMENT

5.1 Staff Development Activities

The following graph shows the current learning and development activities across the College. The graph does not include all individual CPD requests which are reviewed and undertaken on an ongoing basis.



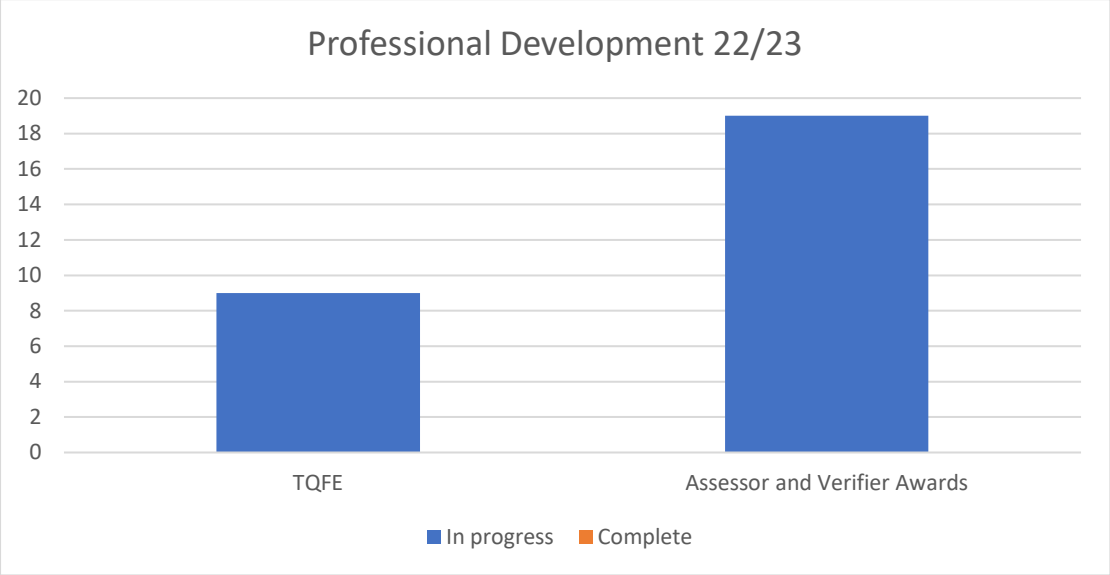
5.2 Professional Qualifications

The new TQFE cohort commenced in September 2022. There is no PDA cohort planned for 2022/23 as the College is working to review, renew and develop more personalised support pathways for staff on their journey to TQFE. There are currently 19 staff undertaking the Assessor and Verifier Awards. An update on this will be provided at the next scheduled meeting of the Committee.

A brief explanation of each qualification is noted below:

TQFE – The Teaching Qualification in Further Education is the recognised in-service teaching qualification for FE lecturers in Scotland. The qualification is completed at Degree (SCQF 9) or Postgraduate (SCQF 11) level.

Assessor and Verifier Awards – Qualifications for assessors and verifiers of regulated, taught qualifications. Ensures consistency in application of quality assurance and that occupational competence requirements of lecturers are met.



5.3 Staff Development Day

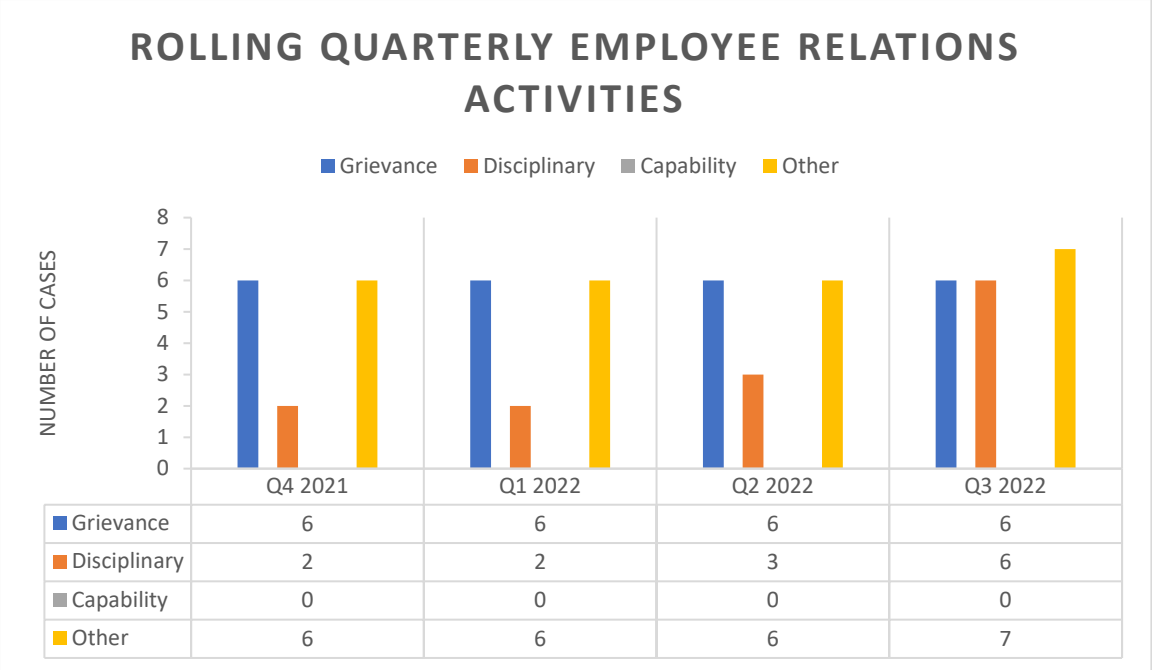
The next staff development day is scheduled for the 6th of January 2023. Planning is currently underway for this event.

5.4 Mandatory E-Learning

The College has completed a review of the mandatory e-learning offering to employees. As a consequence the College has identified a potential saving of circa 45%, while enhancing the e-learning available to staff by providing thirty additional courses.

6 EMPLOYEE & INDUSTRIAL RELATIONS

6.1 Employee Relations



	Q4 2021	Q1 2022	Q2 2022	Q3 2022
Grievance	6	6	6	6
Disciplinary	2	2	3	6
Capability	0	0	0	0
Other	6	6	6	7

Several employee relations activities are delayed beyond policy and procedure due to governance intervention and involvement.

7 MAINTENANCE OF ACCREDITATIONS

Maintenance of all three accreditations identified the following key actions, which are all currently in train:

- Alignment of Career Review process with strategic priorities and values - completed
- Automation of Career Review process - completed
- Create and implement a College-wide recognition program – in progress
- College-wide succession planning focussed on all people manager and critical roles – in progress

8 EQUALITIES

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

10. RISK

There are no new risks arising from consideration of this report.

9 RECOMMENDATIONS

Members are recommended to note the updates contained in this report.

South Lanarkshire College
East Kilbride

HUMAN RESOURCES COMMITTEE

DATE:	21 November 2022
TITLE OF REPORT:	Health and Safety Update
REFERENCE	12
AUTHOR AND CONTACT DETAILS	Stella McManus Stella.mcmanus@slc.ac.uk
PURPOSE:	To provide the Human Resources Committee with a summary of in-year performance to date.
KEY RECOMMENDATIONS/ DECISIONS:	Members are recommended to : • to note that intrusive building condition surveys are being planned in conjunction with external contractor; • to note refresher health and safety training is taking place including use of mechanical access and lifting equipment; • to consider and note that the minutes of the Health and Safety Committee taking place on 15 November 2022 will be provided at the next committee meeting and future meetings will be held prior to the HR Committee; and • to consider and note the fire safety and alarm testing update.
RISK	• That there is a failure to adhere to statutory and legislative health and safety requirements
RELEVANT STRATEGIC AIMS:	• Successful Students • Highest Quality Education and Support • Sustainable Behaviours
SUMMARY OF REPORT:	• The intrusive building condition report is in the planning stage following an engineers' review. • Refresher health and safety training is being planned for the next period. • There has been one RIDDOR reported incident due to the absence period being greater than seven days. • First Aid procedures have been updated and will be considered at the next Health and Safety Committee on 15 November 2022. There is also a new duty First Aid rota in place.

1. INTRODUCTION

1.1 This paper provides an overview of health and safety activity since the September 2022 Committee meeting. The next meeting of the Health and Safety Committee takes place on 15 November 2022, and minutes of this will be provided in the next update to the Human Resources Committee.

2 BUILDING CONDITIONING SURVEY

2.1 Following the Doig and Smith survey an intrusive survey is being carried out. An engineer has been on campus to schedule how this will take place and when. Remedial work will form part of a maintenance plan and approaches to health and safety as appropriate.

3 COVID-19 PRECAUTIONS

3.1 All students and staff have returned to on campus working from August 2022 and this document has since been updated to reflect this change. As part of the College approach to managing COVID-19 staff are encouraged to remain at home if they test positive. The College has now used all of its lateral flow kits supplied by the Scottish Government.

3.2 . There is likely to be an increase in the number of people catching flu this year and the College is in the process of issuing flu vouchers to all staff, except those who qualify to receive the vaccine from the NHS, as it did last year.

4 RECRUITMENT

4.1 The College is recruiting for an Administrator within the facilities office to support the ongoing work of the Health and Safety team, and which will complete the full staffing team.

5 TRAINING

5.1 The Health and Safety Coordinator continues weekly walkarounds with the Health and Safety Trade Union representatives, which was commended in the recent audit report, with actions now being centrally recorded and followed up by appropriate staff.

5.2 Refresher training has also been booked for the use of mechanical devices, such as forklift training, harnesses and access equipment.

6 ACCIDENTS AND FIRST AID

6.1 The accident reporting period is from July 2022 - September 2022, and there were seven minor accidents reported, which is an decrease from the previous quarter. Please note that one RIDDOR incident has been reported to the Health and Safety Executive. This was as a result of the employee being off from more than 7 days. The injury was superficial only.

6.2 *Table 1: Minor Accident Report*

Incident Type	Jul - Sep 2022	Previous Quarter
Blood Pressure	0	1
Cuts	2	6
Burns	0	0
Seizure / Fit	0	1
Chest/ Back/ Stomach/ Shoulder Pain	0	0
Sick/Faint	2	3
Bang/Fall	1	1
Panic attack / Shortness of Breath	0	1
Migraine	0	0
eye injury	0	0
Wasp sting	1	0
Limb Injury (finger)	1	0
Total	**7**	**13**

6.3 First Aid procedures have been updated to further ensure that there is first aid cover at all times. The First Aid Procedure will be reviewed at the next Health and Safety Committee on 15 November 2022. A duty first aid rota is now in place to ensure all first aid staff can utilise their skills on a regular basis and ensure the College can react swiftly to deal with any first aid incidents.

7 FIRE SAFETY AND ALARM TESTING

7.1 Recommendations raised in the independent Fire Risk assessment carried out in May 2022 are completed ensuring compliance with the Fire (Scotland) Act 2005 and Fire Safety (Scotland) Regulations 2006 to maintain a safe working environment for all staff, students and visitors to the College.

7.2 Fire Warden refresher training has been carried out to ensure all Fire Wardens are aware of their duties during emergency evacuations of the College. This has included a practical demonstration on the use of fire extinguishers.

7.3 The fire alarm continues to be tested weekly, with results and maintenance of any issues recorded. The system has been updated recently by our maintenance provider to ensure the front-end system is as informative as possible. New Pagers to notify of activation, have also been issued to the Head of Facilities, and the Health and Safety Co-ordinator.

7.4 During the period July – September 2022 there were four unplanned fire evacuations, these were accidental and were caused by maintenance, a kettle, by dust in the atmosphere and students vaping in a toilet.

7.5 All staff exited the building in a timely manner and Fire and Rescue Scotland were in attendance. CCTV was reviewed and appropriate follow up action was taken.

8 EQUALITIES

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

9 RISK

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

10 RECOMMENDATIONS

10.1 Members are recommended to:

- note that intrusive building condition surveys are being planned in conjunction with external contractor;
- note refresher health and safety training is taking place including use of mechanical access and lifting equipment;
- consider and note that the minutes of the Health and Safety Committee taking place on 15 November 2022 will be provided at the next committee meeting and future meetings held prior to the HR Committee; and
- consider and note the fire safety and alarm testing update.

HR COMMITTEE

DATE:	November 2022
TITLE OF REPORT:	Absence Management
REFERENCE:	13
AUTHOR AND CONTACT DETAILS	Gary McIntosh, Head of Human Resources gary.mcintosh@slc.ac.uk
PURPOSE:	Provide the HR Committee with a quarterly update on Absence Management.
KEY RECOMMENDATIONS/ DECISIONS:	Members are recommended to: 1. note the contents of this report; and 2. note the additional information provided in the appendix.
RISK	The following risks are identified: 1. adverse business, employee and student impact of long term and/or frequent absence; and 2. financial impact of absences.
RELEVANT STRATEGIC AIM:	Successful Students – skilled & knowledgeable staff Highest Quality Education & Support – valued & enthusiastic staff; high-quality support services; productive partnerships Sustainable Behaviours – effective leadership and management; excellent governance; appropriate risk management
SUMMARY OF REPORT:	The report will provide insight into each of the following areas: • 5-year Rolling Absence Trend. • Departmental Absence Data. • Staff Absence Figures (in appendix)

1 INTRODUCTION

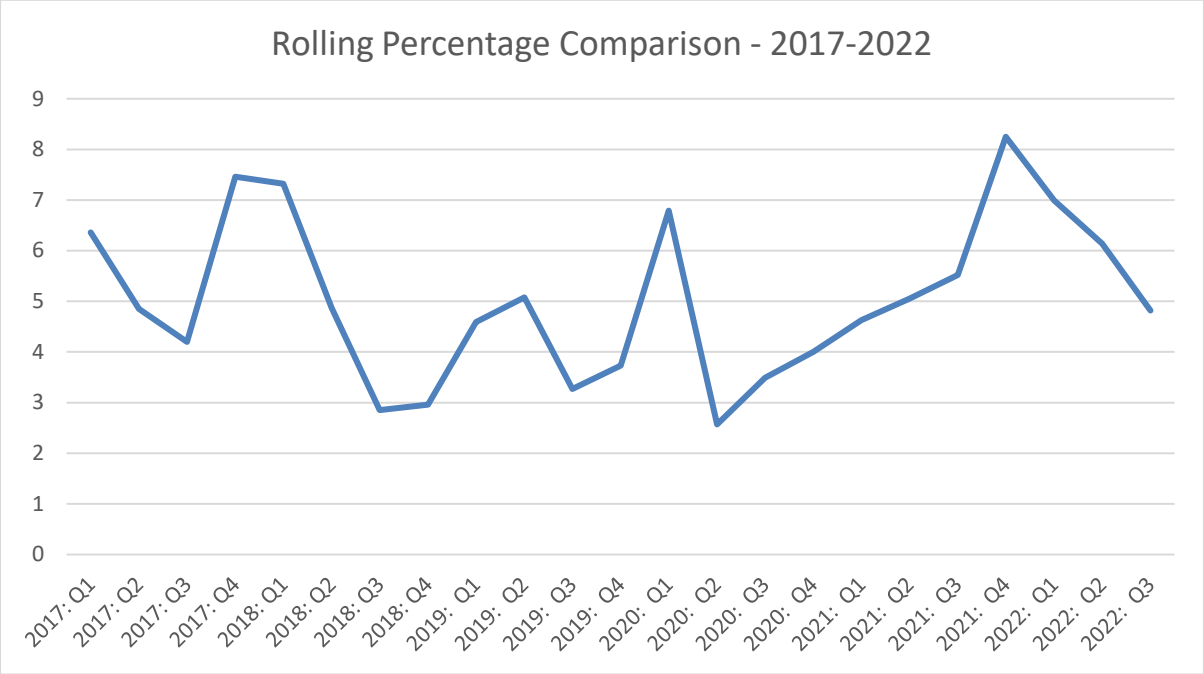
1.1 This paper seeks to provide members with an overview of Absence Management for South Lanarkshire College for the period of 1st July to 30th September 2022.

1.2 Five-Year Rolling Absence Trend

The College rolling absence percentages are shown in the graph below. The current absence rate has dropped to 4.59%. However, absence rates remain above the official average data from the Office for National Statistics (ONS). The table below is updated with the ONS 2021 Absence Rates data:

UK	Scotland	Public Sector	Education
2.2%	2.1%	3.0%	2.2%

Unofficial Scotland Colleges data shows an average range of between 1.4% and 3.6% for academic year 2020-2021 versus the College average of 4.2%. The average range for academic year 2021-2022 being between 3.13% and 5.5% versus the South Lanarkshire College average of 6.7%. The College anticipates that the introduction of the new Attendence Management Policy will provide appropriate support for employees and will have a positive impact on these figures.



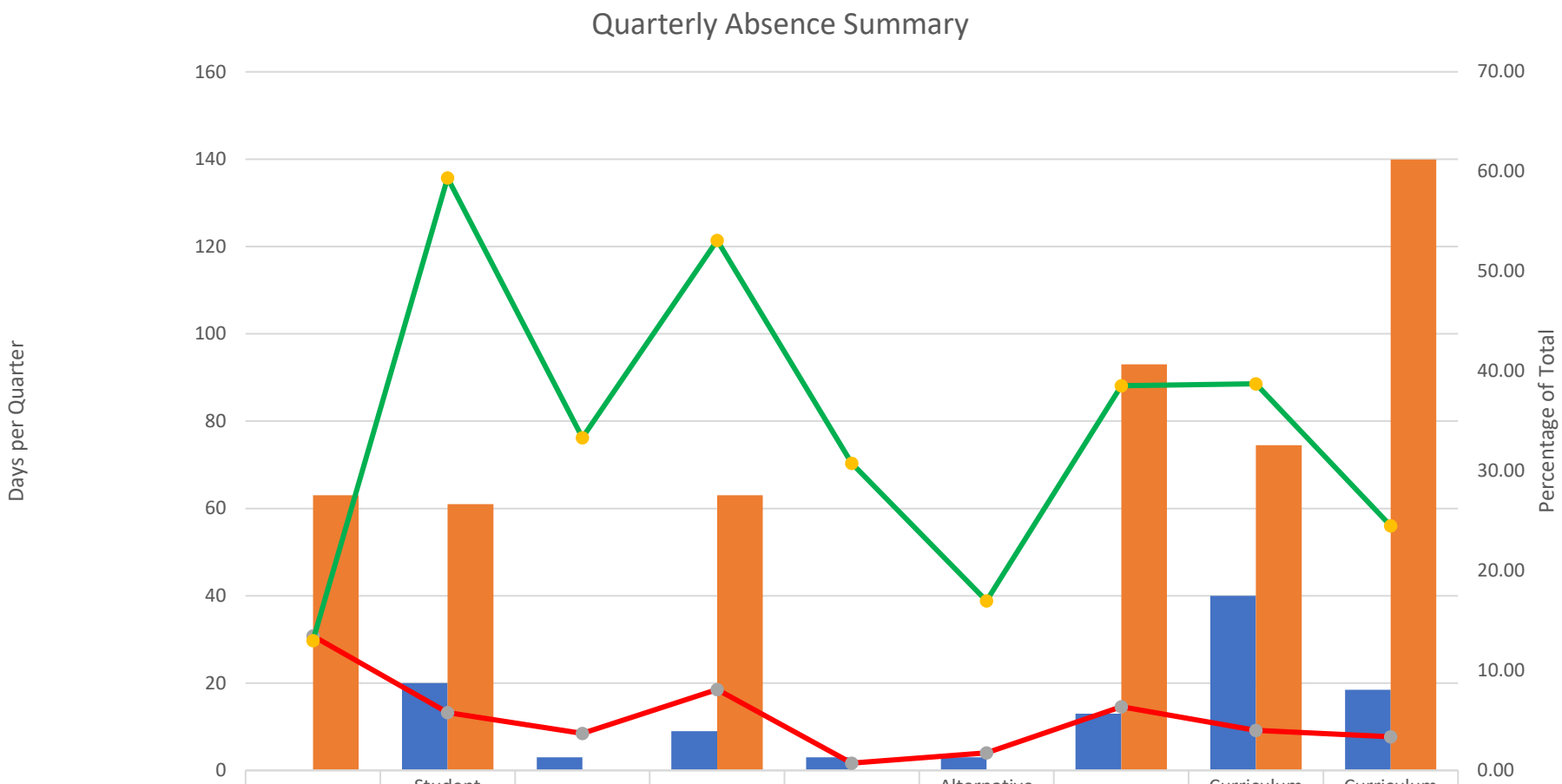
1.3 Departmental Absence Data

The following graph shows the long-term sickness remains the key driver of overall absence figures, with 68% absences being longer than three weeks.

Comparative data from Office of National Statistics 2021 Absence report highlights that similar absence categories that are comparable to College Long-Term Absences (categories of “mental health conditions” and “musculoskeletal problems”) are 27.6% of total absences.

The graph below also highlights the following:

- Lost time (%) per department which expresses the percentage of total time available which has been lost due to absence. The College has lost 4.59% of available working days to absences. The Information Systems and the Principalship teams have higher lost time rates than other areas of the College. The approximate salary cost of lost time is £68,983.56. This does not consider the costs of overtime, replacements, impact of service and salary oncosts.
- Frequency rate (%) per department, which is measured as the average number of absences per employee, based on the department headcount and the number of days absence in the department, expressed as a percentage. Student Services and the Information Systems teams have higher frequency rates of absence based on headcount.



	Principalship	Student Services	Finance	MIS	HR	Alternative Funding	Facilities	Curriculum Areas (1)*	Curriculum Areas (2)*
Short Term Absence	0	20	3	9	3	3	13	40	18.5
Long Term Absence	63	61	0	63	0	0	93	74.5	139.9
Lost Time (%)	13.48	5.79	3.70	8.12	0.73	1.75	6.40	4.02	3.39
Frequency Rate (%)	13	59.37	33.33	53.12	30.77	17	38.54	38.75	24.51

<u>*Breakdown of Curriculum Areas</u>	
Curriculum Areas (1):	Accounting and Legal
	Beauty Therapy and Sport
	Early Education and Childcare
	Hairdressing and Make Up Artistry
	Health and Social Care
	Learning Development
	Life Science
Curriculum Areas (2):	Building Services
	Built Environment
	Business, Management and Media
	Carpentry and Joinery
	Hospitality, Events and Tourism (inc Horticulture)
	Wet Trades

Absence Management Appendix

Staff Absence Figures

2 STAFF ABSENCE FIGURES

2.1 Summary

Department	FTE	Instances	Days Available	Days Lost	% Lost	Instances per FTE	Days Lost per FTE
Principalship	7.42	1	467.46	63	13.48	13%	8.49
Student Services	23.58	14	1485.54	86	5.79	59%	3.65
Finance	6	2	378	14	3.70	33%	2.33
CMIS	15.06	8	948.78	77	8.12	53%	5.11
HR	6.5	2	409.5	3	0.73	31%	0.46
Alternative Funding	11.76	2	740.88	13	1.75	17%	1.11
Facilities	28.54	11	1798.02	115	6.40	39%	4.03
Curriculum Areas (1)*	72.25	28	4551.75	183	4.02	39%	2.53
Curriculum Areas (2)*	77.5	19	4882.5	165.4	3.39	25%	2.13
TOTALS:	**248.61**	**87**	**15662.43**	**719.4**	4.59	35%	2.89

APPROXIMATE SALARY COST OF STAFF ABSENCE: (Based on an average salary of £35,000 per annum)	**£68,983.56**

2.2 Long Term Sickness (any absence over 3 weeks)

LONG-TERM SICKNESS (any absence over 3 weeks)

Department	FTE	Days Available	Days Lost	% long-term sickness	No staff long-term sickness
Principalship	7.42	467.46	63	13.48	1
Student Services	23.58	1485.54	61	4.11	2
Finance	6	378	0	0.00	0
CMIS	15.06	948.78	63	6.64	1
HR	6.5	409.5	0	0.00	0
Alternative Funding	11.76	740.88	0	0.00	0
Facilities	28.54	1798.02	93	5.17	3
Curriculum Areas (1)*	72.25	4551.75	74.5	1.64	3
Curriculum Areas (2)*	77.5	4882.5	139.9	2.87	4
TOTALS:	**248.61**	**15662.43**	**494.4**	**3.16**	**14**

2.3 Short Term Sickness

Department	FTE	Days Available	Days Lost	% short-term sickness	No. staff short-term sickness
Principalship	7.42	467.46	0	0.00	0
Student Services	23.58	1485.54	20	1.35	7
Finance	6	378	3	0.79	1
CMIS	15.06	948.78	9	0.95	5
HR	6.5	409.5	3	0.73	2
Alternative Funding	11.76	740.88	3	0.40	1
Facilities	28.54	1798.02	13	0.72	6
Curriculum Areas (1)	72.25	4551.75	40	0.88	16
Curriculum Areas (2)	77.5	4882.5	18.5	0.38	12
TOTALS:	**248.61**	**15662.43**	**109.5**	**0.70**	**50**

2.4 Rolling Comparison – Staff Category by Percentage

Staff Category	3rd quarter 2021	4th quarter 2021	1st quarter 2022	2nd quarter 2022	3rd quarter 2022
Lecturing	3.06	3.66	4.28	3.2	3.69
Support	7.99	12.85	10.55	9.1	5.96
TOTAL:	**5.52**	**8.25**	**7.42**	**6.14**	**4.82**

South Lanarkshire College
East Kilbride

HR COMMITTEE

DATE:	November 2022
TITLE OF REPORT:	SPPA Pension Return Status Update
REFERENCE:	14
AUTHOR AND CONTACT DETAILS	Gary McIntosh, Head of Human Resources gary.mcintosh@slc.ac.uk
PURPOSE:	Provide the HR Committee with an update on SPPA Pension Reporting.
KEY RECOMMENDATIONS/ DECISIONS:	Members are recommended to note the contents of the status update.
RISK	The following risks are recognised: 1. Delay in annual pension reports to our employees; and 2. The continued failure to submit data by the deadline required by external bodies presents a reputational risk to the College.
RELEVANT STRATEGIC AIM:	Highest Quality Education & Support – Valued & enthusiastic staff; high-quality support services; productive partnerships Sustainable Behaviours – effective leadership and management; excellent governance; continuing professional learning and development; appropriate risk management
SUMMARY OF REPORT:	The report will provide a status update on the action plan for SPPA pension reporting.

1. INTRODUCTION

As agreed at the HR Committee Meeting in September 2022, the following steps are being implemented in order to mitigate the risk of late data reporting to SPPA of Pension Data.

2. STATUS UPDATE

Action No.	Action	Due	Status
1	Complete Return 2022	19 Sept 2022	
2	Create Internal Monthly Reporting System	28 Oct 2022	
3	Return Overdue Leavers Forms	29 Nov 2022	
4	Monthly Pension Data Collation (Apr – Oct)	15 Dec 2022	
5	Ongoing Monthly Pension Data Collation	15-days after month	
6	Quarterly Pension Meeting with SPPA	Commencing January 2023	
7	Ongoing Leavers Forms	15-days after month	
8	Official Annual Pension Report	31 May (will target 15 April)	
9	Automate Process with new HR System	TBC	

KEY:

	Completed
	Started & On Target
	Risk of Not Achieving Deadline
	Not Started

3 EQUALITIES

The timely return of pension data reporting positively impacts people with protected characteristics.

4 RECOMMENDATION

Members are recommended to note the contents of the status update.

5 RISKS

The following risks are recognised:

1. delay in annual pension reports to our employees; and
2. the continued failure to submit data by the deadline required by external bodies presents a reputational risk to the College.

HR COMMITTEE

DATE:	November 2022
TITLE OF REPORT:	SFC Staffing Return
REFERENCE:	15
AUTHOR AND CONTACT DETAILS	Gary McIntosh, Head of Human Resources gary.mcintosh@slc.ac.uk
PURPOSE:	Provide the HR Committee with oversight of the staffing return submitted to the Scottish Funding Council (SFC)
KEY RECOMMENDATIONS/ DECISIONS:	Members are recommended to note the contents of this report.
RISK	None
RELEVANT STRATEGIC AIM:	Successful Students – skilled & knowledgeable staff Highest Quality Education & Support – valued & enthusiastic staff; high-quality support services; productive partnerships Sustainable Behaviours – effective leadership and management; excellent governance; appropriate risk management
SUMMARY OF REPORT:	The report provides a copy of the Scottish Funding Council Staffing Report.

1 INTRODUCTION

The Scottish Funding Council requires the College to return data of staff each year. This report summarises the data returned to the Scottish Funding Council during October 2022.

The following tables are copied directly from the submission.

Table 1:Type of Contract	Staff Status		Number of staff (FTE)		
			Teaching	Non-teaching (support)	Total
	All Staff		142.4	132.7	**275.1**
Table 2: Number of all Staff (FTE)	Permanent	Full-time	82.0	69.0	**151.0**
		Part-time	57.9	42.2	**100.1**
		Total	**139.9**	**111.2**	**251.1**
	Temporary	Full-time	0.0	9.0	**9.0**
		Part-time	2.5	12.5	**15.0**
		Total	**2.5**	**21.5**	**24.0**
	Permanent and Temporary	Full-time	**82.0**	**78.0**	**160.0**
		Part-time	**60.4**	**54.7**	**115.1**
		Total	**142.4**	**132.7**	**275.1**

Table 1: All staff (headcount) by age range, gender and employment category (teaching/senior management/other)	Age range (years of age)	Gender	Employment category				
			Teaching		Senior management	Other	Total
			Permanent	Temporary			
	24 & under	Male	0	0	0	6	6
		Female	0	0	0	3	3
	25 - 30	Male	1	0	0	5	6
		Female	1	0	0	11	12
	31 - 35	Male	10	0	0	1	11
		Female	2	2	0	8	12
	36 - 40	Male	8	0	0	4	12
		Female	16	1	0	11	28
	41 - 45	Male	10	0	0	7	17
		Female	26	0	1	18	45
	46 - 50	Male	10	0	0	4	14
		Female	17	0	0	18	35
	51 - 55	Male	15	0	0	4	19
		Female	13	0	1	21	35
	56 - 60	Male	10	0	1	3	14
		Female	15	0	1	18	34
	61 - 65	Male	7	1	1	12	21
		Female	11	1	2	12	26
	66 & over	Male	3	1	0	4	8
		Female	1	0	0	3	4
	Total	Male	74	2	2	50	128
		Female	102	4	5	123	234

Table 2: Staff headcount by mode of employment (FT, PT), terms of employment (perm/temp), gender, ethnicity (BEM/Other) and salary range	Mode of employment	Terms of employment	Gender	Ethnicity																				
				Black and ethnic minority							Other ethnicity							Total						
				Salary							Salary							Salary						
				£15,000 or less	£15,001 to £20,000	£20,001 to £30,000	£30,001 to £50,000	£50,001 to £75,000	£75,001 to £100,000	greater than £100,000	£15,000 or less	£15,001 to £20,000	£20,001 to £30,000	£30,001 to £50,000	£50,001 to £75,000	£75,001 to £100,000	greater than £100,000	£15,000 or less	£15,001 to £20,000	£20,001 to £30,000	£30,001 to £50,000	£50,001 to £75,000	£75,001 to £100,000	greater than £100,000
Teaching	Full-time	Permanent	Male	0	0	0	0	0	0	0	0	0	0	37	2	0	0	**0**	**0**	**0**	**37**	**2**	**0**	**0**
			Female	0	0	0	1	0	0	0	0	0	0	32	10	0	0	**0**	**0**	**0**	**33**	**10**	**0**	**0**
		Temporary	Male	0	0	0	0	0	0	0	0	0	0	0	0	0	0	**0**	**0**	**0**	**0**	**0**	**0**	**0**
			Female	0	0	0	0	0	0	0	0	0	0	0	0	0	0	**0**	**0**	**0**	**0**	**0**	**0**	**0**
	Part-time	Permanent	Male	0	0	0	1	0	0	0	0	0	0	33	1	0	0	**0**	**0**	**0**	**34**	**1**	**0**	**0**
			Female	0	0	0	0	0	0	0	0	0	0	58	1	0	0	**0**	**0**	**0**	**58**	**1**	**0**	**0**
		Temporary	Male	0	0	0	0	0	0	0	0	0	0	2	0	0	0	**0**	**0**	**0**	**2**	**0**	**0**	**0**
			Female	0	0	0	0	0	0	0	0	0	0	4	0	0	0	**0**	**0**	**0**	**4**	**0**	**0**	**0**
	Total	Permanent	Male	**0**	**0**	**0**	**1**	**0**	**0**	**0**	**0**	**0**	**0**	**70**	**3**	**0**	**0**	**0**	**0**	**0**	**71**	**3**	**0**	**0**
			Female	**0**	**0**	**0**	**1**	**0**	**0**	**0**	**0**	**0**	**0**	**90**	**11**	**0**	**0**	**0**	**0**	**0**	**91**	**11**	**0**	**0**
		Temporary	Male	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**2**	**0**	**0**	**0**	**0**	**0**	**0**	**2**	**0**	**0**	**0**
			Female	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**4**	**0**	**0**	**0**	**0**	**0**	**0**	**4**	**0**	**0**	**0**
Non-Teaching	Full-time	Permanent	Male	0	0	1	0	0	0	0	0	0	12	7	2	1	0	**0**	**0**	**13**	**7**	**2**	**1**	**0**
			Female	0	0	2	0	0	0	0	0	0	25	13	2	3	1	**0**	**0**	**27**	**13**	**2**	**3**	**1**
		Temporary	Male	0	0	0	0	0	0	0	0	3	0	1	0	0	0	**0**	**3**	**0**	**1**	**0**	**0**	**0**
			Female	0	0	0	0	0	0	0	0	1	3	1	0	0	0	**0**	**1**	**3**	**1**	**0**	**0**	**0**
	Part-time	Permanent	Male	0	0	0	0	0	0	0	0	3	11	1	0	0	0	**0**	**3**	**11**	**1**	**0**	**0**	**0**
			Female	0	0	0	0	0	0	0	0	0	42	19	0	0	0	**0**	**0**	**42**	**19**	**0**	**0**	**0**
		Temporary	Male	0	0	0	0	0	0	0	0	2	4	3	0	0	1	**0**	**2**	**4**	**3**	**0**	**0**	**1**
			Female	0	0	0	0	0	0	0	0	4	10	1	0	0	1	**0**	**4**	**10**	**1**	**0**	**0**	**1**
	Total	Permanent	Male	**0**	**0**	**1**	**0**	**0**	**0**	**0**	**0**	**3**	**23**	**8**	**2**	**1**	**0**	**0**	**3**	**24**	**8**	**2**	**1**	**0**
			Female	**0**	**0**	**2**	**0**	**0**	**0**	**0**	**0**	**0**	**67**	**32**	**2**	**3**	**1**	**0**	**0**	**69**	**32**	**2**	**3**	**1**
		Temporary	Male	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**5**	**4**	**4**	**0**	**0**	**1**	**0**	**5**	**4**	**4**	**0**	**0**	**1**
			Female	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**5**	**13**	**2**	**0**	**0**	**1**	**0**	**5**	**13**	**2**	**0**	**0**	**1**

Table 3: Staff headcount by mode of employment (FT, PT), terms of employment (perm/temp), gender, disability and salary range	Mode of employment	Terms of employment	Gender	Staff with disability							No disclosed disability							Total						
				Salary							Salary							Salary						
				£15,000 or less	£15,001 to £20,000	£20,001 to £30,000	£30,001 to £50,000	£50,001 to £75,000	£75,001 to £100,000	greater than £100,000	£15,000 or less	£15,001 to £20,000	£20,001 to £30,000	£30,001 to £50,000	£50,001 to £75,000	£75,001 to £100,000	greater than £100,000	£15,000 or less	£15,001 to £20,000	£20,001 to £30,000	£30,001 to £50,000	£50,001 to £75,000	£75,001 to £100,000	greater than £100,000
Teaching	Full-time	Permanent	Male	0	0	0	7	0	0	0	0	0	0	30	2	0	0	**0**	**0**	**0**	**37**	**2**	**0**	**0**
			Female	0	0	0	2	0	0	0	0	0	0	31	10	0	0	**0**	**0**	**0**	**33**	**10**	**0**	**0**
		Temporary	Male	0	0	0	0	0	0	0	0	0	0	0	0	0	0	**0**	**0**	**0**	**0**	**0**	**0**	**0**
			Female	0	0	0	0	0	0	0	0	0	0	0	0	0	0	**0**	**0**	**0**	**0**	**0**	**0**	**0**
	Part-time	Permanent	Male	0	0	0	7	0	0	0	0	0	0	27	1	0	0	**0**	**0**	**0**	**34**	**1**	**0**	**0**
			Female	0	0	0	9	0	0	0	0	0	0	49	1	0	0	**0**	**0**	**0**	**58**	**1**	**0**	**0**
		Temporary	Male	0	0	0	0	0	0	0	0	0	0	2	0	0	0	**0**	**0**	**0**	**2**	**0**	**0**	**0**
			Female	0	0	0	0	0	0	0	0	0	0	4	0	0	0	**0**	**0**	**0**	**4**	**0**	**0**	**0**
	Total	Permanent	Male	**0**	**0**	**0**	**14**	**0**	**0**	**0**	**0**	**0**	**0**	**57**	**3**	**0**	**0**	**0**	**0**	**0**	**71**	**3**	**0**	**0**
			Female	**0**	**0**	**0**	**11**	**0**	**0**	**0**	**0**	**0**	**0**	**80**	**11**	**0**	**0**	**0**	**0**	**0**	**91**	**11**	**0**	**0**
		Temporary	Male	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**2**	**0**	**0**	**0**	**0**	**0**	**0**	**2**	**0**	**0**	**0**
			Female	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**4**	**0**	**0**	**0**	**0**	**0**	**0**	**4**	**0**	**0**	**0**
Non-Teaching	Full-time	Permanent	Male	0	0	3	2	0	0	0	0	0	10	5	2	1	0	**0**	**0**	**13**	**7**	**2**	**1**	**0**
			Female	0	0	7	3	0	0	0	0	0	20	10	2	3	1	**0**	**0**	**27**	**13**	**2**	**3**	**1**
		Temporary	Male	0	0	0	0	0	0	0	0	3	0	1	0	0	0	**0**	**3**	**0**	**1**	**0**	**0**	**0**
			Female	0	0	0	0	0	0	0	0	1	3	1	0	0	0	**0**	**1**	**3**	**1**	**0**	**0**	**0**
	Part-time	Permanent	Male	0	1	5	0	0	0	0	0	2	6	1	0	0	0	**0**	**3**	**11**	**1**	**0**	**0**	**0**
			Female	0	0	7	1	0	0	0	0	0	35	18	0	0	0	**0**	**0**	**42**	**19**	**0**	**0**	**0**
		Temporary	Male	0	1	0	0	0	0	0	0	1	4	3	0	0	1	**0**	**2**	**4**	**3**	**0**	**0**	**1**
			Female	0	2	1	0	0	0	1	0	2	9	1	0	0	0	**0**	**4**	**10**	**1**	**0**	**0**	**1**
	Total	Permanent	Male	**0**	**1**	**8**	**2**	**0**	**0**	**0**	**0**	**2**	**16**	**6**	**2**	**1**	**0**	**0**	**3**	**24**	**8**	**2**	**1**	**0**
			Female	**0**	**0**	**14**	**4**	**0**	**0**	**0**	**0**	**0**	**55**	**28**	**2**	**3**	**1**	**0**	**0**	**69**	**32**	**2**	**3**	**1**
		Temporary	Male	**0**	**1**	**0**	**0**	**0**	**0**	**0**	**0**	**4**	**4**	**4**	**0**	**0**	**1**	**0**	**5**	**4**	**4**	**0**	**0**	**1**
			Female	**0**	**2**	**1**	**0**	**0**	**0**	**1**	**0**	**3**	**12**	**2**	**0**	**0**	**0**	**0**	**5**	**13**	**2**	**0**	**0**	**1**

	Teaching grade	Teaching qualification	Terms of Employment by Mode of Employment								
			Permanent			Temporary			Permanent and Temporary		
			Full-Time	Part-Time	Total	Full-Time	Part-Time	Total	Full-Time	Part-Time	Total
Table 4: Teaching staff (headcount) by grade ('lecturer and above' and 'instructor or equivalent'), terms of employment (perm/temp) and mode of employment (FT, PT).	**Lecturer and above**	TQFE, TQ Secondary, TQ Primary, PGDE (adult literacies) or equivalent	69	73	**142**	0	2	**2**	**69**	**75**	**144**
		Other TQ not equivalent to TQFE/Secondary/Primary/PGDE (adult literacies)	12	16	**28**	0	3	**3**	**12**	**19**	**31**
		Formal qualification but not teacher trained	0	2	**2**	0	0	**0**	**0**	**2**	**2**
		No formal qualification	1	3	**4**	0	1	**1**	**1**	**4**	**5**
	Instructor or equivalent	TQFE, TQ Secondary, TQ Primary, PGDE (adult literacies) or equivalent	0	0	**0**	0	0	**0**	**0**	**0**	**0**
		Other TQ not equivalent to TQFE/Secondary/Primary/PGDE (adult literacies)	0	0	**0**	0	0	**0**	**0**	**0**	**0**
		Formal qualification but not teacher trained	0	0	**0**	0	0	**0**	**0**	**0**	**0**
		No formal qualification	0	0	**0**	0	0	**0**	**0**	**0**	**0**
	Total	TQFE, TQ Secondary, TQ Primary, PGDE (adult literacies) or equivalent	**69**	**73**	**142**	**0**	**2**	**2**	**69**	**75**	**144**
		Other TQ not equivalent to TQFE/Secondary/Primary/PGDE (adult literacies)	**12**	**16**	**28**	**0**	**3**	**3**	**12**	**19**	**31**
		Formal qualification but not teacher trained	**0**	**2**	**2**	**0**	**0**	**0**	**0**	**2**	**2**
		No formal qualification	**1**	**3**	**4**	**0**	**1**	**1**	**1**	**4**	**5**

Table 5: All staff (headcount) by country of nationality and employment cateorgy (teaching/senior management/other)	Country of Nationality	Employment category				
		Teaching		Senior management	Other	Total
		Permanent	Temporary			
	British	3	0	0	7	10
	England	2	1	0	5	8
	Northern Ireland	0	0	0	0	0
	Other EU country nationals	6	0	0	6	12
	Other Non-EU world country nationals	3	0	0	6	9
	Scotland	162	5	7	149	323
	Wales/Cymru	0	0	0	0	0
	Prefer not to say	0	0	0	0	0
	Unknown	0	0	0	0	0
	Total	176	6	7	173	362

South Lanarkshire College
East Kilbride

HR COMMITTEE

DATE:	November 2022
TITLE OF REPORT:	CIPD Report on Four-Day Working Week
REFERENCE:	16
AUTHOR AND CONTACT DETAILS	Gary McIntosh, Head of Human Resources gary.mcintosh@slc.ac.uk
PURPOSE:	Provide the HR Committee with the CIPD's analysis of the UK-wide four-day working week research.
KEY RECOMMENDATIONS/ DECISIONS:	Members are recommended to: 1. read and be aware of the CIPD's findings; and 2. consider this for potential discussions in the sector.
RISK	
RELEVANT STRATEGIC AIM:	Successful Students – skilled & knowledgeable staff High-quality support services; productive partnerships Sustainable Behaviours – effective leadership and management; excellent governance; appropriate risk management.
SUMMARY OF REPORT:	The report provides the CIPD's analysis of the four-day working week research.

1 INTRODUCTION

The four-day working week has been trialled across the UK and the Chartered Institute of Personnel and Development (CIPD) have provided an analysis of the research surrounding this.

2 SUMMARY

The report in the appendix shows the CIPD's analysis of this research.

3 EQUALITIES

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

4 RECOMMENDATIONS

Members are recommended to:

1. read and be aware of the CIPD's findings; and
2. consider this for potential discussions in the sector.

5 RISKS

None

CIPD

Championing better work and working lives

THE FOUR-DAY WEEK

Employer perspectives on moving to a shorter working week

Report

October 2022

The CIPD is the professional body for HR and people development. The registered charity champions better work and working lives and has been setting the benchmark for excellence in people and organisation development for more than 100 years. It has almost 160,000 members across the world, provides thought leadership through independent research on the world of work, and offers professional training and accreditation for those working in HR and learning and development.

The four-day week: Employer perspectives on moving to a shorter working week

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Publication information

When citing this report, please use the following citation:

Boys, J. (2022) *The four-day week: Employer perspectives on moving to a shorter working week*. London: Chartered Institute of Personnel and Development.

Introduction

In June 2022, the think tank Autonomy, the 4 Day Week Global campaign group, the 4 Day Week campaign and researchers from leading universities launched a four-day week trial involving 70 companies and more than 3,300 workers in the UK. Participants include a fish and chip shop, large financial firms, telecoms firms and a brewery.

These four-day week trials – of the 100:80:100 model, in relation to percentage of pay:hours:output – and similar government-backed trials in Spain and Scotland have led to the idea of the four-day week entering public awareness and becoming a topic of much debate.

While the insights from these pilots will help us understand how organisations manage to move to a four-day week and provide lessons for other employers, what remains unknown is the more general attitude of employers to the four-day week and the extent organisations have already or plan to reduce working hours but not pay. There is also uncertainty around employer views on the benefits and challenges of the four-day week.

This report addresses the knowledge gap in employer perspectives to inform organisations and policy-makers of the challenges and opportunities of a move to shorter working hours. It is based on a survey of 2,000 senior HR practitioners who were asked about implementing shorter working hours policies (without a loss of pay). The report also draws on data from the Labour Force Survey to understand the pattern of hours that people currently work in the UK.

What is the four-day week?

The 'four-day week' is best described as a movement towards a shorter working week (in terms of total hours worked), without any loss of pay. For example, reducing a 35-hour week split over five days to a 28-hour week split over four days.

The 'four-day week' has become shorthand for shorter working hours, but there is wiggle room for how organisations might achieve it. Companies are often innovative in how they implement such policies, and there is no one size fits all. It usually involves consultation with the workforce before a trial is planned, and new forms of flexible working are often brought in. The best trials feature an evaluation before deciding whether to adopt the policy in the long term. The most ambitious advocates of a four-day week believe the time has come for a society-wide move to a four-day week. After all, the six-day week was once the norm before Henry Ford introduced the five-day week. Advocates see removing another day as the next stage in a natural progression.

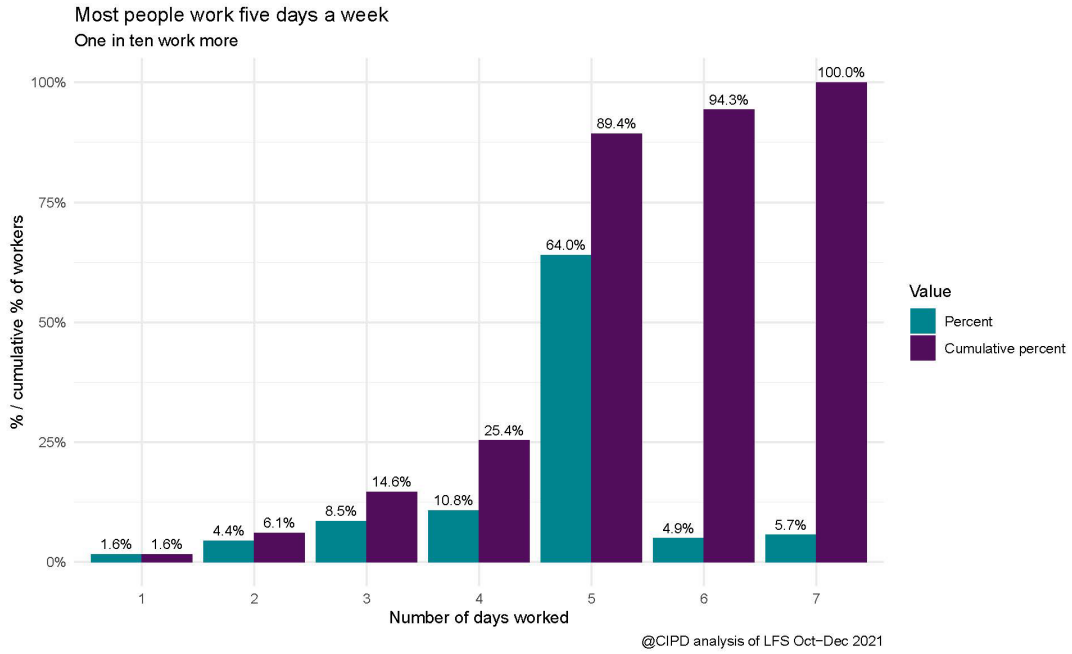
What hours do people work?

The phrase 'four-day work week' invokes the idea that we all work nine-to-five, Monday to Friday. Perhaps the biggest challenge of implementing a shorter working week will be catering for working arrangements outside the nine-to-five. So we looked at whether nine-to-five is typical and therefore a good place to start in discussions of a four-day week.

How many days do people currently work?

Most people (64.0%) work five days a week. One in ten (10.6%) work more than five days a week, while one in four (25.4%) are already working a four-day week or less (Figure 1). Perhaps encouragingly for advocates of the four-day week, the average number of days worked is already under five and stands at 4.7.

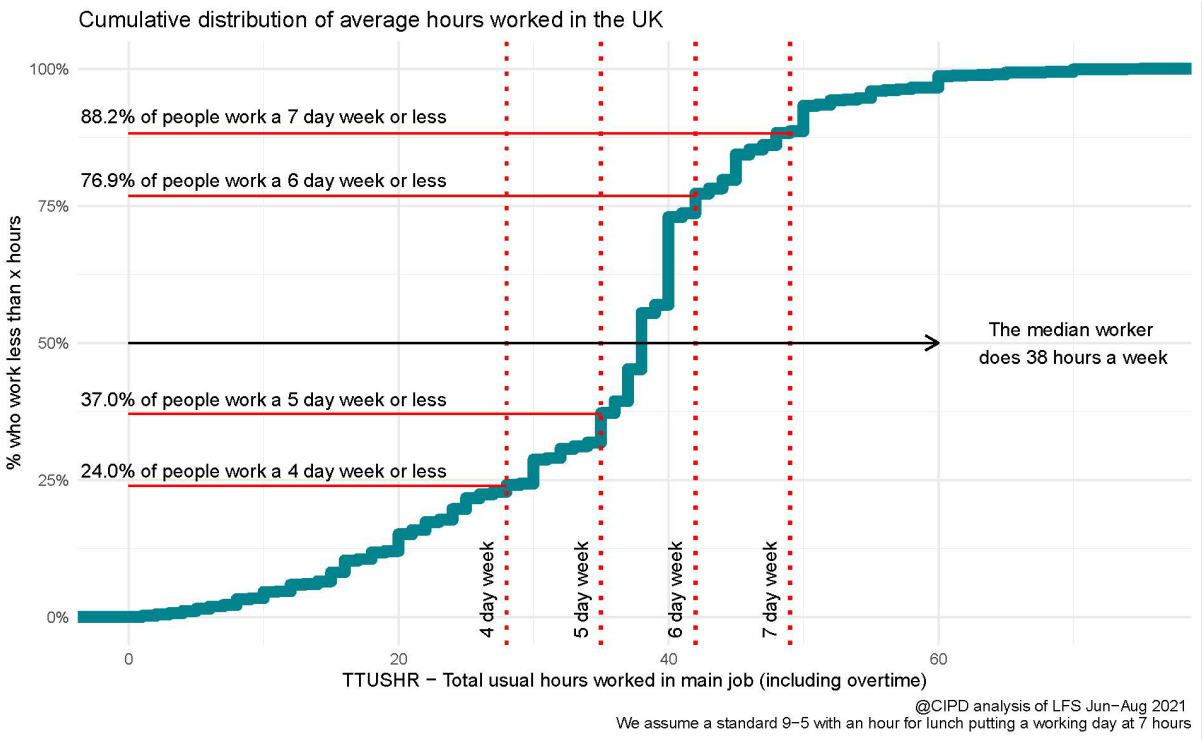
Figure 1: Number of days people currently work in the UK



Not all work days are equal. Someone logging on to answer a few emails on a Sunday is quite different from someone doing a 12-hour shift from 6am to 6pm. So, we considered hours worked instead of days. If we assume that a standard nine-to-five with an hour for lunch results in a seven-hour day, we can approximate how many days people work. The median number of hours (shown as a horizontal line at 50% on the vertical axis in Figure 2) intersects at 38 hours (the mean is slightly less at 35.9 hours). This means that, on average, people work about 5.1 days a week (35.9/7). The dream of a four-day week now looks slightly further away than our analysis above suggests.

The distribution of hours worked suggests that 24% of people work a four-day week or less (not dissimilar to the 25.4% cited above). Sixty-three per cent of people currently work more than the 35-hour threshold for a five-day week and 23.1% work more than a six-day week. The data suggests that a typical work day lasts longer than seven hours. If the average number of days (in nominal terms, not derived from hours) is 4.7 and the mean hours worked a week are 35.9, then the average working day is 7.6 hours long. This makes intuitive sense if we assume a nine-to-five with 25 minutes for lunch.

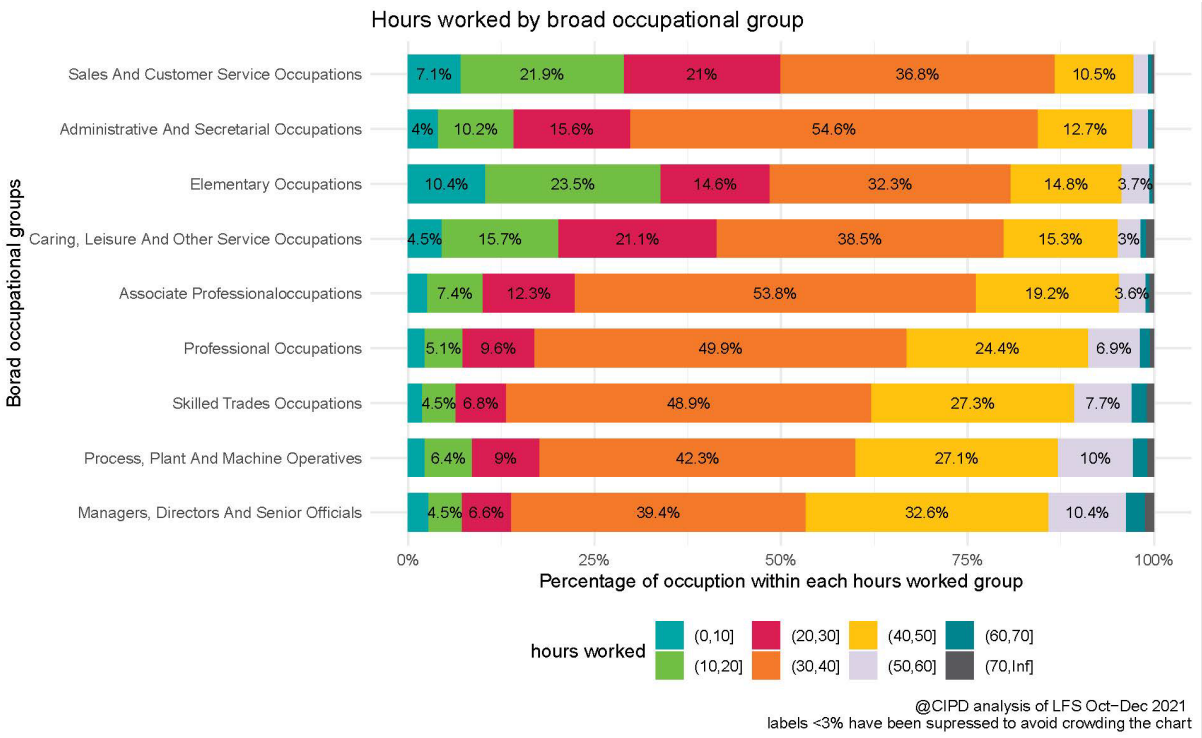
Figure 2: Cumulative distribution of average hours worked in the UK



Who works the longest hours?

Figure 3 charts the hours worked by broad occupational groups. Managers, directors and senior officials could gain the most from a four-day week as this group is most likely to work over 40 hours (46.7%). Sales and customer service occupations are least likely to work over 40 hours (13.2%).

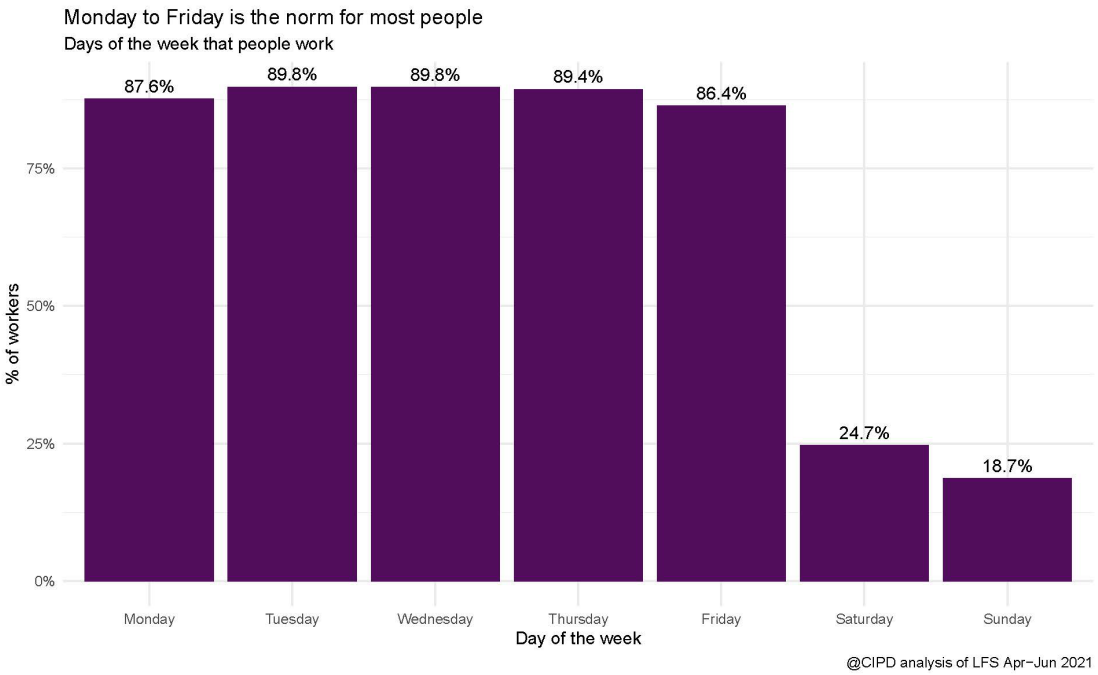
Figure 3: Hours worked, by broad occupational group (%)



What days of the week do people work?

Monday to Friday is the most popular working pattern, as Figure 4 demonstrates. However, over a quarter (26.5%) of people work on the weekend.

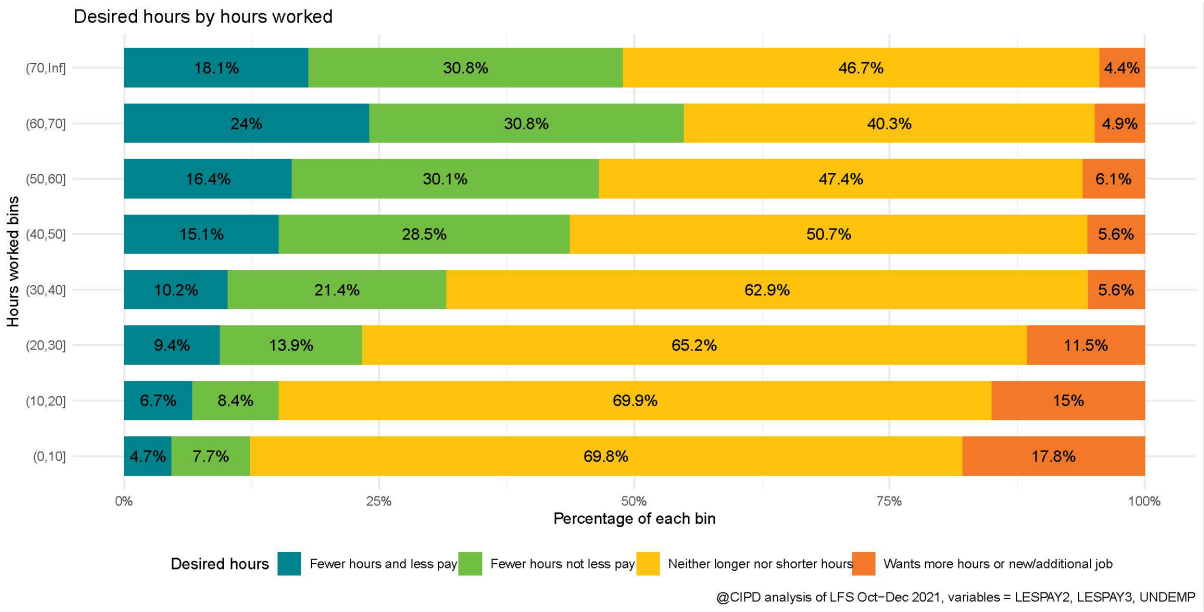
Figure 4: Days of the week worked (%)



Are people happy with their hours?

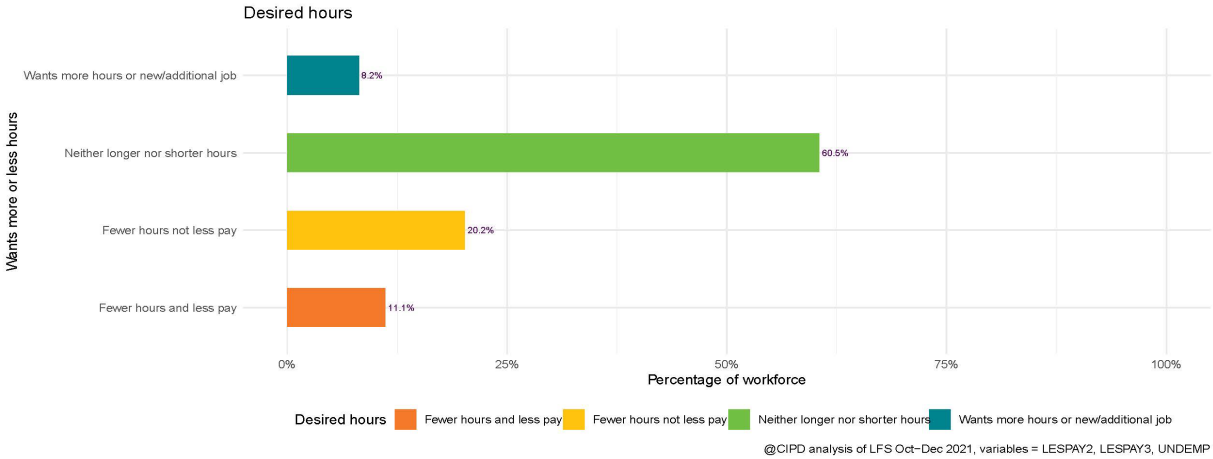
Whether reducing working hours will increase welfare depends on who you are. Those working the fewest hours are most likely to want more hours or a new/additional job. Perhaps unsurprisingly, those working the most hours are most likely to want fewer hours, even if that means a pay cut (Figure 5).

Figure 5: Desired hours, by hours worked (%)



The majority of people (60.5%) are happy with their hours. A significant number would like to work fewer hours (31.3%), but only 11.1% of people are willing to work fewer hours for less pay (Figure 6).

Figure 6: Desired hours, by preference (%)



Employer perspectives on reducing working hours

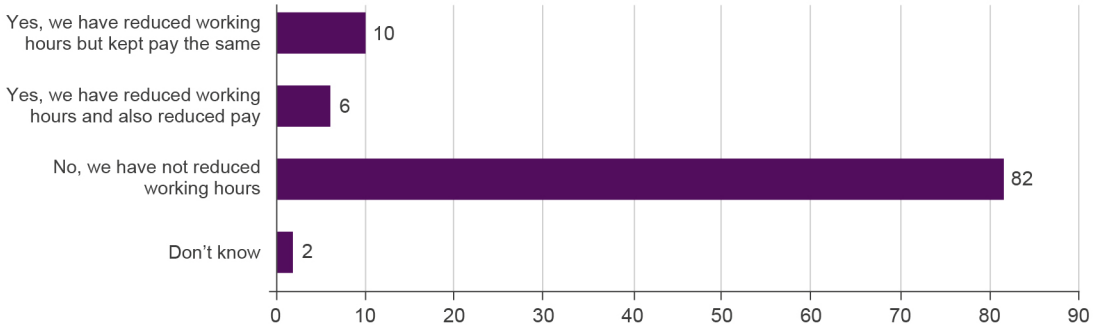
Using this picture of the hours people work, we can now examine employer perspectives on reducing working hours. Here, we use data from a survey of 2,000 senior HR decision-makers in the UK. Fieldwork was undertaken between 17 June and 12 July 2022.

Current practice

Only a small minority of UK employers have reduced working hours in the past five years without reducing pay, and where this has happened, it seems the Coronavirus Job Retention (furlough) Scheme is likely to have been a factor.

In all, 16% of employers have reduced working hours in the past five years, while 10% of employers have done so without reducing pay (Figure 7).

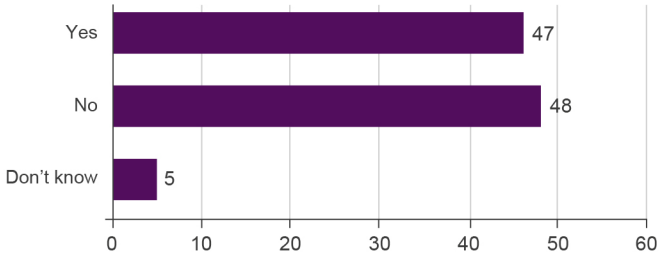
Figure 7: Has your organisation reduced working hours for the whole workforce or a significant proportion of your workforce in the past five years? (%)



Base: all employers (n=2,000).

About half (47%) of those that had reduced working hours in the past five years did so due to the furlough scheme (Figure 8). This scheme came with a heavy government subsidy, which may explain how 10% of employers were able to reduce working hours while keeping pay the same.

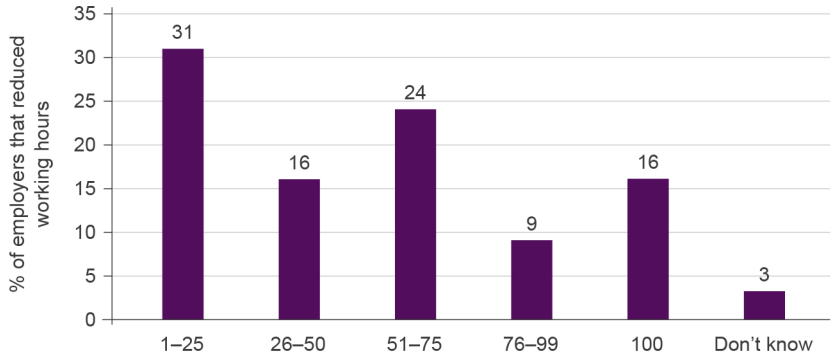
Figure 8: Did the policy of reducing work hours come about as a result of the coronavirus job retention (furlough) scheme? (%)



Base: all employers that have reduced working hours in the last five years (n=286).

Organisations that had reduced working hours seldom did so for their entire workforce (just 16%) (Figure 9). Again, this may represent the effect of furlough, which many employers applied to only part of their workforce.

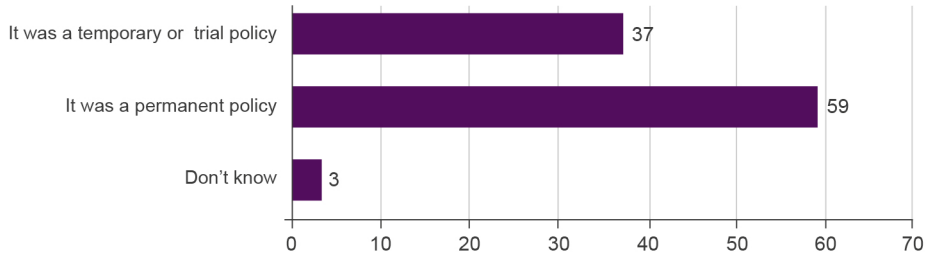
Figure 9: Of the organisations that reduced working hours, what proportion of the workforce did this apply to? (%)



Base: all employers that have reduced working hours in the last five years (n=286).

Of those employers that had reduced working hours, most had done so permanently (Figure 10).

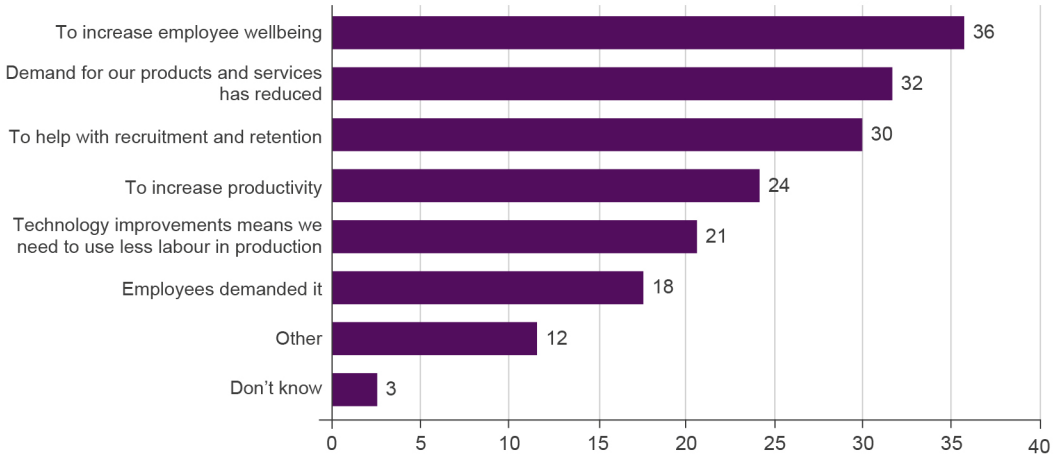
Figure 10: Which of the following best describes the reduced hours policy? (%)



Base: all employers that have reduced working hours in the last five years (n=286).

Over a third of organisations that had reduced working hours did so for wellbeing reasons, and slightly less than a third did so to help with recruitment and retention. About a third reduced working hours because demand for their services had reduced (Figure 11).

Figure 11: Which, if any, of the following best explain why your organisation reduced working hours? (%)



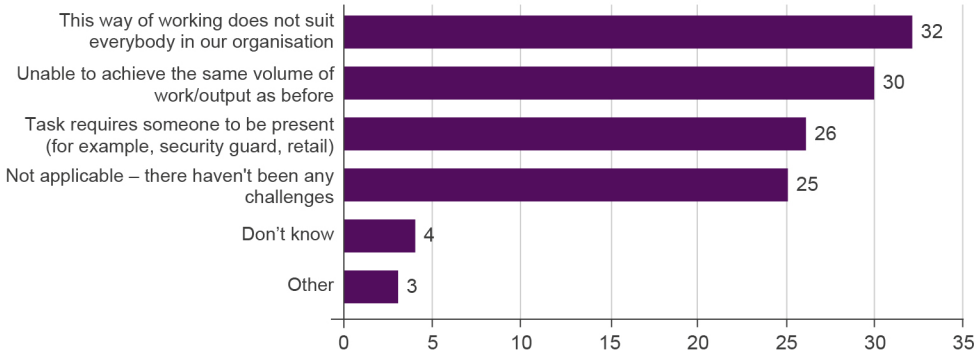
Base: all employers that have reduced working hours in the last five years (n=286).

Looking forward, only 1% of employers plan to reduce working hours without reducing pay over the next three years.

Challenges from reducing working hours

For those employers that had reduced working hours, about a third (32%) noted that one challenge was that it did not suit everybody in their organisation. Three in ten said that they were unable to achieve the same volume of work/output as before (Figure 12).

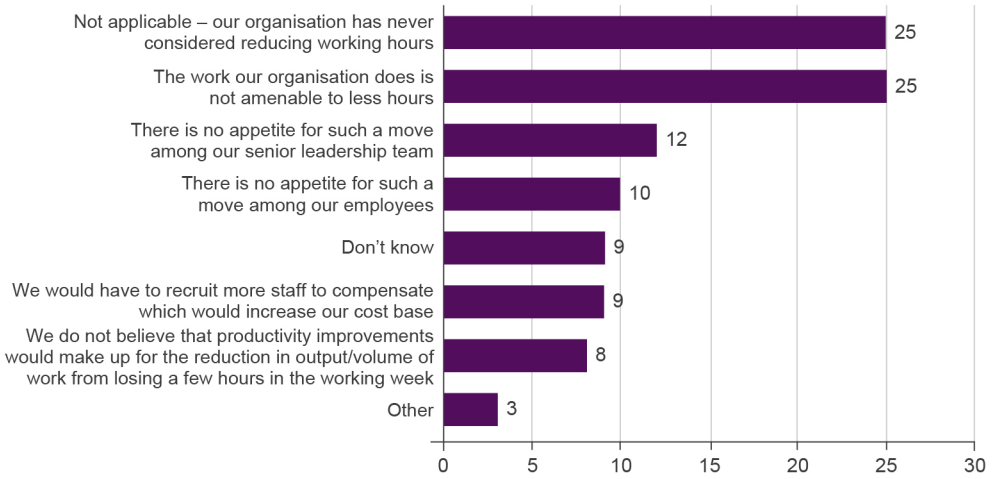
Figure 12: Which, if any, of the following challenges has your organisation experienced as a result of implementing reduced working hours? (%)



Base: all employers that have reduced working hours in the last five years (n=286).

Of those employers that had not reduced working hours, just one in four claims to have never considered it. Twenty-five per cent also claim that their organisation's work is not amenable to fewer hours (Figure 13).

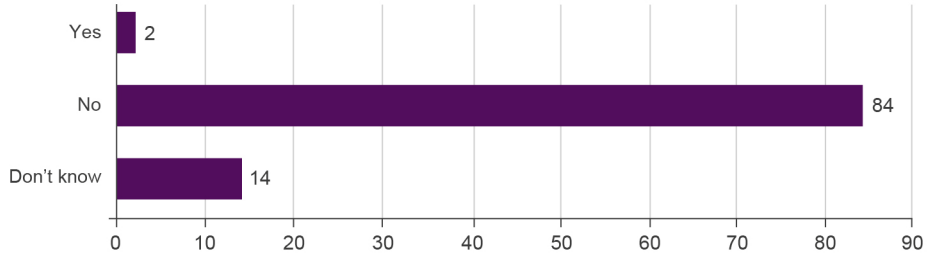
Figure 13: To the best of your knowledge, which, if any, of the following is stopping your organisation from implementing reduced working hours? (%)



Base: all employers that have not reduced working hours in the last five years (n=1,675).

Looking ahead, very few (2%) employers that have not already done so plan to reduce working hours in the future (Figure 14).

Figure 14: Does your organisation intend to reduce working hours in the next three years? (%)

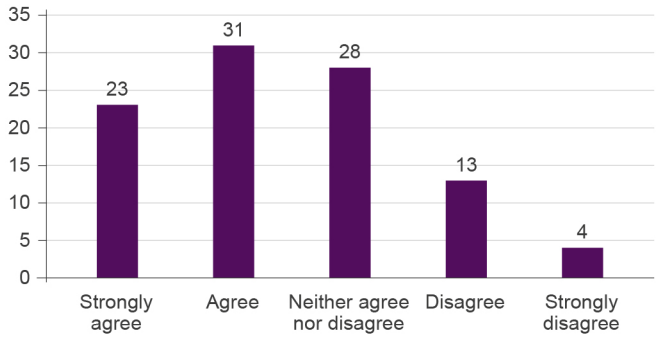


Base: all employers that have not reduced working hours in the last five years (n=1,675).

Employer attitudes towards the 'four-day week' (reducing working hours without reducing pay)

Most employers (55%) agree that reducing working hours without reducing pay is a great idea but could never happen in their organisation. In contrast, 17% disagree that this could not happen in their organisation, with 28% unsure and neither agreeing nor disagreeing (Figure 15).

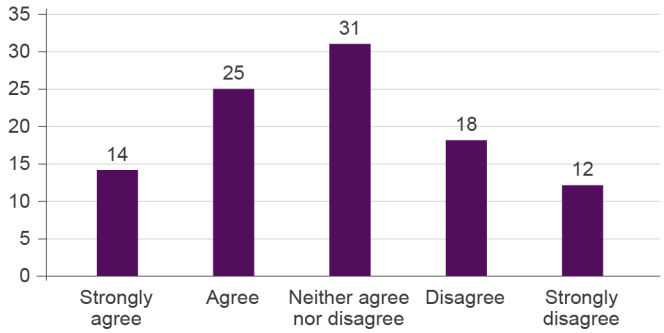
Figure 15: Reducing people's hours without reducing pay is a great idea but could never happen in my organisation (%)



Base: all employers (n=2,000).

More employers agree (39%) than disagree (30%) with the idea that a move to a four-day week would boost productivity (Figure 16).

Figure 16: A move to a four-day working week would boost productivity across the economy over time (%)

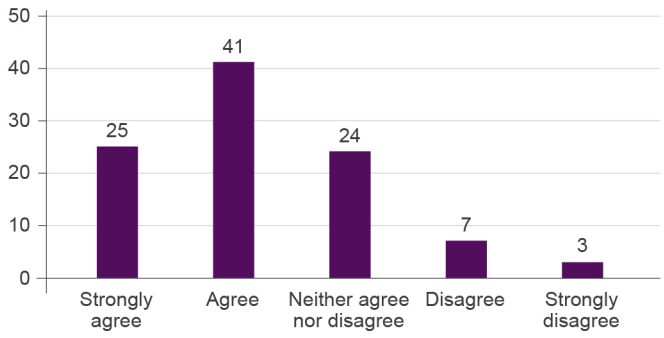


Base: all employers (n=2,000).

However, two-thirds (66%) of employers agree that they would need to improve efficiency in order to reduce working hours without reducing pay (Figure 17). This suggests most

employers believe that they would need to become more productive first to move to a four-day week where pay was not cut, rather than that they would become more productive simply by reducing working hours.

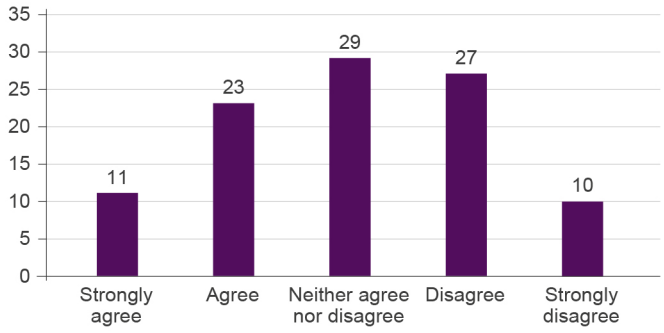
Figure 17: We would need to improve our efficiency and work smarter to reduce hours without reducing pay in our organisation (%)



Base: all employers (n=2,000).

Slightly more employers (37%) think that the four-day week is unlikely to materialise in the next ten years than think it is likely (34%), while three in ten (29%) are undecided (Figure 18).

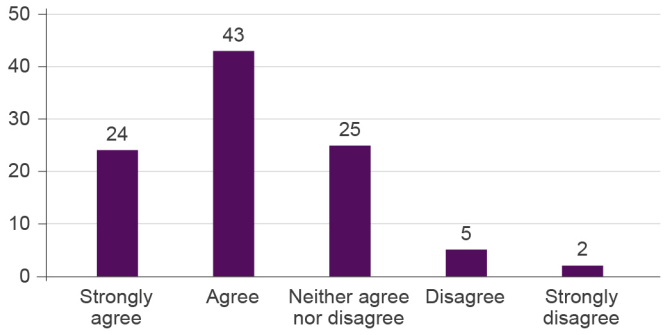
Figure 18: The four-day working week will become a reality for most workers across the UK within the next ten years (%)



Base: all employers (n=2,000).

Employers are in strong agreement (68%) that they will need to boost the adoption of technology in order to move towards a four-day week. Just 7% disagreed (Figure 19).

Figure 19: Firms will need to boost their adoption of technology if we are to move to a four-day working week (%)



Base: all employers (n=2,000).

Conclusion

The figures show that, whether measured by nominal days worked or equivalent day hours, the average time worked is approximately five days a week. The nine-to-five is a typical set-up given average hours worked, and most people do this Monday to Friday. The averages hide a lot of nuances, and many people are already working a four-day week or less. By the same token, many people work more than a five-day week. Preferences for hours worked differ, and most people are happy with their current hours. Three in ten people would like to work fewer hours (31.3%), but only one in ten (11.1%) are willing to take a pay cut to achieve this.

On employer perspectives, we might conclude from the data that they are ambivalent about reducing hours. When an idea is new (as the five-day week once was), there will be early adopters and enthusiasts, while others will need more convincing. The current shorter working week trials in the UK may achieve that to some extent. Key objections include the idea that it will not work in their specific organisation (55%). At present, slightly more employers believe a move to a four-day week is unlikely than those who think it likely (37% and 34% respectively).

There are parallels between shorter working hours and working from home. The dramatic rise of homeworking during COVID-19 has taught us that businesses have a status quo bias. The revealed preference for higher rates of homeworking shows that it's what people want, but it took a forced experiment to implement. However, many employers are not opposed to the idea once the concept has been proven. Like homeworking, it may be that shorter working hours are possible in some industries more than others. Furlough acted as a natural experiment in reducing working hours. However, with a drop in demand for many organisations, there was no need to increase efficiency and maintain output, and wages were propped up by heavy government subsidy.

The key challenge to implementing shorter working hours is the need to boost productivity to pay for it, which was identified by two-thirds (66%) of employers. The trials will be looking at productivity, but this must be balanced against the likelihood that only businesses that felt they could boost productivity sufficiently would participate in a trial. It is unclear how generalisable the results of such trials will be.

As the cost-of-living crisis bites, and a potential downturn results in rising unemployment, we are likely to see greater emphasis on the need to boost working hours. This is one of the fastest and most direct ways that someone can boost their income. The finding that those on the fewest hours are most likely to want more hours (Figure 5) further supports this. The Living Wage Foundation has pivoted to emphasise the role of both wage rate and hours worked with the launch of its living hours campaign in 2019.

Some of the knottier operational challenges to implementing reduced working hours (without loss of pay) involve what to do with atypical and non-salaried workers. Should the 25% of people currently working a four-day week or less be given a pay rise? Will the four-day week benefit the most privileged managerial/director-level workers who are salaried? Perhaps these are some of the questions that the current trials will answer.

CIPD position

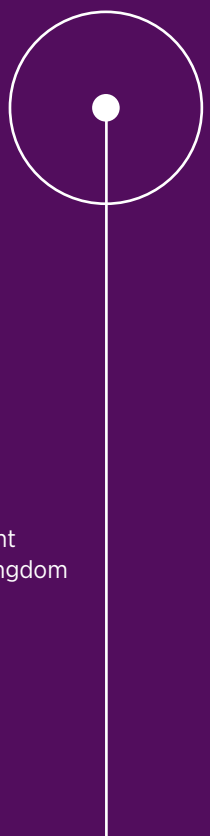
The four-day week trials are an opportunity to test and learn from new ways of working. The pandemic proved the value of experimentation with the forced transition to homeworking, but businesses need not wait until their hand is forced. Previous trials of shorter working hours, notably those carried out in Iceland, have involved employee input in design of new flexible

ways of working. Greater flexibility in work can cater for more people's preferences and facilitate the inclusion of marginalised groups in work. At a time of labour shortages this is particularly important for businesses. If homeworking made us question where work took place, the four-day week trials could make us question when it takes place.

However, to implement a collective move to a four-day week, businesses would need a compensating 25% rise in worker productivity to offset the loss of working time and maintain output. The ability to achieve such a huge rise is as yet unproven. Historically, the ability to improve productivity has funded a move to a shorter week – or as is more often the case, increased incomes.

The majority of employers in our survey believe that they would need to increase productivity by working smarter and/or investing in technology if there is to be a wider shift to a four-day working week without compromising people's pay. Consequently, increasing workplace productivity should be the focus for policy-makers interested in supporting a shift to the four-day working week over time. Improvements in productivity are of course also urgently needed to help combat inflation and achieve sustainable improvements to wages as the UK seeks to navigate the cost-of-living crisis.

The CIPD's view is that there is an untapped potential to boost productivity by raising the quality of people management and development in the UK particularly among SMEs and through supporting employer investment in technology across the economy. This requires a renewed focus on industrial strategy and significant changes to skills policy. It will also need a step change in the quality and availability of business support, to boost firms' adoption of technology and build their people management and development capability.



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Board Meeting

DATE	December 2022
TITLE OF REPORT	We Invest in Wellbeing Accreditation
REFERENCE	TBC
AUTHOR AND CONTACT DETAILS	Gary McIntosh, Head of Human Resources gary.mcintosh@slc.ac.uk
PURPOSE:	Update members on the outcome of the We Invest in Wellbeing accreditation
KEY RECOMMENDATIONS/ DECISIONS:	The members are recommended to: • note the contents of this report; and • note the outcome of the Accreditation exercise as set out in the appendix.
RISK	There are no new risks to the College which arise from consideration of this report.
RELEVANT STRATEGIC AIM:	• The Highest Quality Education and Support • Sustainable Behaviours
SUMMARY OF REPORT:	• Outcome of the We Invest in Wellbeing accreditation assessment. • Summary report from Investors in People.

1. INTRODUCTION

1.1. As members will be aware the College underwent recently a re-accreditation exercise against the We Invest in Wellbeing standard. The purpose of this paper is to update members on the outcome of that re-accreditation visit.

2 BACKGROUND

2.1 As members will be aware the College has worked with Investors in People (IIP) for over 12 years, first achieving Gold status in 2010 and then Platinum status, the highest level of accreditation, in 2016 and again in 2019.

2.2 In addition to the accreditation in 2019, the College also achieved an additional, supplementary, good-practice award called *"Investors in People Health & Wellbeing"*.

2.3 The *"Health & Wellbeing"* award has now been developed as a stand-alone accreditation *"We Invest in Wellbeing".* Following the We Invest in People accreditation model, this new accreditation has a tiered accreditation progressing from Silver through to Gold and the ultimate award of Platinum.

2.4 The College has progressed its efforts in achieving the *We Invest in Wellbeing* accreditation throughout 2021 and 2022. This has included the work of a cross-College working group, focussed on the re-accreditations and a sub-group to develop wellbeing initiatives and activities.

3 OUTCOME

3.1 The College has been informed that following an external re-accreditation exercise it has achieved the *We Invest in Wellbeing* accreditation at platinum level. Members should note that this level of accreditation has to date not been achieved by any other college in Scotland. A summary from the re-accreditation report is contained in appendix A. Members can contact the author of this report on gary.mcintosh@slc.ac.uk should they wish to get a copy of the full report.

4 EQUALITIES

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

5 RECOMMENDATIONS

The members are recommended to:

- note the content of the report; and
- note the outcome of the Accreditation exercise as set out in the appendix

At a glance

What to be proud of

You have been working in the field of Health and Wellbeing for over 10 years with your HR Department, your Student Association and your Student Services teams all working together to promote and support both members of staff and your students with wellbeing issues and you are to be highly commended for all the work you have done in this field.

You have your own organisation-wide wellbeing group which was formed in in 2021 as well as your Wellbeing Champions who promote all wellbeing issues in the college.

You have a wide range of initiatives, programmes and campaigns focusing on wellbeing.

Your Principal and team are seen as huge supporters of Health and Wellbeing, and members of staff can talk to them in confidence regarding any personal problems and know that they will be given the appropriate advice and support.

Your College Management Team have created a supportive and caring workplace and take a genuine interest in the wellbeing of everyone in the organisation.

You have a Wellbeing for All framework which supports the wellbeing of everyone who works South Lanarkshire College.

Members of staff can discuss mental health issues without stigma and emotional and mental wellbeing is supported in and out of work.

Your generous benefits and opportunities provide more than conventional wellbeing and lifestyle support for your members of staff

Your social wellbeing efforts are well established and members of staff are supported to have a good work life balance, including the flexibility of work, with regular social engagements and events that enhance informal exchange and innovation.

What to work on

I recommend you continue to utilise the wellbeing model, using the areas of physical, psychological and social wellbeing, and involve and communicate these areas to members of staff.

Continue to embed and monitor KPIs for each area, and measure both qualitative and quantitative success factors.

Use the wellbeing framework to embed a new culture post pandemic to ensure everyone is working towards adapting to the new normal.

Look at how you can improve in the area of healthy eating with more focus on how you can encourage members of staff to make healthy choices.

Look at introducing a discount Retail Voucher scheme focusing on wellbeing.

Look at introducing more physical exercise groups such as running, cycling and swimming.

Congratulations on achieving Platinum!

You care about your people's wellbeing, and I know you're ambitious to do even more for them.