

Glasgow Kelvin College

Board of Management

Finance and Resources Committee – 08 February 2022

Human Resources Update

Report by Director of Human Resources

1.0 Introduction

The purpose of this paper is to provide members with an update on Human Resources matters in relation to the following areas:

- 2.0 Employment Relations
- 3.0 General Teaching Council (Scotland)
- 4.0 Policy Development
- 5.0 Investing in Transformation and Renewal – HR
- 6.0 Attendance Management

2.0 Employment Relations

The purpose of this section is to provide members with an update on employment relations in terms of both National Collective Bargaining and local matters between the College and its recognised trade unions, EIS/FELA and Unison.

2.1 National

EIS-FELA

Pay Claim 2021-2022

The Management side put a final offer to the EIS-FELA at their last meeting on 27 January 2022 of an overall Pay Award for 2021-22 to the value of £1,000. This consists of: a consolidated Pay Award of £850 for all unpromoted and promoted lecturer scale points and a recognition award of £150 as a one-off payment in 2021-22 as a 'Covid thank you'.

This was rejected by the Branch however, the Employers Association has now requested that the EIS-FELA take this final offer to their membership for consideration.

Unison

Support Staff Pay Claim 2021-22

The pay element offered to the Support Staff mirrors the offer made to lecturing staff. Meetings of the NJNC – Side Table (Support) are ongoing to discuss the Support Staff pay claim 2021-22. Members will recall that the staff side are seeking a 'package

deal' that would include other elements as part of their claim, including a four-day working week. The employer's side has committed to establishing a working group consisting of management and the support staff side to research a four-day working week and a pilot in at least one college.

Similar to the EIS-FELA the Employers Association has requested that Unison, Unite and GMB take the final offer to their membership for consideration.

Support Staff Dispute

The Sector has been notified that the Support Staff side have lodged a dispute in relation to the implementation of Circular 02/21 – Lecturing Staff National Dispute Resolution, Appendix 1. The notification was issued in accordance with section nine of the National Recognition and Procedures Agreement (NRPA) – Disputes. The staff side requested the collective dispute be recorded and initiated regarding the agreement of Circular 02/21 as well as the approach to implement the circular.

As part of the dispute, the Trade Union have stated that *"the status quo is observed, i.e. no implementation of local mechanisms agreed or involving EIS only; or indeed with no TU involvement"*.

The staff side has advised that although it has lodged a dispute, it is sisted whilst discussions continue with the EIS, therefore, no dispute meetings have been scheduled. The College has been advised that the Sector will continue to be updated on this matter.

National Branch Facilities Time – Support Staff Trade Unions

Members will recall that in support of the Unison - Further Education Branch the Employers Association, after consultation with the Sector, agreed to the request from Unison for Branch Facilities Time. The staff side was formally advised of the Employers' Association offer to fund the release of 3 x 0.5 FTE's without any requirement for a National Protocol.

The staff side has accepted the offer of the 3 x 0.5 FTE's however, raised concerns around the absence of a protocol and further offline discussions are taking place on this matter. The proposal is that the arrangement would be put in place for one year and would be subject to review.

National Job Evaluation Exercise

The National Job Evaluation Project has concluded the scoring process and is currently in the process of conducting a quality check on the data produced. The suggested time frame for the review is by end of February 2022.

Members will recall that the staff side had been formally advised of the Employers Association request that a review of the project to date is undertaken before

discussions commence around evaluating all new or changed roles since 1st September 2018. Discussions on this matter are ongoing.

Talks with regards to a pay and grading structure are also ongoing.

Queens Platinum Jubilee – Public Holidays

The staff side made a formal request that two new fixed public and council holidays for this year are created on Thursday 02 and Friday 03 June 2022. The management side reminded the staff side that colleges agreed the National Agreement of 12 fixed days at a local level.

Glasgow Kelvin College in consultation with its recognised Trade Unions have agreed to move the Public Holiday which fell on Monday 30 May 2022 to Friday 03 June and give staff an additional one days leave on Thursday 02 June. This reflects a communication that was issued by the Scottish Government advising of an additional public holiday in 2022.

Coronavirus (COVID-19) - One Off Payment to college lecturers

The Scottish Government agreed to make a one-off exceptional payment to teachers and lecturers involved in the assessment, marking and quality assurance of National 5, Higher and Advanced Highers in the absence of the 2021 examination diet. The payment was intended to recognise the additional responsibility that was placed with teachers and lecturers in Academic Year (AY) 2020/21 to ensure learners received their national qualifications, based on professional judgement of demonstrated attainment in recognition that it was an unprecedented and significant role for teachers and lecturers. Despite concerns raised with the Scottish Government by management and Trade Unions colleges were advised that the payment for lecturers was to go ahead.

The Scottish Government in its response was clear that both support staff and lecturing staff are equally valuable and necessary for the effective running of colleges and this payment was not intended to be a reflection of the value placed on cohorts of staff within the education system.

The funding for the payment was recently received and the payment made to several lecturing staff in their January 2022 salary.

Employers Association Business Proposal

Members will recall that the Principal's report presented at the Board of Management meeting 13 December 2021 advised members of an Employer Association business proposal.

At the time of writing this report a meeting to discuss this matter further had been scheduled for Tuesday 01 February 2022. A verbal update will be provided at the meeting.

2.2 Local Employment Relations – EIS/FELA and Unison

Members will be aware that the College and both its recognised Trade Unions meet formally and informally through its Joint Negotiating/Consultation Committees (JN/CC).

Members will recall that the College is in consultation with Unison in relation the realignment of support staffing structures and it was reported at the previous meeting 30 November 2021 that discussion were ongoing in relation to two areas.

Consultation in relation to one area has been concluded to the satisfaction of management, staff and the Trade Union.

The College is in the final stages of the consultation process in relation to one area. Through consultation the College continues to work in partnership with Unison to develop roles and structures that deliver and enhance its services for learners and staff.

Ad hoc meetings are arranged as and when necessary to consult with the Trades Union to ensure that positive working relationships are maintained. In addition, consultation takes place at the Transformation and Renewal Consultation Committee to progress the Transformation and Renewal Plan.

Discipline and Grievance

The College reported at the previous meeting that it was currently managing two cases in accordance with its Disciplinary Policy and Procedure and one grievance in accordance with its Grievance Policy and Procedure.

One disciplinary case has been concluded and the decision taken was to dismiss. The employee did not appeal against the sanction. One disciplinary case is ongoing.

Stage one of the Grievance Procedure has been concluded, however the employee has submitted an appeal and the matter is being progressed to Stage Two.

3.0 General Teaching Council (Scotland)

Members may recall that the General Teaching Council for Scotland (GTCS) undertook a consultation exercise on the proposed new Registration Rules to replace the Current Registration and Standard Rules which were put in place in 2015. A response to the consultation exercise was prepared by the FE Sector by Colleges Scotland to which the College (Glasgow Kelvin) contributed. The submission was made to GTCS on behalf of the Sector on Friday 17 December 2021.

The sector response provides feedback across a wider range of aspects related to the GTCS registration of college lecturing staff. However, there are **three** critical areas where the response indicates a strong disagreement with the GTCS proposals and a request that they change their position. These are:

1. Changing the proposed date of application of the Interim Category of Registration from the proposed date of April 2019 to April 2022.

This later date would mean that all current lecturers can benefit from the grandparenting arrangements, and that lecturers starting after April 2019 are not discriminated against.

2. Changing the name of the Registration Category from 'Further Education' to 'College Education'. Sector colleagues will understand fully why using the term 'college' is both more accurate and inclusive of our workforce.
3. Changing the proposed definition under 'Further Education' (see point above) regarding what college lecturers will be registered to teach. GTCS proposed areas do not recognise the industrial expertise and professionalism of lecturing staff and that this needs to be referenced more explicitly. In addition, we do not agree that college lecturing staff who teach a college course in a school environment require to be supervised by the provider of school education.

Colleges who planned to submit their own institutional response were encouraged to support the above **three key points**, the response submitted by Glasgow Kelvin did so.

4.0 Policy Development

In accordance with the Policy Review Schedule, three policies and procedures have been reviewed and approved by the Board of Management this AY, these have been promoted to staff. A further four will be reviewed/developed - see Table 1 below.

Members will recall that, in accordance with the National Recognition and Procedures Agreement, national policies in relation to Grievance and Disciplinary will be produced for the Sector. The College has agreed with its recognised Trade Unions that these policies will be reviewed later in the AY as it is anticipated that National Policies may be available. The procedure is a matter for local consultation and the College will carryout discussions on these with local Trade Union representatives.

Table 1 – Policy Review Schedule – Academic Year 2021-22

Policy/Procedure	Due for Review	Timeframe
Gender Based Violence Policy	New	January to March 2022
Alcohol, Drugs and Substance Misuse Policy	11/06/2022	
Grievance Policy and Procedure	31/05/2022	April to May 2022
Disciplinary Policy and Procedure	31/05/2022	

Revised policies and procedures will be presented at future meetings of the Finance and Resources Committee for approval where appropriate.

5.0 Investing in Transformation and Renewal – Human Resources

As part of investing in transformation and renewal members will recall that three roles were created within the Human Resources function. The status of these positions is as follow:

- Organisational Development Lead – start date 28 February 2022.
- Equality and Inclusion Lead – readvertised January 2022.
- Wellbeing and Engagement Lead (fixed-term) – commenced 6 December 2021.

Wellbeing

The Wellbeing and Engagement Lead is working in partnership with internal and external stakeholders to develop and deliver capacity building initiatives. Applying a whole College approach to create long term sustainability to support and build staff and students resilience in respect of mental health and wellbeing.

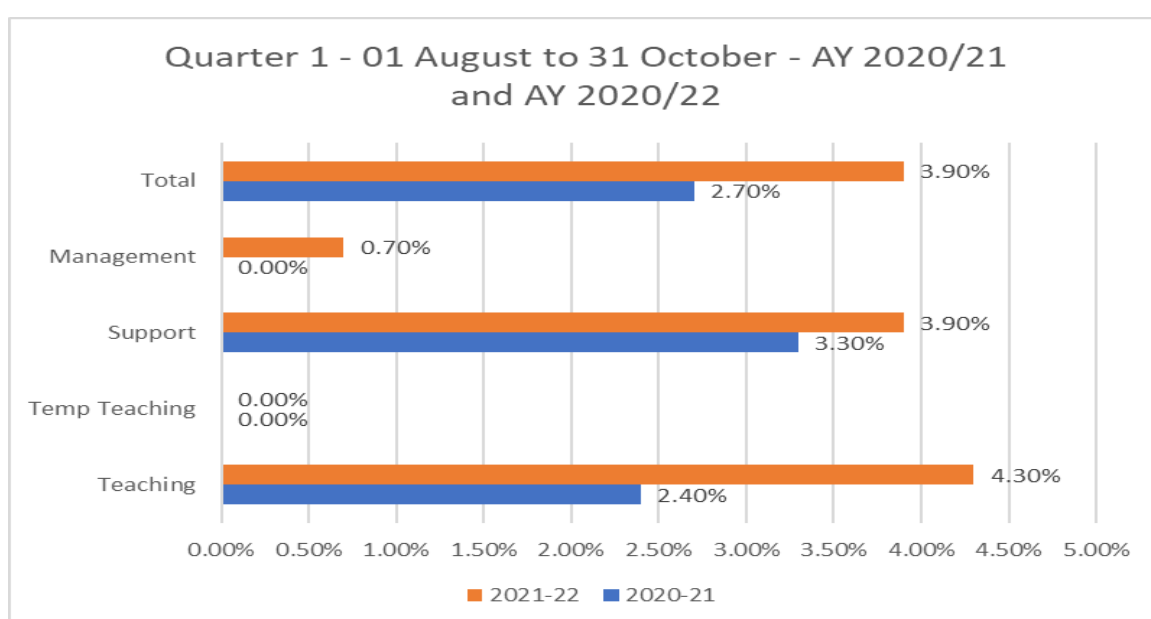
6.0 Attendance Management

The attendance and absence information for the College is split into the four main staff groups represented in the College workforce. The allocation is Permanent Teaching Staff and Temporary Teaching Staff, Support Staff and SMT/OMT.

Graph 1 below shows the absence statistics for the four staff groups for Quarter 1 (1 August 2021 to 31 October 2021) for AY 2021/22 in comparison to AY 2020/21 for the same period.

The absence percentage rate in comparison to the same period in the previous AY has seen an increase of 1.2%. There was a rise in both short and long-term absence.

Graph 1 – Quarter 1 – Academic Year 2021/22 in comparison to Academic Year 2020/21



7.0 Resources Implications

There is a resource implication identified as a result of this report associated with the cost of funding the Nationally negotiated pay awards which exceed that offered by the Public Sector Pay Policy. In addition there may be costs associated with the package deal involving additional Terms and Conditions for Support Staff.

8.0 Equalities

There are no equality implications identified as a result of this report

9.0 Risk and Assurance

The cost of the pay awards will result in further cost pressures and may require further savings to be made.

10.0 Data Protection

No data protection issues have been identified as a result of this report.

11.0 Recommendations

Members of the Finance and Resources Committee are recommended to note the content of this report.

12.0 Further Information

Further information on the content of this report can be obtained from Doreen Shiels, Director of Human Resources (dshiels@glasgowkelvin.ac.uk).



Circular STL 02/21 – Lecturing Staff National Dispute Resolution

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

This Circular implements the agreed resolution to the national dispute raised by the EIS-FELA regarding the use of instructors and other roles instead of lecturers.

Joint Statement

The following Joint Statement has been ratified by all parties:

1. It should be acknowledged that colleges use a variety of different learning and teaching methods designed to deliver a diverse curriculum which best suits the needs of the learner and the subject matter being taught.
2. Tutor/assessor/instructor roles are not new to the college sector; they have been in place within colleges for a considerable number of years. There are clear differences between these roles and that of a lecturer. Where there is a local issue on the differentiation between these roles the agreed lecturing role profile, **Appendix 1**, along with existing job descriptions and Circular 01/18, will be used to assist in any resolution.
3. The lecturer role applies to all staff appointed by a college as defined in the National Working Practices Agreement dated 1st August 2019, and the core terms and conditions outlined in circular 01/18 will be applied.
4. The employers have no national plan to replace lecturers with tutor/assessor/instructor roles, nor any other support staff roles. All roles, whether they be lecturing or support-staff, are equally valuable and necessary for the effective running of colleges and delivering the best learner experience. Each role is distinct and plays its own part in the successful operation of colleges.
5. All NJNC National Agreements and associated Circulars for lecturing staff including any defined terms and conditions must be implemented by all National Recognition and Procedures Agreement signatory colleges.
6. From time to time, employers will find it necessary to review their organisational and staffing structures. This is particularly the case in order to meet Scottish Government objectives and to ensure our workforce meets both existing and future needs to support the economic recovery. In doing so, colleges will continue to engage, meaningfully and at the earliest opportunity, with trade unions in any period of organisational/structural change. Any issues which arise during that consultation with regard to proposals on staffing numbers and/or different roles should be dealt with locally unless they are matters covered by the National Agreements.
7. Where there is a considered breach of any National Agreement, every effort should be made to resolve the matter locally. In the event that no local resolution is reached the matter would be referred to the Joint Secretaries in the first instance.

8. Following the agreement of the National Role Profile for Lecturers – which will require to be ratified at a meeting of the NJNC – Side Table (Lecturing) and also by both sides' constituent members, a Circular will be issued under the provisions of the NJNC and is binding on the signatories of the National Recognition and Procedures Agreement.
9. Roles which require staff to plan and prepare the learning experience, teach and facilitate learning, and assessment, as detailed within the Role Profile, should be capable of discharging all 6 key responsibilities and attributes and therefore are considered employed under the terms of the NWPA: Staff Terms and Conditions (Lecturing) 1st August 2019.
10. The NJNC has collectively and unanimously approved the terms of this agreement and will stand behind it in full expectation that all parties involved will act reasonably in both its interpretation and implementation.

Note on Applying the Joint Statement

Local issues must be dealt with on a case by case basis, and the implementation of this Circular will be managed, at a local college level, with an appropriate agreed process, taking account of the individual circumstances and the content of the 10 point statement.

The terms of this Circular will apply to all employees and new entrants covered by the National Working Practices Agreement for Lecturing Staff, the terms of the NJNC – Side Table Lecturing and the NRPA.

If any clarification is sought, this should be directed to the Joint Secretaries, heather.stevenson@collegesscotland.ac.uk and sbrown@eis.org.uk. A joint response will be provided to all points of clarification.

NJNC Joint Secretaries

Heather Stevenson

Stuart Brown

June 2021



Lecturer Role Profile

1	Academic Guidance and Support
1.1	Identify learners' needs and provide appropriate guidance and support, referring to specialists where appropriate.
1.2	Demonstrate an understanding of the lecturer's guidance and support roles, responsibilities and boundaries and how they relate to the remits of guidance tutors and other specialists.
1.3	Advance equality, diversity and inclusion of opportunity to learning by providing effective guidance and support in line with the college's policies and procedures.
1.4	Apply a critical understanding of the principles, nature, purposes and stages of guidance and support.
1.5	Obtain and use feedback from learners to evaluate and develop their own practice in guidance and support.
2	Planning and Preparing the Learning Experience
2.1	Plan engaging, inclusive and creative learning opportunities that demonstrate a critical understanding of curriculum design and alignment, theories of learning, teaching and assessment, and knowledge of existing practice.
2.2	Plan with learners contextualised learning and teaching, taking account of the needs of learners and their development of essential skills.
2.3	Design, produce and adapt to learner needs: a range of effective, engaging learning and teaching and assessment activities that builds on existing practice, motivates learners and also takes account of supportive technologies.
2.4	Utilise a range of resources to deliver effective teaching.
2.5	Design, justify and implement a strategy to promote professional reflection and evaluation of the learner experience.
2.6	Plan a range of innovative approaches to promote sustainable development and independent learners.
3	Teaching/Facilitating Learning
3.1	Create and maintain an interactive, supportive and safe learning environment that promotes learning.
3.2	Communicate effectively and develop an ethos of mutual respect with learners, fellow curriculum team members and other professionals, and external agencies, to promote learning and positive behaviour.

3.3	Implement effectively a broad range of approaches to promote active, self-directed and independent learning at various levels by using different modes of delivery and technologies.
3.4	Identify and take appropriate actions to address the collective and individual needs of learners.
3.5	Use learning, teaching and assessment and feedback approaches and resources effectively to meet diverse learning needs.
3.6	Implement a range of approaches to evaluate the quality and impact of teaching on the learning experience and reflect on the implications for future practice.
4	Assessment
4.1	Devise suitable assessment strategies based on a critical understanding of the principles, purposes, means and terminology of assessment.
4.2	Design, produce and use a range of assessment instruments, taking account of individual learners' needs.
4.3	Evaluate and justify a range of assessment instruments having taken account of individual learners' needs.
4.4	Measure and record progress and attainment of learners.
4.5	Use assessment feedback to and from learners to inform practice and promote learning.
4.6	Use performance indicators to inform the evaluation of learning and teaching.
4.7	Comply with internal and external policies and procedures for assessment and verification.
5	Quality and Standards
5.1	Demonstrate a critical understanding of the principles, purposes and processes of quality assurance and improvement, enhancement and good practice.
5.2	Implement quality assurance improvement and enhancement of learning and teaching as an individual and as a member of a team.
5.3	Contribute effectively to the quality functions of curriculum teams by agreeing targets, formulating action plans (individual and team), following through and evaluating their impact.
5.4	Use an appropriate range of evidence to identify strengths and development needs at individual, team and college levels.
5.5	Agree targets, formulate individual action plans and contribute to team plans to address identified areas for improvement and enhancement.
6	Professional Practice and Development
6.1	Evaluate how education is influenced by, and contributes towards, policies that impact upon the wider political, social, economic, cultural and technological context.
6.2	Reflect on personal values and how they align with and support the values and ethics that underpin professional practice.

6.3	Understand the roles and responsibilities of the lecturer and apply them to their professional practice.
6.4	Comply with all applicable statutory requirements and relevant codes of practice and apply them to their professional practice.
6.5	Promote good practice in relation to equality, social and cultural diversity and the protection and welfare of children, young people and vulnerable learners.
6.6	Manage self, relationships and work demands to promote resilience and wellbeing.
6.7	Engage purposely in reflective practice.
6.8	Identify and undertake relevant professional development to enhance practice and maintain currency; develop and commit to personal continuing professional development strategies to achieve individual, team and organisational goals.
6.9	Maintain effective industry links as appropriate to role.
6.10	Reflect and share knowledge, experience and examples of good practice.

June 2021