

**NORTH EAST  
SCOTLAND  
COLLEGE**



**Board of Management  
HUMAN RESOURCES COMMITTEE  
Meeting of 15 March 2016**





## **NOTICE OF MEETING**

There will be a meeting of the Human Resources Committee on Tuesday 15 March 2016, 1030-1130 hours in Room G10 at Aberdeen City Campus.

### **MEMBERS OF THE BOARD OF MANAGEMENT**

Ms. K Anderson  
Ms. S Brimmer  
Mr. I Gossip  
Mr. J Henderson  
Ms. C Inglis (Chair)  
Mr. R McGregor  
Mr. K Milroy  
Ms. A Simpson  
Mr. A Smith  
Mr. R Wallen

### **IN ATTENDANCE**

Ms. E Hart, Vice Principal Human Resources  
Ms. P May, Secretary to the Board of Management  
Ms. P Kesson, Minute Secretary

---



## **AGENDA 15 March 2016**

### **1. Apologies for Absence**

### **2. Minute of Previous Meeting**

- 2.1 Minute of 26 January 2016 (paper enclosed)

### **3. Matters Arising from Minute of Previous Meeting (paper enclosed)**

### **4. Report to Committee by the Principal (paper enclosed)**

### **5. Matters for Discussion**

- 5.1 HR Priorities and Strategy Implementation (paper enclosed)
- 5.2 National Bargaining and Industrial Action (oral update)
- 5.3 Voluntary Severance Scheme (paper to follow)

### **6. Matters for Information**

- 6.1 Key HR Performance Indicators (paper enclosed)
- 6.2 Staff Equality Profile (paper enclosed)
- 6.3 Key Health and Safety Performance Indicators (paper enclosed)
- 6.4 Leadership Development (paper enclosed)
- 6.5 Report on Organisational Development Activity (paper enclosed)

### **7. Summation of Business and Date and Time of Next Meeting**

---



## **Draft Minute of Meeting of 26 January 2016**

The meeting commenced at 1030 hours.

**PRESENT:** K Anderson, I Gossip, J Henderson, C Inglis (Chair), K Milroy, A Simpson, A Smith, R Wallen

**IN ATTENDANCE:** D Duthie, E Hart, P May, P Kesson

**OBSERVER:** S Webster

### **1. Apologies for Absence**

Apologies were received from S Brimmer.

### **2. Minute of previous Meeting**

The Minute of Meeting held on 17 November 2015 was approved.

### **3. Matters arising from previous Meeting**

There were no matters arising.

### **4. Report by the Principal**

The Committee noted a report providing information on: Investors in People (IiP) Reaccreditation; Staff Excellence Awards; HR Performance Indicators; and Staff Equality Group and Equality Outcomes.

Mr Wallen confirmed that it was intended that the Staff Excellence Awards will become an annual event and Ms Hart advised a working group would consider feedback and lessons learned from the event. Ms Hart said she would give consideration to the suggestion that the Board might want to recognise a particular award category.

Ms Webster provided further contextual information on equality training and awareness sessions.

Mr Wallen informed Members that the Committee would consider the full final report of the recent IiP reaccreditation in due course.

## **5. Matters for Discussion**

### **5.1 HR Priorities and Strategy Implementation**

The Committee considered a paper on progress regarding the key HR priorities.

Members noted problems being encountered with the functionality of the current payroll system. Ms Hart advised that work would be undertaken to scope the requirements and related costs for a new payroll system and that this would then be considered as part of the College's overall IT Projects Plan and Budget.

Ms Inglis requested that the Committee receive a demonstration of the new Electronic Staff Handbook in due course.

### **5.2 National Bargaining**

Mr Wallen provided an update on recent developments with National Collective Bargaining.

Members were informed that the support staff unions had accepted the pay offer of 1% (or £300) and that as part of the process of being accepted by the unions, the pay rise would be backdated to 01 April 2015, paid in March 2016. It was noted that the offer included two days' non-consolidated holiday entitlement.

Mr Wallen said that the EIS had rejected the offer and had indicated they would be balloting their members on industrial action, including strike action. In response to a query, Mr Wallen confirmed that the College has put contingencies in place to mitigate the effects on any strike action.

## **6. Matters for Decision**

### **6.1 Report on Organisational Development Activity**

The Committee considered a report providing information on the key activities undertaken by the Organisational Development Team.

Information was provided on: Teaching Qualification in Further Education (TQFE) for Lecturers; Equality Impact Assessment Training; Prevent; and Investors in People.

Mr Wallen provided further information on 'WRAP' training and said that feedback has shown that the College is further ahead of most areas in the public sector in terms of numbers of staff who had completed the training.

Ms Webster confirmed that College contractors have been asked to identify key staff for 'WRAP' training. Ms Webster added that Protocol National (PN) are also carrying out training with their staff but PN staff are also welcome to attend the College's training sessions. It was noted that the Students' Association have also been involved in the training.

In noting the report Members endorsed the revised target for TQFE to 85% for end of AY2016-17 and agreed that it next be reviewed in two years.

### **6.2 Recruitment and Selection Policy**

The Committee considered the draft Recruitment and Selection Policy.

Members ratified the Policy subject to the inclusion of the statement 'Where it is deemed appropriate by the VP Human Resources and SMT, posts will be advertised externally in order to ensure a viable short list'.

The Committee decided that the Policy will next be reviewed in January 2018.

## **7. Matters for Information**

### **7.1 HR Policies**

The Committee noted a paper providing an update on the development of HR policies for the College.

Information was provided on the number of policies completed and approved; the policies currently in draft format; and details of responsibility for approving the various policies.

### **7.2 Key Health and Safety Performance Indicators**

The Committee noted a report providing information on key performance indicators relating to the health and safety function.

Information was provided on: accident statistics; work placement visits; approved contractor list; workplace dust monitoring; and food hygiene inspections.

In response to a query, Mr Wallen commented that the College has a strong health and safety culture which can be demonstrated through the achievement of various awards and standards.

Members noted a higher instance of accidents at the Fraserburgh Campus in comparison to Aberdeen Campuses and it was agreed that the Committee should monitor this to ensure that there are no underlying issues which are contributing to this trend.



## **8. Summation of Business and date and time of next Meeting**

The Secretary gave a summation of the business conducted. The next meeting of the Human Resources Committee is scheduled to take place on Tuesday 15 March at 1030 hours.

## **Reserved Items of Business**

### **9. Matters for Discussion**

#### **9.1 Voluntary Severance Scheme 2016**

#### **9.2 Final Update on Voluntary Severance Scheme to 31 December 2015**

## **10. Summation of Reserved Items of Business**

The Secretary gave a summation of the reserved items of business conducted.

Mr Wallen drew Members' attention to the tabled update to page 21 of the Post-Merger Monitoring and Evaluation Report.

The meeting concluded at 1135 hours.



## **Matters Arising from the Minute of the Previous Meeting**

### **1 Introduction**

- 1.1 This paper is to update the Committee on matters arising from the minute of the meeting of 26 January 2016.

### **2 Matters Arising**

- 2.1 The following provide an update on matters discussed at the last meeting of the Committee:

#### **4 Report by Principal**

The first meeting of the Staff Excellence Awards Working Group was held on 08 March 2016. The Group reviewed last year's Awards and commenced planning for the next ceremony.

The full Investors in People (IiP) Report is yet to be shared with the Committee due to some issues with the formatting of the final report. A full action plan is also currently being drafted. Both documents will be shared with the Committee in due course.

#### **5.1 HR Priorities and Strategy Implementation**

A demonstration of new Electronic Staff Handbook, once finalised, will be included on the agenda of a future Committee meeting.

#### **5.2 National Bargaining**

A further update on National Bargaining and Industrial Action will be provided under Agenda Item 5.2.

#### **6.1 Report on Organisational Development Activity**

The Workshop to Raise Awareness of Prevent (WRAP) continues to be run across the College. As at 22 February 2016, 409 (68%) staff have attended a workshop. Workshops will continue to be run until the end of March.

#### **7.2 Key Health and Safety Performance Indicators**

Committee Members requested information regarding the disparity between the accident figures being reported between the Fraserburgh and Aberdeen Campuses. This has been reviewed by the Health and Safety Team and Faculty Managers with the intention of further standardising the reporting of accidents.

The disparity in numbers of accidents between the Campuses does seem to have reduced somewhat at the time of reporting the latest figures (see Agenda Item 6.3). Standardising accident reporting between multi-site organisations is a known challenge and will be monitored and actioned by the College's Health and Safety Team.

#### **9.1 Voluntary Severance Scheme 2016**

### **3 Recommendation**

- 3.1 It is recommended that the Committee note the contents of this paper.

**Rob Wallen**  
Principal



## **Report to the Committee by the Principal**

### **1. Introduction**

- 1.1 The purpose of this paper is to provide information on significant matters relevant to the Committee.

### **2. TUPE of Animal Care to SRUC**

- 2.1 The first formal consultation meetings for the four affected members of staff have now taken place with further meetings planned for April and June 2016. The transfer date is 15 August 2016 and due diligence has commenced.

### **3. Zero Hours Contracts**

- 3.1 The 30 zero hours contracts associated with the supply register of the former Banff and Buchan College have now been removed. Four staff were given permanent part-time contracts, three staff have signed up with Protocol, and 21 have left with the option to sign up with Protocol if they wish. Two members of staff are in discussions for possible annualised hours contracts,

### **4. Pay Award 2014-15**

- 4.1 The 1% or £300 support staff pay award agreed for 2014-15 has been implemented in the February pay. The Lecturers pay award will be implemented in the March pay. Further information will be provided under agenda item 5.2

### **5. Catering Contract**

- 5.1 From April 2016, there is a new mandatory National Living Wage for workers aged 25 and above of £7.20 per hour which is an increase from £6.70 per hour. This increase will have the impact of adding an additional annual labour cost of £21,578 per annum for Aramark staff based on current staffing of employees over the age of 25. The increase for the period April to July 2016 will be £7,192. Therefore the College has agreed measures with Aramark to eliminate this shortfall and protect the return from the contract to the College. These measures include a review of the tariff for some items at the Fraserburgh Campus given there is a large gap between the Fraserburgh tariff and those at other campuses and the non-replacement of a kitchen porter role at City Campus.

### **6. Proposed Changes to Corporate Homicide Law in Scotland**

- 6.1 It is worth noting that a (now former) MSP had initiated a process to change the law in Scotland to make company directors criminally liable if the death of a worker is caused by "gross negligence". The Culpable Homicide Bill proposes that company owners and managers found guilty of being responsible for workplace deaths could face penalties of up to life imprisonment. The existing legislation allows for a company to be guilty of an offence if the way in which its activities were organised caused a person's death and amounted to a "gross breach" of a relevant duty of care. This can make it difficult to hold anyone to account after deaths are caused by health and safety breaches and to date no such cases have been pursued in Scotland. However, this proposed new bill would make individuals and organisations equal before criminal law.

### **7. Recommendation**

- 7.1 It is recommended that the Committee note the contents of this report.

**Rob Wallen**  
Principal



## **HR Priorities and Strategy Implementation**

### **1. Introduction**

- 1.1 The purpose of this paper is to update the Committee on progress regarding the key HR priorities.

### **2. The HR Priorities**

- 2.1 The HR Priorities have been updated to reflect the current status and progress to date - see Appendix 1.

### **3. HR Policies**

- 3.1 The Committee is asked to note that given there are only three HR policies outstanding, an update will be included in this paper rather than a separate paper.

### **4. HR and Payroll Systems Project**

- 4.1 Phase 2 of the Project which concerns the full automation of the system as recommended by the HR and Payroll Internal Audit and which has been on-going for the duration of the project is still not complete. The deadline for this to be completed was 31 March 2016. Following a high level meeting with Bond we are awaiting a definitive final response as to the system's capabilities for automation. This was not available at the time of writing this report.

### **5. Recommendation**

- 5.1 It is recommended that the Committee note the contents of this report.

**Rob Wallen**  
Principal

**Elaine Hart**  
Vice Principal Human Resources





HR PRIORITIES MARCH 2016

Priority	Priority	Commentary	Start/End Date	RAG
One College Project (Vision and Values)		<p>The three Project Teams:</p> <ul style="list-style-type: none"> <li>• Communication</li> <li>• Integration</li> <li>• Leadership</li> </ul> <p>now have project plans agreed and will continue to report on these at Leadership Team Meetings.</p> <p>On 01 February 2016 five follow on workshops were led by members of the Leadership Team. These took place at Aberdeen, Altens and Fraserburgh Campuses. 36 leaders took part in the workshops which looked at the new Leadership Behaviours and progress with Vision and Values implementation. Commentary was very useful. A separate report with action points is currently being drafted.</p>	S 31 Dec 2014 On-going	
Leadership Development and Succession Planning		See Agenda Item 6.4.	S March 2015 E Sept 2016	
HR and Payroll Systems Project		<p><b>Phase 1</b> – Providing all staff access to Payroll Self Service, harmonising the leave year for all staff and an initial data cleanse of Teamspirit is complete.</p> <p><b>Phase 2</b> – Implementation of automated functions of payroll within Teamspirit is still encountering technical issues and these are being raised with Bond-Teamspirit.</p>	<p>Phase 1- Complete</p> <p>Phase 2 - 31 March 2016 (See section 4)</p>	
Reaccreditation of liP		The outcome of the liP assessment was positive with the College achieving accreditation at “silver” level. There are some issues with the formatting of the final report produced by liP which we are seeking to address. A full action plan is also being drafted.	S Dec 2015 E Dec 2016	
HR Policies and Procedures		<p>Drug &amp; Alcohol and Relocation Policies to be reviewed.</p> <p>Organisational Change Policy, incorporating the Redundancy Policy and Structure Review and Job Evaluation Procedures, to be drafted.</p>	S April 2014 E Sept 2016	

Priority	Priority	Commentary	Start/End Date	RAG
Performance management		<p>Electronic forms for the current PR system are now fully operational. Guidelines for use have been sent to all managers. The new forms have been simplified to address feedback received this should make them quicker and easier to use for all parties. A workshop has been run for new managers which was open to existing managers. This was attended by 16 members of staff.</p> <p>Initial discussions have commenced on reviewing PR for the future with the anticipated implementation date being September 2016.</p>	S Sept 2014 E Sept 2016	
Electronic Staff Handbook		To enable consistent application of terms & conditions across all schools, support staff and campuses guidance notes are currently being developed in conjunction with the Directors of Curriculum	S Sept 2015 E June 2016	

KEY - Priorities	
	High Priority
	Medium Term Priority
	Longer Term Priority

KEY - RAG	
	On track
	Possible risk of not achieving deadline
	High risk of not achieving deadline

## **National Bargaining and Industrial Action**

An oral update on these matters will be provided at the meeting.



## **Voluntary Severance Scheme (paper to follow)**



## **Key HR Performance Indicators**

### **1. Introduction**

1.1. The purpose of this report is to provide the Committee with Key Performance Indicators (KPIs) for the period 01 October 2015 to 31 December 2015 (Quarter 4) as well as an Annual Overview of 2015 relating to the Human Resources (HR) function.

### **2. Quarterly Statistics**

2.1 Attached as Appendix 1 is a detailed report for the period 01 October 2015 to 31 December 2015.

2.2 It is worth highlighting the following:

- Turnover for the quarter was 0.61% with a headcount reduction in December to 601 and an increase in FTE from 538 to 539 which could be explained by an increase in contractual hours for some part-time staff.
- There were 17 vacancies during the period.
- The absence rate for the period was 2.92% with the average number of days absence per employee being 1.93.
- 42% of days lost due to sickness absence was due to long term absence, the main reasons being benign and malignant tumours, chest and respiratory problems and heart conditions.
- The main reasons for short term absence are cold, cough, flu and influenza, gastro intestinal and dental problems.

### **3. Annual Statistics**

3.1 Attached as Appendix 2 is an annual review for 2015.

3.2 It is worth highlighting the following:

- The headcount during the year has been stable with only minor fluctuations.
- There were 70 vacancies, the majority of which were on the Aberdeen Campus. (It should be noted that this is not an annual figure but is from April 2015 onwards as prior to this recruitment was tracked differently.)
- 33 were internal appointments, 29 external and four via Protocol.
- Turnover was 10.30% which is lower than the public sector benchmark of 14.1%.
- The overall absence rate for the period was 2.34%.
- This equates to 6.1 days absence per employee, the average level of Public Sector absence according to the CIPD Absence Management Survey was 8.7 days.
- 46% of all days lost were due to long term absence, the main reasons being benign and malignant tumours, anxiety/stress and other psychiatric disorders and heart conditions.
- The main reasons for short term absence were gastrointestinal, cough colds, etc and headache, migraine.
- When looking at the overall reasons for working days lost in 2015 (i.e. including short and long term absence) chest and respiratory problems were the highest cause of absences, followed by anxiety/stress and gastrointestinal.

### **4. Actions to Address Issues Highlighted**

4.1 HR is working in conjunction with Occupational Health to develop a Health Strategy to target the issues highlighted within this report. The programme will include campaigns to encourage more staff to get the flu shot and better hand washing, stress awareness workshops and potential joint working with the Students' Association to provide students with similar information.

**5. Absence Statistics**

- 5.1 It should be noted that our absence statistics are gathered from a combination of the HR System (TeamSpirit) and an absence reporting system on AbNet. Therefore this limits the way we can report on absence.

**6. Recommendation**

- 6.1 It is recommended that the Committee note the contents of this report.

**Rob Wallen**  
Principal

**Elaine Hart**  
Vice Principal Human Resources



## **HR Overview: Q4: October – December 2015**

### **Headcount**

The table below shows the relatively stable staff headcount (and FTE) on a month-by-month basis, for the period October – December 2015.

	<b>October 2015</b>	<b>November 2015</b>	<b>December 2015</b>
<b>Lecturers</b>	310 (FTE 278)	311 (FTE 278)	311 (FTE 278)
<b>Support</b>	289 (FTE 259)	291 (FTE 260)	290 (FTE 261)
<b>Total</b>	<b>599 (FTE 537)</b>	<b>602 (FTE 538)</b>	<b>601 (FTE 539)</b>

*Note: "Lecturers" includes un-promoted and promoted lecturers (i.e. CQMs and FMs) who are on lecturing terms and conditions; "Support" includes all staff on support staff terms and conditions (inc. Instructors)*

It should be noted that the overall headcount fell to 601 in December (compared with the November headcount of 602) although the FTE rose to 539 (compared with 538 in November). This increase in FTE – despite a fall in headcount - could be explained by part-time staff having an increase in the number of hours they work.

### **Leavers**

The table below shows the number of leavers on a month-by-month basis as well as the total number of leavers for the quarter.

	<b>October 2015</b>	<b>November 2015</b>	<b>December 2015</b>	<b>Total for the quarter Oct-Dec</b>
<b>Lecturers</b>	1	1	3	5
<b>Support</b>	2	2	2	6
<b>Total</b>	<b>3</b>	<b>3</b>	<b>5</b>	<b>11</b>

*Note: "Lecturers" includes un-promoted and promoted lecturers (i.e. CQMs and FMs) who are on lecturing terms and conditions; "Support" includes all staff on support staff terms and conditions (inc. Instructors)*

### **Turnover**

As illustrated below, staff turnover is relatively low, although it was slightly higher in December than in either October or November.

	<b>October 2015</b>	<b>November 2015</b>	<b>December 2015</b>	<b>Total for the quarter Oct-Dec</b>
<b>Total staff turnover</b>	0.50%	0.50%	0.83%	0.61%

*Note: % figures are rounded*

*Note: Total monthly (quarterly) staff turnover is calculated by taking the total number of leavers in the month (quarter) x 100 divided by total staff headcount in that month (quarter)*

The figures in the following table show that there is a slightly higher turnover of lecturing staff in December compared with October and November and that support staff turnover is stable. Overall, for the quarter, support staff turnover is slightly higher than that of lecturing staff.

	<b>October 2015</b>	<b>November 2015</b>	<b>December 2015</b>	<b>Total for the quarter</b>
<b>Lecturers</b>	0.32%	0.32%	0.96%	0.54%
<b>Support</b>	0.69%	0.68%	0.69%	0.69%

*Note: % figures are rounded*

*Note: "Lecturers" includes un-promoted and promoted lecturers (i.e. CQMs and FMs) who are on lecturing terms and conditions; "Support" includes all staff on support staff terms and conditions (inc. Instructors)*

*Note: Monthly lecturing (support) turnover is expressed as % of monthly lecturing (support) headcount*

*Note: Quarterly lecturing (support) turnover is expressed as % of total lecturing (support) headcount in the quarter*

## **Vacancies**

There were a total of 17 vacancies in the period October – December 2015, with the majority of these being in the Aberdeen City Campus.

### **Vacancies by Campus**

<b>Type of post</b>	<b>Aberdeen</b>	<b>Fraserburgh</b>	<b>Altens</b>	<b>Other</b>
<b>Teaching (Lecturer/Instructor/CQM)</b>	3	3	1	0
<b>Management (Inc. Head of School)</b>	1	1	0	0
<b>Support</b>	6	1	0	1
<b>Posts Withdrawn/On Hold</b>	0	0	0	0
<b>Total</b>	10	5	1	1

## **Appointments**

Of the 17 vacancies in this period: 13 appointments were made; 4 posts are still open.

<b>Type of post</b>	<b>Number of posts filled</b>	<b>Number of posts still open</b>
<b>Teaching (Lecturer/Instructor/CQM)</b>	5	2
<b>Management*</b>	2	
<b>Support</b>	6	2
<b>Total</b>	13	4

*\*Includes any post with "manager" in the job title*

## **Advertising of Vacancies**

In November 2015, the College moved to a new online recruitment system *My Job Scotland*, which replaced the old paper-based recruitment process. *My Job Scotland* allows HR to manage the whole recruitment process online – from candidates applying for a role to offering a role to the successful individual. This created a much easier and more user-friendly process for applicants and managers, along with a more positive recruitment experience for candidates.

In total, since its launch, the College has advertised 8 posts on *My Job Scotland* and the feedback so far from managers has been positive:

“so much easier than before”

“easy to use and navigate”

“relatively intuitive.....I like being able to select the interview slots”

Of the 17 vacancies advertised in the period October-December 2015, all posts were advertised internally in line with our recruitment practices, 11 were also advertised externally: 8 on *My Job Scotland* and 3 on external websites ([Jobs.ac.uk](http://Jobs.ac.uk)) which were used before the introduction of *My Job Scotland*.

Once *My Job Scotland* has been in use over a longer period of time, for more vacancies than at present, the College will be able to use its reporting facilities to provide more detailed and meaningful recruitment analysis. This analysis will also be able to feed into the College's Equal Opportunities' reporting that is required under the Public Sector Equality Duty.

## Absence

### Quarterly Overview: October –December 2015

The table below details the number of working days lost to sickness absence in the period October-December 2015

Campus	October 2015	November 2015	December 2015	Quarter Oct-Dec 2015
Aberdeen City	125	205	189	519
Fraserburgh	96	131	160	387
Altens	37	47	48	132
Total number of days of absence	258	383	397	1038
Days lost as % of days available to work	2.18%	3.39%	3.20%	2.92%

Note: % of days available to work are calculated as follows:

October:  $258 \text{ (total days lost to absence)} / 11814 \text{ (FTE in Oct} = 537 \times 22 \text{ working days in Oct)} \times 100$

November:  $383 \text{ (total days lost to absence)} / 11298 \text{ (FTE in Nov} = 538 \times 21 \text{ working days in Nov)} \times 100$

December:  $397 \text{ (total days lost to absence)} / 12397 \text{ (FTE in Dec} = 539 \times 23 \text{ working days in Dec)} \times 100$

Quarter:  $1038 \text{ (total days lost to absence in quarter)} / 35508 \text{ (average FTE in quarter} = 538 \times 66 \text{ total working days in quarter)} \times 100$

The average number of days of absence per employee during this three month period was 1.93 days.

(Calculated as the total number of working days lost in the quarter = 1038 / 538 i.e. the average number of FTE employees in quarter.)

The sickness absence figures for November and December are slightly higher than in October. This would not be unexpected, as these months traditionally tend to be the start of the winter cough/cold/flu "season".

This appears to be consistent with "cough/cold/flu" accounting for greatest number of episodes absences in this period.

### Absence by Reason

Given the limitations of the sickness absence reporting available via AbNet, absence by reason is broken out as follows:

- Episodes of absence
- Overall number of days lost to absence
- Long-term absence.

42% of all days lost due to sickness absence (i.e. 438 days lost out of a total of 1038 days) was due to long-term absence, defined as an absence of 28 days or more.

The main reasons for long-term absence are given as:

<b>Reason for (long-term) absence</b>	<b>Number of working days lost</b>
Benign & malignant tumours	130
Chest & respiratory problems	118
Heart, cardiac & circulatory	50

In terms of number of **episodes** of absence, in the period October – December, the main reasons are as follows:

<b>Reason</b>	<b>Number of absences*</b>
Cold, cough, flu and influenza	45
Gastrointestinal	39
Dental/oral problems	21

*\*Number of absences is defined as the number of instances of absence for this particular reason*

A slightly different picture emerges when the *overall* number of days lost due to sickness, for all absences, is looked at for the period October-December:

<b>Reason for absence</b>	<b>Number of working days lost</b>
Chest & respiratory problems	159
Benign & malignant tumours	147
Anxiety/stress & other psychiatric	122

The reason for this different picture is, generally, because staff are off for longer periods of time – accounting for more working days lost - for the above illnesses, whereas there are a greater number of instances of absence – but often for just short periods of time - for coughs, colds and stomach bugs.

## **HR Annual Overview: 2015**

### **Headcount**

The overall headcount for the College during 2015 was 660 (this figure includes any member of staff who was employed by the College at some point during 2015) and the overall FTE was 587 (this figure is the combined FTE of all staff who were employed by the College at some point during 2015).

The table below shows that staff headcount - on a month-by month basis - for both lecturing and support staff - has been fairly stable throughout 2015, with minor fluctuations which could be accounted for by changes in the number of part-time staff who were either recruited or left.

<b>Month</b>	<b>Lecturer</b>	<b>Support</b>	<b>Total</b>
<b>January</b>	298	301	<b>599</b>
<b>February</b>	299	297	<b>596</b>
<b>March</b>	300	299	<b>599</b>
<b>April</b>	299	303	<b>602</b>
<b>May</b>	300	304	<b>604</b>
<b>June</b>	297	306	<b>603</b>
<b>July</b>	292	297	<b>589</b>
<b>August</b>	301	298	<b>599</b>
<b>September</b>	300	295	<b>595</b>
<b>October</b>	310	289	<b>599</b>
<b>November</b>	311	291	<b>602</b>
<b>December</b>	311	290	<b>601</b>

*Note: Lecturer includes CQMs and FMs; Support includes all staff on support contracts (inc Instructors)*

### **Leavers**

The table below shows that of the total of 68 leavers during 2015, with the greatest number of staff leaving during the month of August.

<b>Month</b>	<b>Lecturer</b>	<b>Support</b>	<b>Total</b>
<b>January</b>	2	5	<b>7</b>
<b>February</b>	2	1	<b>3</b>
<b>March</b>	0	1	<b>1</b>
<b>April</b>	2	4	<b>6</b>
<b>May</b>	4	4	<b>8</b>
<b>June</b>	3	4	<b>7</b>
<b>July</b>	4	4	<b>8</b>
<b>August</b>	5	7	<b>12</b>
<b>September</b>	3	2	<b>5</b>
<b>October</b>	1	2	<b>3</b>
<b>November</b>	1	2	<b>3</b>
<b>December</b>	3	2	<b>5</b>
<b>Total in 2015</b>	<b>30</b>	<b>38</b>	<b>68</b>

*Note: Lecturer includes CQMs and FMs; Support includes all staff on support contracts (inc Instructors)*

### **Turnover**

The overall staff turnover rate for 2015 was 0.95%

*(total of 68 leavers in 2015 x 100 divided by 7188 i.e. addition of total monthly staff headcount for 2015)*

As can be seen from the table below, turnover in 2015 was stable and low on a month-by-month basis:

<b>Month</b>	<b>Lecturer</b>	<b>Support</b>	<b>Total</b>
<b>January</b>	0.67%	1.67%	<b>1.17%</b>
<b>February</b>	0.67%	0.34%	<b>0.50%</b>
<b>March</b>	0%	0.33%	<b>0.17%</b>
<b>April</b>	0.66%	1.32%	<b>0.99%</b>
<b>May</b>	1.33%	1.31%	<b>1.32%</b>
<b>June</b>	1.01%	1.3%	<b>1.16%</b>
<b>July</b>	1.37%	1.35%	<b>1.35%</b>
<b>August</b>	1.66%	2.35%	<b>2.00%</b>
<b>September</b>	1%	0.68%	<b>0.84%</b>
<b>October</b>	0.32%	0.69%	<b>0.50%</b>
<b>November</b>	0.32%	0.68%	<b>0.50%</b>
<b>December</b>	0.96%	0.68%	<b>0.61%</b>
<b>Total for 2015</b>			<b>10.30%</b>

*Note: Lecturer includes CQMs and FMs; Support includes all staff on support contracts (inc Instructors)*

*Note: % figures are rounded*

*Note: Monthly lecturing (support) turnover is expressed as % of monthly lecturing (support) headcount i.e. number of lecturing (support) leavers in the period x 100 divided by the lecturing (support) headcount in the period; Total turnover is expressed as total number of leavers in the period x100 divided by total headcount in the period*

To give some perspective to the College figures, according to XpertHR's Labour Turnover Rates Survey (published in November 2015), the total labour turnover rate (for those organisations surveyed) in 2014 was an average of 20.7% (14.1% in the public sector) and a median of 18.5% (13.4% in the public sector).

### **Vacancies**

The College has had 70 vacancies, the majority of which were in the Aberdeen campus, in the period April – December 2015 (prior to April, recruitment statistics were tracked in a different manner and, consequently, are not included in this report)

<b>Vacancy</b>	<b>Aberdeen</b>	<b>Fraserburgh</b>	<b>Altens</b>	<b>Other</b>	<b>Total</b>
Teaching	25	5	3	1	34
Support	22	3	0	1	26

Manager	5	3	1	0	9
Post withdrawn/on hold	0	0	1	0	1
<b>Total</b>	<b>52</b>	<b>11</b>	<b>5</b>	<b>2</b>	<b>70</b>

### Appointments

Of the 70 vacancies in the period April-December, 66 appointments were made (4 positions are still open), of which 33 were internal, 29 were external appointments and 4 were via Protocol.

<b>Vacancy</b>	<b>Number of appointments</b>
Teaching	35
Support	25
Manager	6
Post still open	4
<b>Total</b>	<b>70</b>

### Absence 2015

#### Annual Overview 2015

The table below details the number of days lost to sickness absence during 2015:

<b>Campus</b>	<b>Number of days lost in 2015</b>
Aberdeen	1789
Fraserburgh	1208
Altens	590
Total number of days of absence	3587
Days lost as % of days available to work	2.34%

*Note: % figures are rounded*

*Note: % of days available to work are calculated as follows:*

*3587 (total days lost to absence) / 153207 (overall FTE in 2015 = 587 x 261 working days in 2015) x 100*

*Note: overall FTE is the combined FTE of all staff who were employed by the College at some point during 2015*

In order to give some perspective to the levels of College sickness absence, it is useful to look at the average number of days' absence per employee in a year:

For the College in 2015, this was 6.1 days per employee

*(calculated as follows: total number of working days lost in the 12-month period = 3587 / 587 (overall FTE in 2015))*

This compares with an average of 6.9 days per employee in 2015, according to the CIPD Absence Management Survey: 2015 (p4).

The average level of *public sector* absence was 8.7 days in 2015, according to CIPD 2015 Absence Management Survey: Public Sector Summary (p2).



In 2015, the College, therefore, had lower sickness absence per employee than the UK average (according to the CIPD) and considerably lower absence than the public sector average (according to the CIPD).

Given the limitations of the sickness absence reporting available via AbNet, absence by reason is broken out in the following way:

- Episodes of absence
- Overall number of days lost to absence
- Long-term absence.

In 2015, 46% of all days lost due to sickness absence (i.e. days 1653 lost out of a total of 3587 days) were due to long-term absence, defined as an absence of 28 days or more.

The main reasons given for long-term absence are:

<b>Reason (long-term absence)</b>	<b>Number of working days lost</b>
Benign & malignant tumours	472
Anxiety/stress & other psychiatric	237
Heart, cardiac & circulatory	50

According to the CIPD's Absence Management Survey: 2015 (p19), the major causes of long-term absence are: acute medical conditions e.g. stroke, heart attack and cancer), stress and mental health problems. These are also major causes of long-term absence for the College.

In terms of the number of episodes of absences, in the College during 2015, the main reasons are as follows:

<b>Reason</b>	<b>Number of absences</b>
Gastrointestinal	176
Cold, cough, flu and influenza	174
Gastrointestinal	
Headache/migraine	55

*\*Number of absences is defined as the number of instances of absence for this particular reason*

According to the CIPD's Absence Management Survey: 2015 (p15), the major cause of short-term absence is "minor illness (for example colds/flu, stomach upsets, headaches and migraines)".

As far as number of absences is concerned, these also appear to be the main reasons for absence at the College.

As regards the overall number of working days lost in 2015, for all absences, the main reasons are as follows:

<b>Reason</b>	<b>Number of working days lost</b>
Chest & respiratory problems	489
Anxiety/stress & other psychiatric	463
Gastrointestinal	384

This gives a different picture of the main reasons for absence, as this takes into consideration the length of time a member of staff was absent as opposed to an "episode" of absence.

## Staff Equality Profile

### 1. Introduction

- 1.1. The purpose of this report is to provide the Committee with information as to the equalities profile of the staff of the College by protected characteristic.

### 2. Background

- 2.1 Under the Public Sector Equality Duty, the College is required to gather – and use – information each year on the composition of its employees with regards to their protected characteristics.

### 3. The Data for North East Scotland College

- 3.1 Attached as Appendix 1 is a staff equality profile report for 2015 prepared by the Head of Human Resources.
- 3.2 This report presents an equality profile of College staff as at the end of December 2015 and is compared with data previously reported in our Equality Outcomes Report in April 2015.
- 3.3 It is worth noting that there has been an increase in the disclosure by staff of their protected characteristics since April 2015. This is because HR has updated the information held about staff in its HR/Payroll system, following a data cleanse exercise.
- 3.4 In terms of the data, both the April and December figures show that the College employs more women than men. There has been a small rise in headcount from 592 staff in April to 601 staff in December, which is largely due to an increase in the number of part-time staff. Although the majority of part-time staff are female, there has been a small increase in the number of male part-time staff.
- 3.5 The age profile of the College has remained fairly constant, with the majority of staff being in the 45-49 age group. There is also a broadly similar age profile between male and female staff, although there are more female than male staff in the 30-44 age range.
- 3.6 The ethnic profile for the College, based on those staff who did disclose this protected characteristic, is largely in line with wider Scottish statistics in that the largest ethnic category is "White: Scottish".
- 3.7 The College has relatively few staff who have disclosed themselves as being disabled, with the majority being in the "not disabled" category.
- 3.8 Of the staff who did disclose their religion/belief, the greatest numbers are in the "Christian" and "No religion/belief" categories, which is in line with wider Scottish statistics. In spite of the College employing more women than men, there were more men who did not disclose this protected characteristic than women.
- 3.9 The College marital status profile, where disclosed, is similar to the profile for Aberdeenshire, with the largest category being "Married/civil partnership".
- 3.10 The greatest level of non-disclosure was for sexual orientation (including transgender/gender reassignment). Where sexual orientation was disclosed, the largest category was "Heterosexual".
- 3.11 The information gathered in this report will be used to inform actions that will be detailed in the next Equality Outcomes Report.

#### **4. Next Steps**

- 4.1 The next steps will be to formulate an action plan to cover actions arising from this report to include gender pay gap and occupational segregation analysis. It should be noted that the legislation will require us to report on gender, race and disability pay gaps by April 2017.

#### **5. Recommendation**

- 5.1 It is recommended that the Committee note the contents of this report.

**Rob Wallen**  
Principal

**Elaine Hart**  
Vice Principal Human Resources

## **North East Scotland College Staff Profile**

The information in this report gives a profile of our staff by protected characteristic as at end December 2015, and is compared with information previously detailed in our Equality Outcomes Report in April 2015.

Going forward, these staff profile data will be produced and compared on an annual basis as at end December each year.

### **Gender profile**

As at December 2015, the gender profile for the College is as follows:

	<b>Male – number</b>	<b>Male – % of overall Headcount</b>	<b>Female number</b>	<b>Female – % of overall Headcount</b>	<b>Overall Headcount</b>	<b>Overall Staff %</b>
Full-time	232	38.6%	210	34.9%	442	73.5%
Part-time	27	4.5%	132	22.0%	159	26.5%
<b>Total</b>	<b>259</b>	<b>43.1%</b>	<b>342</b>	<b>56.9%</b>	<b>601</b>	<b>100%</b>

*Note: % figures are rounded to one decimal place*

This compares with the gender profile in April 2015:

	<b>Male - number</b>	<b>Male – % of overall headcount</b>	<b>Female - number</b>	<b>Female – % of overall headcount</b>	<b>Overall headcount</b>	<b>Overall staff %</b>
Full-time	238	40.2%	203	34.3%	441	74.5%
Part-time	20	3.4%	131	22.1%	151	25.5%
<b>Total</b>	<b>258</b>	<b>43.6%</b>	<b>334</b>	<b>56.4%</b>	<b>592</b>	<b>100%</b>

*Note: % figures are rounded to one decimal place*

As the overall number of staff in the College has risen from a headcount of 592 staff in April 2015 to 601 in December 2015, it is generally more meaningful to compare the percentage figures as opposed to the actual numbers.

The rise in headcount could largely be explained by an increase in the number of part-time staff from 25.5% in April to 26.5% in December.

The College employs more women (56.9% of overall headcount in December 2015; 56.4% in April) than men (43.1% of headcount in December 2015; 43.6% in April).

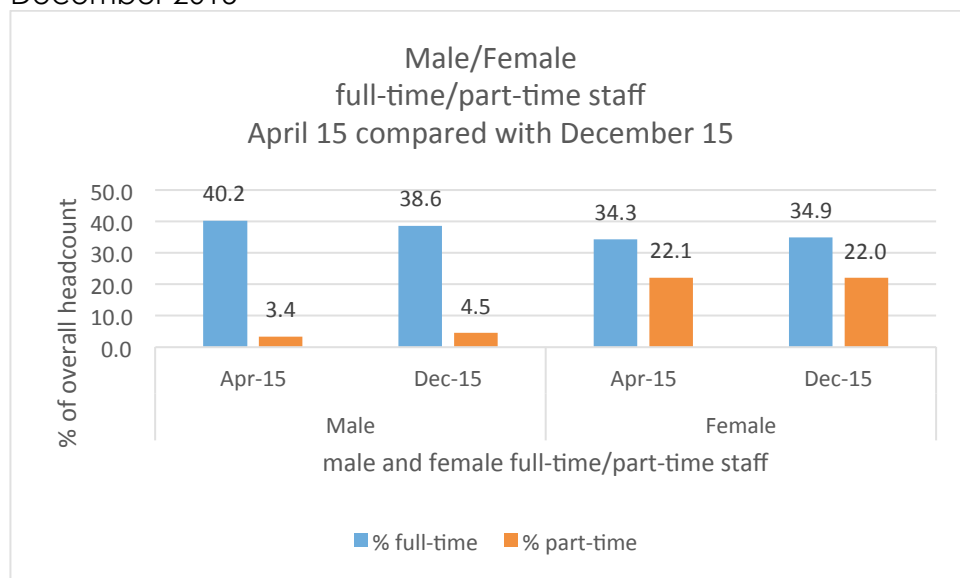
The gender profile for Scotland and Aberdeen/shire, according to the 2011 Census, shows that there are more women than men in the population as a whole:

<b>Gender</b>	<b>Scotland % of population</b>	<b>Aberdeen % of population</b>	<b>Aberdeenshire % of population</b>
---------------	---------------------------------	---------------------------------	--------------------------------------

Male	48.5	49.4	49.5
Female	51.5	50.6	50.5

Sources: Population Report Census 2011 Aberdeenshire, available online at <https://www.aberdeenshire.gov.uk/media/11914/populationreportcensus2011.pdf>  
 2011 Census Release 2 Aberdeen City available online at:  
<http://www.aberdeencity.gov.uk/nmsruntime/saveasdialog.asp?IID=55102&sID=53>

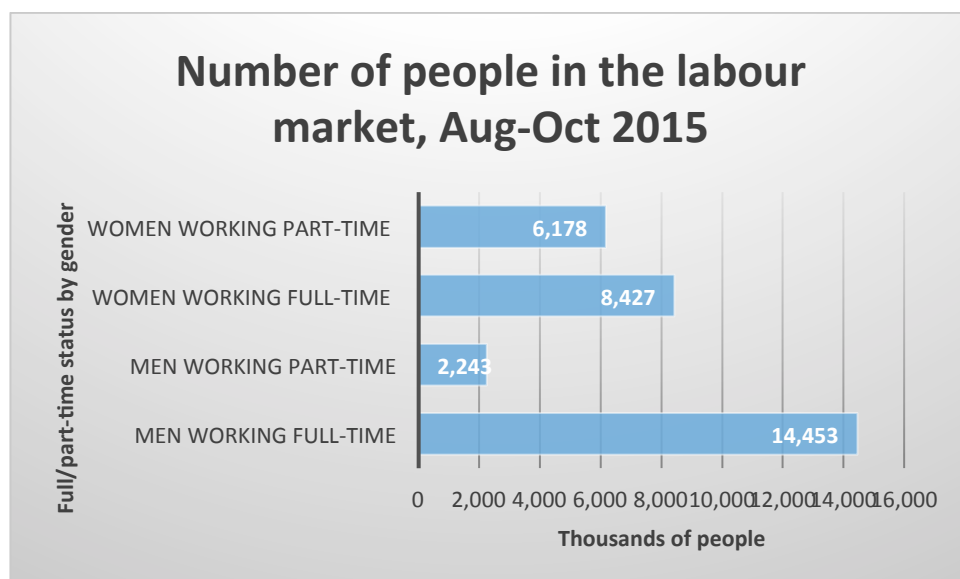
Male/female staff as a percentage of overall headcount, April 2015 compared with December 2015



As can be seen from the above chart, the overall picture is broadly the same in April and December 2015, with there being considerably more full-time male staff than part-time male staff and there being less of a disparity between part-time and full-time female staff.

This pattern is also seen in recent statistics from the Office for National Statistics.

Number of people in the UK labour market, August to October 2015, seasonally adjusted (thousands of people):



Source: UK Labour Market, December 2015, Office for National Statistics, available online at:  
[http://www.ons.gov.uk/ons/dcp171778\\_424920.pdf](http://www.ons.gov.uk/ons/dcp171778_424920.pdf)

Given this overall pattern, it is worth noting that there has been an increase, albeit small, in the number of part-time male staff in the College.

There has been a rise from 3.4% of headcount in April 2015 to 4.5% of headcount in December 2015 (in actual numbers this is a rise from 20 to 27 male part-time staff). Although this increase is not significant due to the small numbers involved, it is nonetheless interesting to note, given how few part-time male staff were employed in the College in April, that the number of staff in this very small category has risen over a short period of time.

Another way of looking at these figures, is to determine the number of male part-time staff as a percentage of male staff employed in the College (as opposed to the overall headcount, which includes female staff):

In December 2015, 89.6% of the male staff employed in the College were working on a full time basis (i.e. of the 259 male staff, 232 were full-time), with 10.4% (27) being part-time. This compares with 92.2% being full-time (i.e. of 258 male staff, 238 were full-time) and 7.8% (20) being part-time in April 2015.

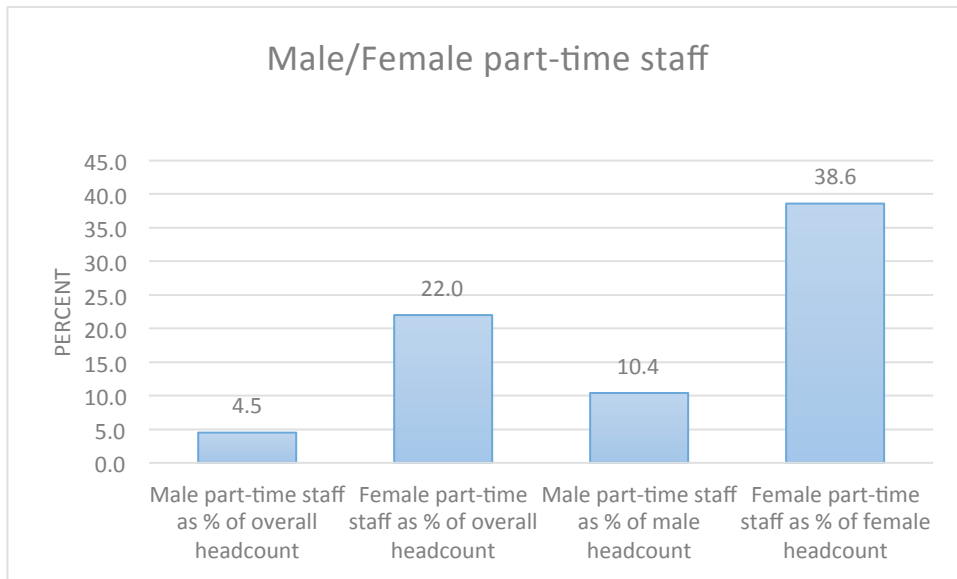
There is less of a discrepancy between the number of full-time and part-time female staff.

22.0% of the College's overall headcount was accounted for by part-time female employees in December 2015 (22.1% in April), compared with 34.9% being full-time in December (34.3% in April).

Again, it is useful to look at the number of female part-time staff as a percentage of the female staff employed in the College (as opposed to the overall headcount): of the 342 female employees in the College in December 2015, 61.4% (i.e. 210) worked on a full-time basis, with 38.6% working part-time. In April, of the 334 female staff 60.8% (203) were full-time and 39.2% (131) were part-time.

The table below illustrates the low number of male part-time staff (in percentage terms), compared with female part-time staff in the College as at December 2015.

Male and female part-time staff profile, December 2015



*Note: Percentage figures are rounded to one decimal place*

According to figures cited in the Equality and Human Rights Commission website in January 2013:

The vast majority of men in employment work full-time (86-87 per cent) compared to just over half of all women in employment (56-57 per cent). Significantly more women in employment work part-time (43%) compared to men (13%). Therefore, although more women work full-time than they do part-time, unlike men, the difference between those working full and part-time is not as stark.

Source: <http://www.equalityhumanrights.com/about-us/devolved-authorities/commission-scotland/legal-work-scotland/articles/women-men-and-part-time-work>

According to Close the Gap, 13% of men employed *in Scotland* work part-time and 43% of women employed *in Scotland* work part-time.

Source: <http://www.closesthegap.org.uk/content/gap-statistics/>

The College's part-time gender profile does, therefore, broadly mirror national trends.

Given that so few male staff work part-time, any upward trend in the College is, therefore, to be encouraged in terms of the College having a more balanced workforce.



## Age profile

As at December 2015, the age profile of staff is as follows:

Age	Total Number	Total % of overall headcount	Male Total	Male Part Time	Male Full Time	Female Total	Female Part Time	Female Full Time
<b>16-29</b>	59	9.8%	<b>18</b>	2	16	<b>41</b>	9	32
<b>30-44</b>	193	32.1%	<b>72</b>	5	67	<b>121</b>	51	70
<b>45-59</b>	296	49.3%	<b>138</b>	11	127	<b>158</b>	63	95
<b>60-74</b>	53	8.8%	<b>31</b>	9	22	<b>22</b>	9	13
<b>75+</b>	0	0%	<b>0</b>	0	0	<b>0</b>	0	0
<b>Total</b>	601	100%	<b>259</b>	27	232	<b>342</b>	132	210

*\*Note: % figures are rounded to one decimal place*

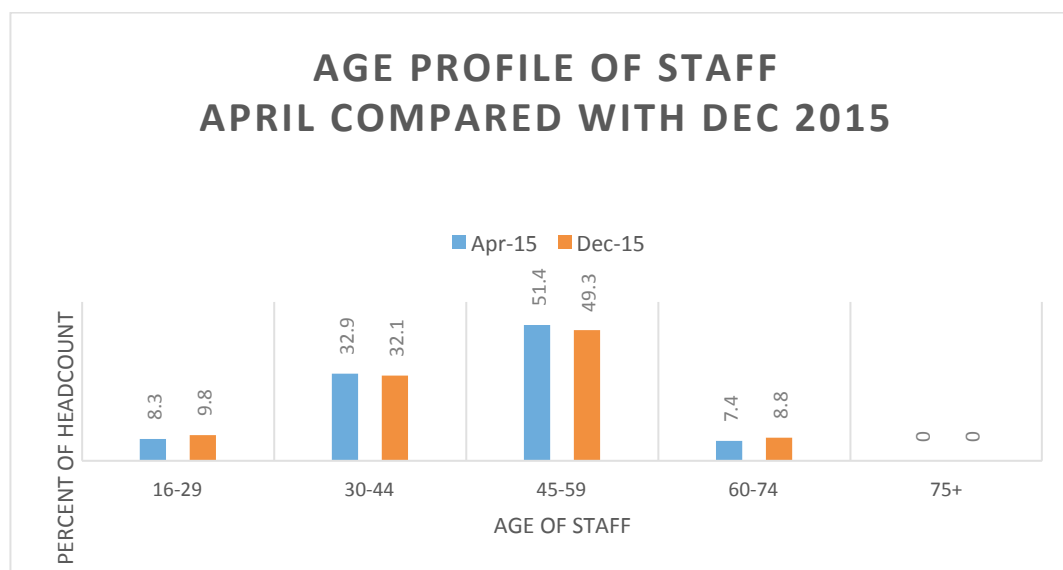
Age	Total number	Total % of overall headcount	Male Total number	Male Part-time	Male Full-time	Female Total	Female Part-time	Female Full-time
<b>16-29</b>	<b>49</b>	<b>8.3%</b>	<b>16</b>	-	16	<b>33</b>	5	28
<b>30-44</b>	<b>195</b>	<b>32.9%</b>	<b>76</b>	5	71	<b>119</b>	54	65
<b>45-59</b>	<b>304</b>	<b>51.4%</b>	<b>143</b>	9	134	<b>161</b>	64	97
<b>60-74</b>	<b>44</b>	<b>7.4%</b>	<b>23</b>	6	17	<b>21</b>	8	13
<b>75+</b>	<b>0</b>	<b>0</b>	<b>0</b>	0	0	<b>0</b>	0	0
<b>Total</b>	<b>592</b>	<b>100%</b>	<b>258</b>	20	238	<b>334</b>	131	203

This compares with the age profile in April 2015:

*\*Note: Percentage figures are rounded to one decimal place*

As can be seen from the table below, the overall age profile of staff at the College remains relatively stable.

Age profile of staff as % of headcount, April 2015 compared with December 2015

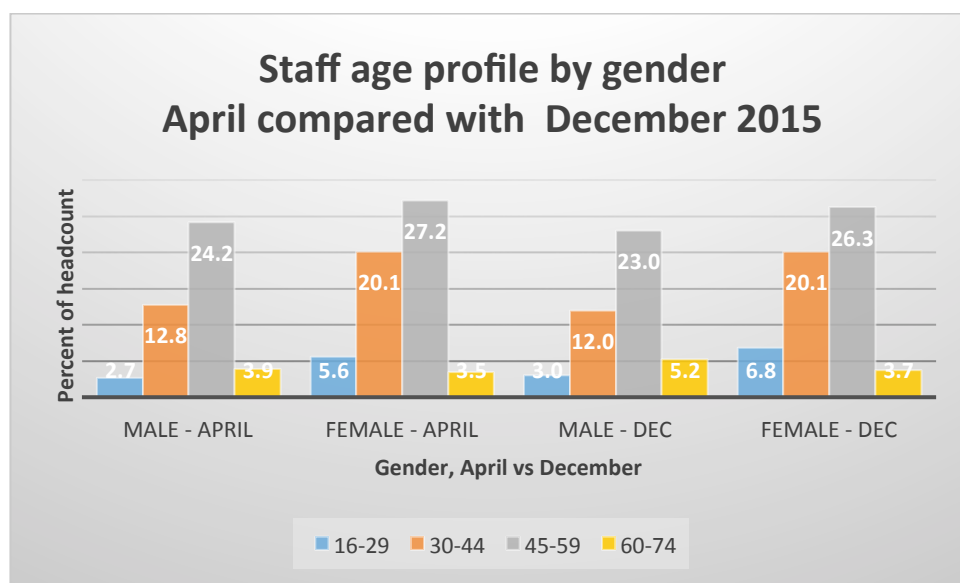


*Note: Percentage figures are rounded to one decimal place*

There is a small increase in the number of staff in the 16-29 age group and in the 60-74 age group, with a small decrease in the 30-59 age groupings, but overall the picture remains fairly constant.

The picture is also relatively stable by gender. There is a broadly similar picture for April and December and there is a broadly similar age profile between male and female staff, although there are more female staff in the 30-44 age range. In December 2015, 20.1% (i.e. 121 out of a headcount of 601) in this age category were women, whereas 12.0% (72 out of a headcount of 601) were men.

Staff age groups, by gender, April 2015 compared with December 2015:



*Note: percentage figures are rounded to one decimal place and may not add up to 100%*

According to the 2011 Census, the age distribution (%) in Scotland and Aberdeen/shire is as follows:

Age	Scotland (% of population)	Aberdeenshire (% of population)	Aberdeen (% of population)
0-4 years	5.5	6.0	5.2
5-15 years	11.8	12.7	9.2
16-29 years	18.5	15.2	25.6
30-44 years	20.0	20.6	20.9
45-59 years	21.1	22.5	19.1
60-74 years	15.5	15.9	12.9
75 years and over	7.7	7.2	7.1

Sources: Aberdeenshire Population Report Census 2011, available online at:  
<https://www.aberdeenshire.gov.uk/media/11914/populationreportcensus2011.pdf>

2011 Census Release 2 Aberdeen City available online at:  
<http://www.aberdeencity.gov.uk/nmsruntime/saveasdialog.asp?IID=55102&slD=53>

As detailed in the College's April 2015 Equality Outcomes Report, the College is primarily focussed on the learning and teaching of students, so none of its staff are in the age-ranges 1-15 years. The age ranges 16-29 for the general population would also include people who are still at school or in further/higher education and as an educational establishment, North East Scotland College would generally look to employ staff once they had completed their education. This would account for a difference between College figures and those of the general population. Consequently, most of the College's staff are in the age ranges 30-59 years. The age range 60-74 for the general population would include people who have retired. Although the default retirement age has been abolished, many people still chose to retire at some point within this age category and this could account for the difference between the College and general statistics

### Ethnicity profile

As at December 2015, the ethnicity breakdown of staff is as follows (out of a headcount of 601 staff):

<b>Ethnicity</b>	<b>Total Number</b>	<b>Total % of overall headcount</b>	<b>Male Number</b>	<b>Female Number</b>
<b>White: Scottish</b>	388	64.6%	161	227
<b>White: English</b>	56	9.3%	26	30
<b>White: Welsh</b>	2	0.3%	1	1
<b>White: Irish</b>	6	1.0%	1	5
<b>White: Other</b>	54	9.0%	21	33
<b>Mixed</b>	3	0.5%	1	2
<b>Asian: Indian</b>	3	0.5%	1	2
<b>Asian: Pakistani</b>	1	0.2%	1	0
<b>Asian: Bangladeshi</b>	0	0%	0	0
<b>Asian: Chinese</b>	2	0.3%	1	1
<b>Asian: Other</b>	1	0.2%	1	0
<b>Black: Caribbean</b>	0	0%	0	0
<b>Black: African</b>	6	1.0%	5	1
<b>Other</b>	1	0.2%	1	0
<b>Prefer not to say/Not indicated</b>	78	13.0%	38	40

*Note: % figures are rounded to one decimal place, and may not total to 100%; Due to small numbers in some categories, information has not been broken out further as this could potentially lead to staff being identified*

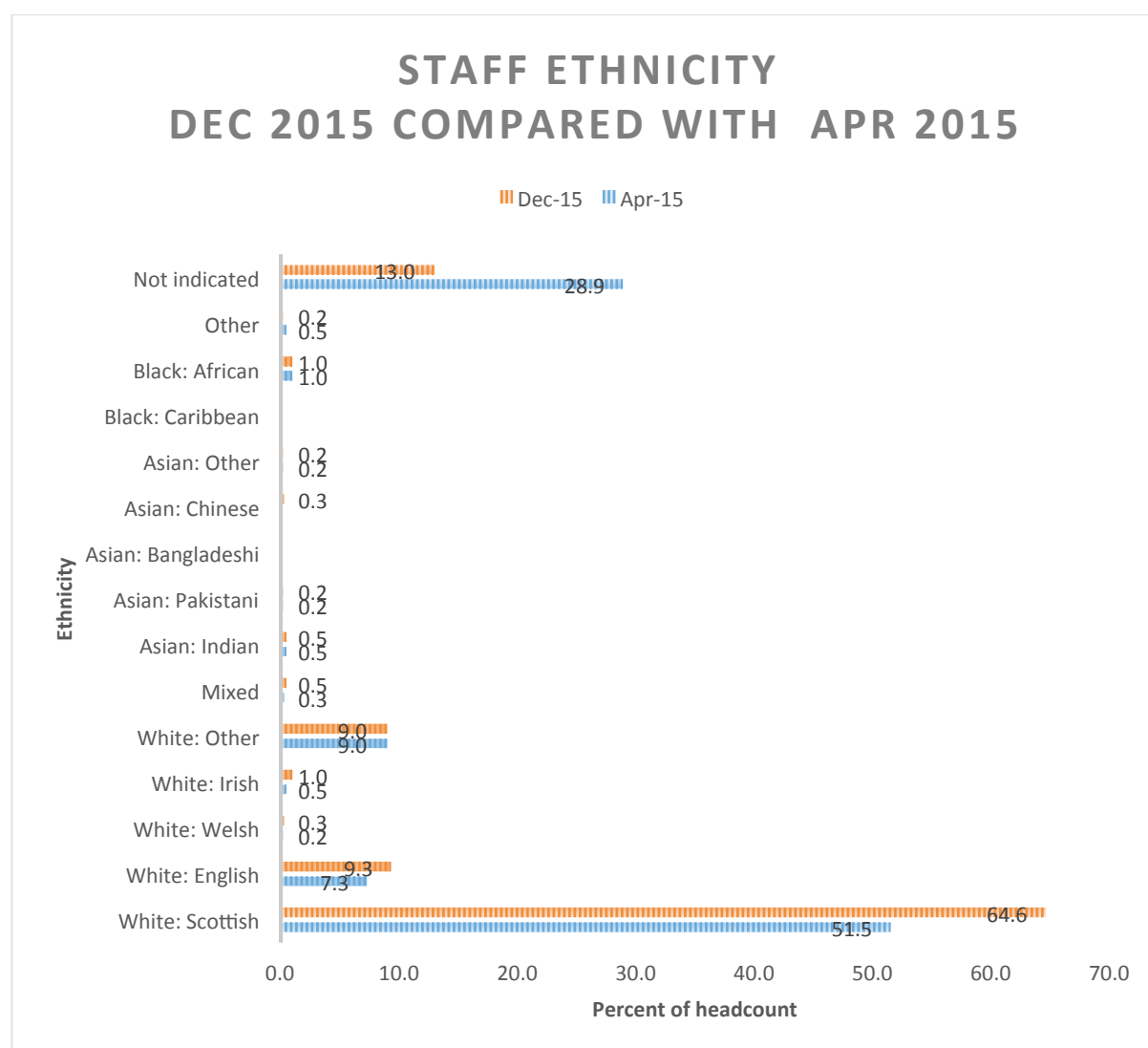
This compares with the ethnicity profile in April 2015 (out of a headcount of 592 staff):

<b>Ethnicity</b>	<b>Total - number</b>	<b>Total % of overall headcount</b>	<b>Male - number</b>	<b>Female - number</b>
White: Scottish	305	51.5%	176	129
White: English	43	7.3%	21	22
White: Welsh	1	0.2%	0	1
White: Irish	3	0.5%	1	2
White: Other	53	9.0%	23	30
Mixed	2	0.3%	0	2
Asian: Indian	3	0.5%	1	2
Asian: Pakistani	1	0.2%	1	0
Asian: Bangladeshi	0	0%	0	0
Asian: Chinese	0	0%	0	0
Asian: Other	1	0.2%	1	0
Black: Caribbean	0	0%	0	0
Black: African	6	1.0%	5	1
Other	3	0.5%	1	2
Not indicated	171	28.9%	75	96

*Note: % figures are rounded to one decimal place, and may not total to 100%; Due to small numbers in some categories, information has not been broken out further as this could potentially lead to staff being identified*

When the figures for December 2015 are compared with April 2015 figures, there at first appears to be a marked difference in the "White Scottish" and "not indicated" categories:

## Staff ethnicity as % of headcount, December 2015 compared with April 2015



*Note: figures have been rounded to one decimal place*

This apparent marked difference can, however, be explained:

Since the April figures were produced, the HR team has undertaken a data cleanse exercise. As part of this exercise, staff were asked to check the data which HR held about them in the HR system. At the same time, staff were asked to complete an equal opportunities form and this updated information was input into the HR system to enable better reporting. This accounts for the “not indicated” category for this protected characteristic subsequently reducing from 28.9% of headcount to 13.0%.

The increase in the “White: Scottish” category is also due to better reporting. The majority of staff in the College who have disclosed their ethnicity continue to be in this category.

Care must be taken when drawing conclusions from the results, due to large number of staff who “did not indicate”. However, this having been said, the ethnic profile within the College (based on those staff who did disclose this protected characteristic) appears to be in largely line with national and regional statistics as

detailed in the following table (which was originally produced for the April 2015 Equality Outcomes Report).

Ethnicity in Scotland and Aberdeen/shire, according to the 2011 Census:

<b>Ethnicity</b>	<b>Scotland (% of population)</b>	<b>Aberdeenshire (% of population)</b>	<b>Aberdeen (% of population)</b>
White – Scottish	84.0	82.2	75.3
White – Other British	7.9	12.3	7.6
White – Irish	1.0	0.5	1.0
White – Polish	1.2	1.2	3.2
White – Other	1.9	2.2	4.8
Asian, Asian Scottish or Asian British	2.7	0.8	4.3
Other	1.4	0.8	3.9

Sources: Aberdeenshire Identity Report Census, available online at:

<https://www.aberdeenshire.gov.uk/media/11870/identityreportcensus2011.pdf>

2011 Census Release 2 Aberdeen City available online at:

<http://www.aberdeencity.gov.uk/nmsruntime/saveasdialog.asp?IID=55102&slD=53>

The largest ethnic category is "White: Scottish" and the College's ethnic profile is largely reflective of that of the wider population. However, it is notable that Aberdeen has fewer people in this ethnic category than either Scotland as a whole, or Aberdeenshire.

A gender breakdown of the College's "White: Scottish" category (as at December 2015) shows this is in keeping with the College's overall gender profile as at December 2015 i.e.

41.5% of the "White: Scottish" category is male (161 out of 388 in that category), with 58.5% being female (227 out of 388). This compares with 43.1% of the College's overall headcount being male and 56.9% being female.

This same breakdown has not been done in other ethnic categories, due to the small numbers involved.

## Disability profile

As at December 2015, the disability profile for the College is as follows (out of a headcount of 601):

	Total Number	Total % of overall headcount	Male	Female
<b>Disabled</b>	28	4.7%	14	14
<b>Not disabled</b>	481	80.0%	201	280
<b>Prefer not to say/ Not indicated</b>	92	15.3%	44	48

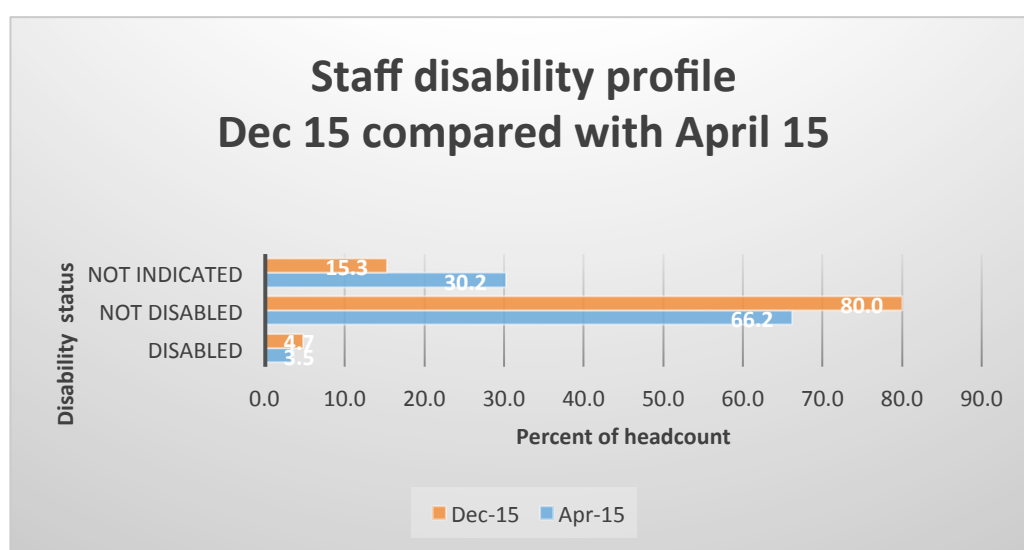
*Note: % Figures have been rounded to one decimal place and may not add up to 100%; Due to small numbers in the "disabled" category, information has not been broken out further as this could potentially lead to staff being identified*

This compares with the disability profile in April 2015 (out of a headcount of 592):

	Total – number	Total % of overall headcount	Male – number	Female - number
<b>Disabled</b>	21	3.5%	10	11
<b>Not disabled</b>	392	66.2%	170	222
<b>Not indicated</b>	179	30.2%	78	101

*Note: % Figures have been rounded to one decimal place and may not add up to 100%; Due to small numbers in the "disabled" category, information has not been broken out further as this could potentially lead to staff being identified*

Staff disability as % of headcount, December 2015, compared with April 2015



*Note: % figures have been rounded to one decimal place, so may not add up to 100%*

As can be seen from the table above, there is a marked difference in the “not indicated” and “not disabled” categories, but this can again be explained by HR having updated the information in its HR system following the data cleanse exercise, thus allowing for improved reporting.

Wider statistics from the “Analysis of Equality Results from the 2011 Census” p107/108 produced by the Scottish Government, indicate that 20% of people in Scotland reported a limiting health problem or disability (i.e. day-to-day activities being limited ‘a little’ or ‘a lot’ by health problems), compared with 18% for the UK as a whole. From this, it is inferred that 80% of the Scottish population does not have a limiting health problem or disability.

The College's statistics relate to whether staff consider themselves to be disabled and not whether they consider themselves to have a limiting health problem, so it is difficult to make exact comparisons. Care must also be taken when drawing conclusions from the results due the large number of staff who are still in the “not indicated category”. However, broadly speaking, it would appear from the staff who did declare this protected characteristic that the College is line with wider Scottish statistics in that the majority of its staff is in the “not disabled” category.

It should be noted that the College has relatively few staff who have declared themselves disabled. However, the College works closely with occupational health to provide support for any member of staff who has or who develops a health condition/disability which may impact on their ability to do their job.

A gender analysis of those staff in the “prefer not to say/did not indicate” category in December shows that 47.8% were men ( 44 out of 92 in that category) and 52.2% were women (48 out of 92). This compares with 43.1% of the College’s overall headcount being male and 56.9% being female.

### Religion or Belief profile

As at December 2015, the religion/belief profile for the College is as follows (out of a headcount of 601):

Religion	Total Number	Total % of overall headcount	Male	Female
Christian	220	36.6%	83	137
Buddhist	2	0.3%	2	0
Hindu	2	0.3%	1	1
Jewish	2	0.3%	1	1
Muslim	3	0.5%	3	0
Other	2	0.3%	2	0
No Religion/Belief	182	30.3%	72	110
Prefer not to say/ Not indicated	188	31.3%	95	93



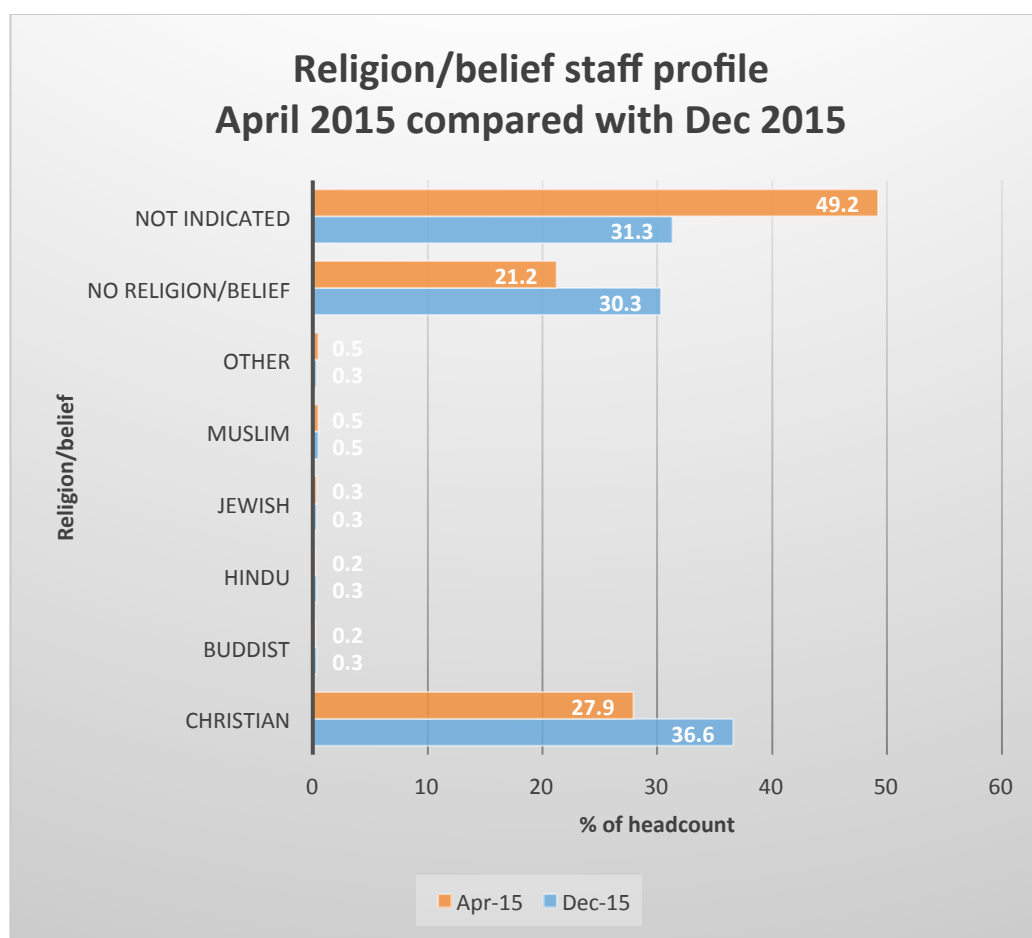
*Note: % figures are rounded to one decimal place and may not total to 100%; Due to small numbers in some categories, information has not been broken out further as this could potentially lead to staff being identified*

This compares with the religion or belief profile in April 2015 (out of a headcount of 592):

<b>Religion</b>	<b>Total number</b>	<b>Total % of overall headcount</b>	<b>Male number</b>	<b>Female number</b>
<b>Christian</b>	<b>165</b>	<b>27.9%</b>	<b>56</b>	<b>109</b>
<b>Buddhist</b>	<b>1</b>	<b>0.2%</b>	<b>1</b>	<b>0</b>
<b>Hindu</b>	<b>2</b>	<b>0.2%</b>	<b>1</b>	<b>1</b>
<b>Jewish</b>	<b>1</b>	<b>0.3%</b>	<b>0</b>	<b>1</b>
<b>Muslim</b>	<b>3</b>	<b>0.5%</b>	<b>3</b>	<b>0</b>
<b>Other</b>	<b>3</b>	<b>0.5%</b>	<b>3</b>	<b>0</b>
<b>No Religion/ Belief</b>	<b>126</b>	<b>21.2%</b>	<b>54</b>	<b>72</b>
<b>Not indicated</b>	<b>291</b>	<b>49.2%</b>	<b>140</b>	<b>151</b>

*Note: % figures are rounded to one decimal place and may not total to 100%; Due to small numbers in some categories, information has not been broken out further as this could potentially lead to staff being identified*

## Staff religion or belief profile, as % of headcount, April 2015 compared with December 2015



*Note: figures are rounded to one decimal place*

As can be seen from the table above, there are differences in the “not indicated”, “no religion/belief” and “Christian” categories.

There is a considerable decrease in the “not indicated” category (from 49.2% in April 2015, to 31.3% in December 2015) which can again be explained by HR having updated the information in its HR system following the data cleanse exercise, thus enabling improved reporting. However, in spite of this considerable improvement in reporting, there are still a large number of staff who have not indicated a religion/belief category – and as can be seen from the gender breakout table, this would seem to apply particularly to male staff.

The improved reporting has led to an increase in the “no religion/belief” and “Christian” categories, which were also the largest categories in April 2015 (after the “not indicated” category).

Care must be taken when drawing conclusions from the results due to the large number of staff who “did not indicate”. However, of those staff who did disclose this protected characteristic, the religion/belief profile of the College is largely in line with wider Scottish statistics in that the largest categories are “no religion/belief” and “Christian.”

According to the "Analysis of Equality Results from the 2011 Census" p69 produced by the Scottish Government, No religion is represented by 37% of the population; combined Christian denominations represented 54%; Muslim 1%; other religions represented 1%; 7% did not state their religion.

Religion/belief profile for Scotland & Aberdeen/shire, according to the 2011 Census:

<b>Religion</b>	<b>Scotland (% of population)</b>	<b>Aberdeenshire (% of population)</b>	<b>Aberdeen (% of population)</b>
Church of Scotland	32.4	36.3	25.3
Roman Catholic	15.9	4.8	8.9
Other Christian	5.5	7.6	6.7
Muslim	1.4	0.3	1.9
Other religion	1.1	0.6	1.9
No religion	36.7	42.8	48.1
Not stated	7.0	7.6	7.2

Sources: Aberdeenshire Identity Report Census 2011, available online at:  
<https://www.aberdeenshire.gov.uk/media/11870/identityreportcensus2011.pdf>

2011 Census Release 2 Aberdeen City available online at:  
<http://www.aberdeencity.gov.uk/nmsruntime/saveasdialog.asp?IID=55102&slD=53>

Comparing the gender breakdown of the largest religion/belief categories as at December 2015, with the gender profile for the College (43.1% male and 56.9% female, as at December 2015), it would appear that more men have not indicated a religion/belief category than women.

<b>Religion/belief Category</b>	<b>Male (as % of total in the religion/belief category)</b>	<b>Female (as % of total in the religion/belief category)</b>
Christian (total of 220)	37.7%	62.3%
No religion/belief (total of 182)	39.6%	60.4%
Not indicated (total of 188)	50.5%	49.5%

*Note: % figures are rounded to one decimal place*

Other categories have not been included due to small numbers.

## Marriage and Civil Partnership

As at December 2015, the marital status profile at the College is as follows (out of a headcount of 601):

<b>Marital Status</b>	<b>Total Number of Staff</b>	<b>Total % of overall headcount</b>	<b>Male Total number</b>	<b>Female Total number</b>
<b>Married/Civil Partnership</b>	344	57.2%	155	189
<b>Single/Cohabiting</b>	154	25.6%	59	95
<b>Separated/Divorced</b>	36	6.0%	9	27
<b>Prefer not to say/ Not indicated</b>	59	9.8%	32	27
<b>Widowed</b>	8	1.3%	4	4

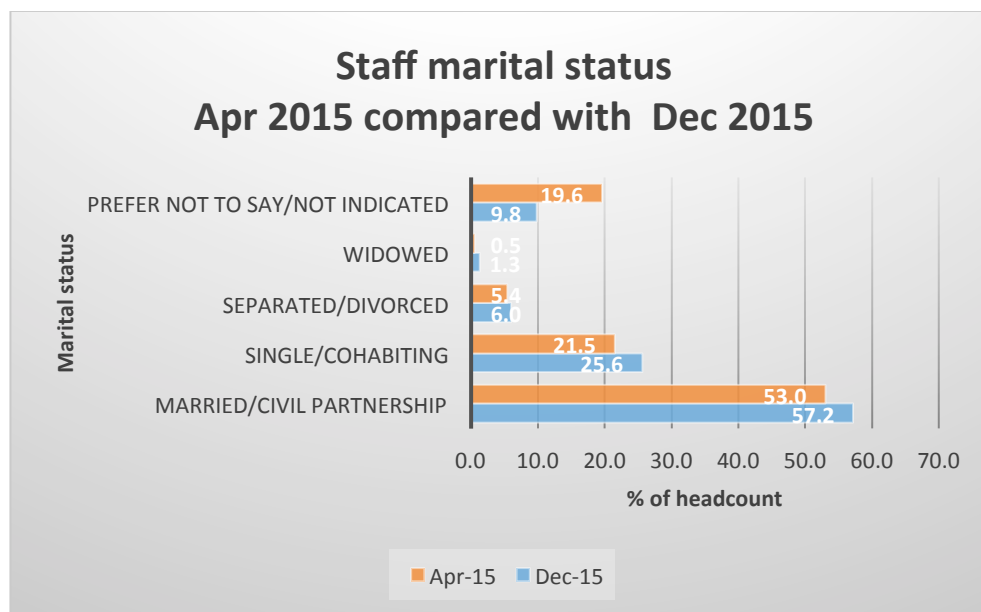
*Note: % figures are rounded to one decimal place and may not total to 100%; Due to small numbers in some categories, information has not been broken out further as this could potentially lead to staff being identified*

This compares with the marital status profile in April 2015 (out of a headcount of 592):

<b>Marital Status</b>	<b>Total Staff Number</b>	<b>Total % of overall headcount</b>	<b>Male Total number</b>	<b>Female Total number</b>
Married/Civil Partnership	314	53.0%	139	175
Separated / Divorced	32	5.4%	11	21
Single/Cohabiting	127	21.5%	52	75
Widowed	3	0.5%	0	3
Not Indicated	116	19.6%	56	60

*Note: % figures are rounded to one decimal place and may not total 100%; Due to small numbers in some categories, information has not been broken out further as this could potentially lead to staff being identified*

Staff marital status as a percent of headcount, December 2015 compared with April 2015



*Note: % figures are rounded to one decimal place and may not add up to 100%*

The chart above shows that there has been a clear reduction in the number of staff in the “prefer not to say/not indicated” category from 19.6% in April to 9.8% in December. Again, this is due to HR having undertaken a data cleanse/equal opportunities exercise.

A gender analysis of those staff in the “prefer not to say/did not indicate” category in December shows that 54.2% were men (32 out of 59 in that category) and 45.8% were women (27 out of 59). This compares with 43.1% of the College’s overall headcount being male and 56.9% being female.

According to the 2011 Census, the marital status profile for Scotland is as follows:

Marital status	% of Scottish population
% Single	35.4
% Married or in registered same-sex civil partnership	45.4
% Separated	3.2
% Divorced or in same-sex civil partnership which is now dissolved	8.2
% Widowed or surviving partner from same sex civil partnership	7.8

Source: Aberdeen City Council 2011 Census Release 2: Aberdeen City, available online at:

<http://www.aberdeencity.gov.uk/nmsruntime/saveasdialog.asp?IID=55102&slD=53>

When the 2011 Census figures for Scotland are compared with the figures for Aberdeen City and Aberdeenshire, it can be seen that there are differences, notably in the “married” and “single” categories as detailed below:

<b>Marital status</b>	<b>Aberdeen (%)</b>	<b>Aberdeenshire (%)</b>
Single	42.7	27.3
Married or in registered same sex civil partnership	40.5	56

Source: 2011 Census Release 2 Aberdeen City; available online at:

<http://www.aberdeencity.gov.uk/nmsruntime/saveasdialog.asp?IID=55102&slD=53>

Population Report Census 2011 Aberdeenshire, available online at

<https://www.aberdeenshire.gov.uk/media/11914/populationreportcensus2011.pdf>

In spite of the improved disclosure of this protected characteristic, care must still be taken when drawing conclusions from the results, given the number of staff who are still in the “did not indicate” category. However, from those staff who did disclose this characteristic, it would appear that the College profile is more in line with that of Aberdeenshire than for either Aberdeen or Scotland. One potential reason for this could be that, although a large proportion of staff work in the Aberdeen campuses, they could possibly live in Aberdeenshire and travel into Aberdeen for work.

### **Pregnancy and Maternity**

As at December 2015, there are 2 members of staff who are pregnant and 9 members of staff who are on maternity leave.

As previously reported in the Equality Outcomes Report in April 2015, for the period November 2013 – April 2015, of the 14 staff who went on maternity leave, 11 members of staff returned to work and 3 decided not to return to work. Of those who returned to work, 81.8% (9) returned on a part-time basis and 18.2% (2) returned on a full-time basis.

Further statistics will be reported and comparisons made once the current maternity leave periods have ended.

## Sexual orientation

As at December 2015, the sexual orientation profile of the College is as follows (out of a headcount of 601):

<b>Sexual Orientation</b>	<b>Total Number</b>	<b>Total % of overall headcount</b>	<b>Male</b>	<b>Female</b>
<b>Heterosexual</b>	379	63.1%	151	228
<b>Bisexual</b>	2	0.3%	1	1
<b>Lesbian</b>	1	0.2%	0	1
<b>Gay</b>	6	1.0%	6	0
<b>Prefer not to say/ Not Indicated</b>	213	35.4%	101	112

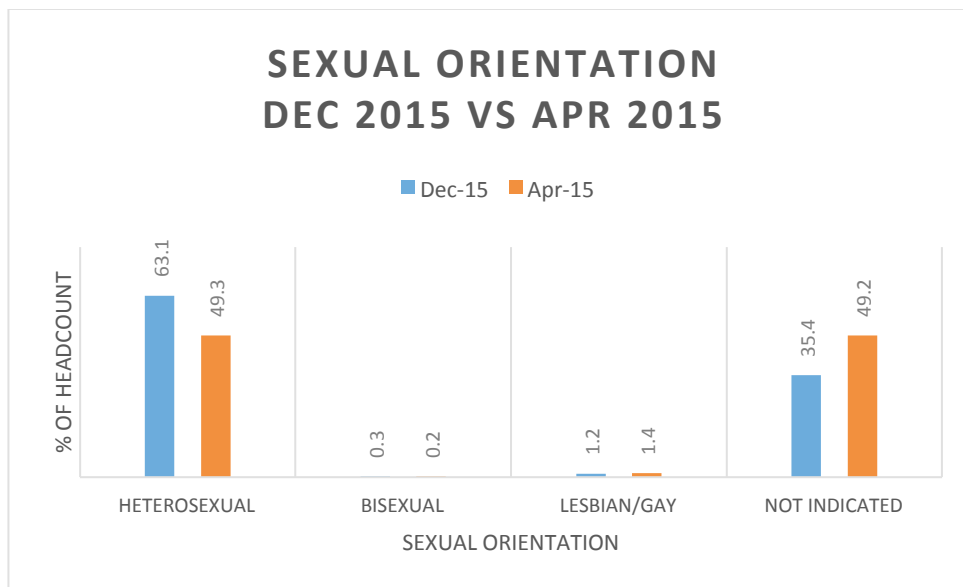
*Note: % figures are rounded to one decimal place and may not add up to 100%; Due to small numbers in some categories, information has not been broken out further as this could potentially lead to staff being identified*

This compares with the sexual orientation profile in April 2015 (out of a headcount of 592):

<b>Sexual orientation</b>	<b>Total number</b>	<b>Total % of overall headcount</b>	<b>Male number</b>	<b>Female number</b>
Bisexual	1	0.2%	1	0
Gay/Lesbian	8	1.4%	6	2
Heterosexual	292	49.3%	113	179
Not indicated	291	49.2%	138	153

*Note: % figures are rounded to one decimal place and may not add up to 100%; Due to small numbers in some categories, information has not been broken out further as this could potentially lead to staff being identified*

Sexual orientation, as a percent of headcount, December 2015 compared with April 2015



The table above clearly illustrates that there has been a rise in the number of staff in the “heterosexual” category and a decrease in the number of staff in the “not indicated” category, but this can again be explained by HR having updated the information in its HR system following the data cleanse exercise. Of the staff who did disclose this protected characteristic, the largest category is “heterosexual”.

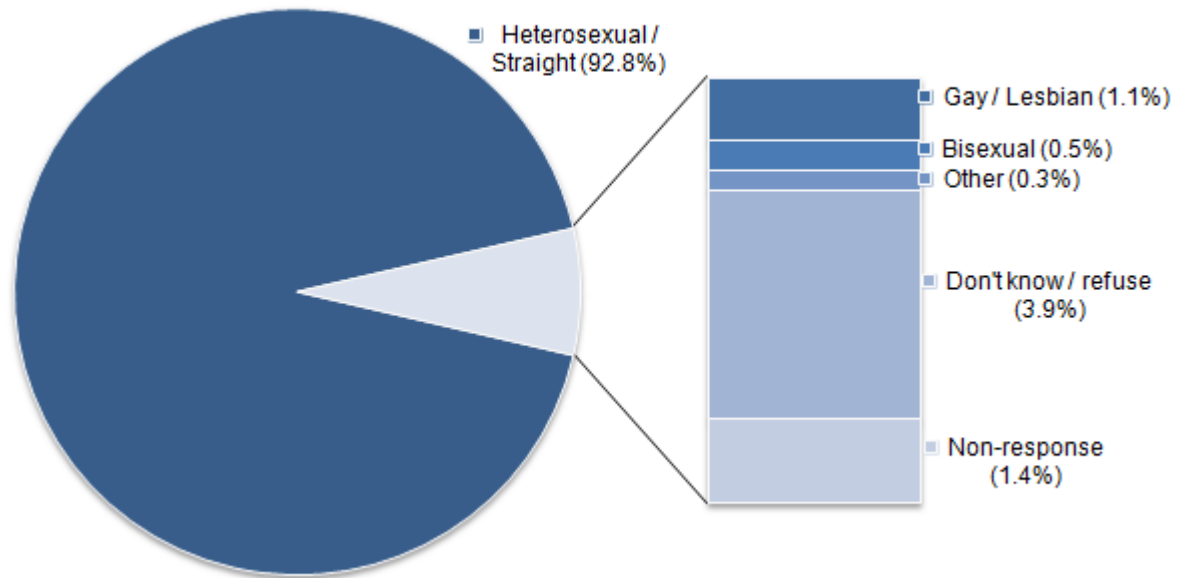
It is noted that, although there is a decrease in the percentage of staff in the “prefer not to say/not indicated” category, 35.4% of staff still chose not to disclose this protected characteristic.

In terms of a gender breakdown of the “prefer not to say/not indicated” category, 47.4% were men (ie 101 men in this category out of a total of 213), compared with 52.6% of women (112 out of 213). This compares with the College’s gender profile being 43.1% male and 56.9% female (as at December 2015).



Statistics, as they relate to the UK, give some perspective to these figures.

### **Sexual Identity, UK, 2014**



Source: Office for National Statistics, Integrated Household Survey, January - December 2014: Experimental Statistics, available online:

[http://www.ons.gov.uk/ons/dcp171778\\_418136.pdf](http://www.ons.gov.uk/ons/dcp171778_418136.pdf)

According to the Office for National Statistics: Integrated Household Survey, January to December 2014: Experimental Statistics (p2) “the size of the LGB population has remained the same since 2013 (1.6%) and has experienced a small increase since 2010 (from 1.5%), although this increase was not statistically significant.”

Care must be taken when drawing conclusions from the College results, due to the large number of staff who “did not indicate”. However, of those staff who did disclose this protected characteristic, it would appear that the overall College profile is broadly in line with that of the UK, in that the vast majority are in the “heterosexual/straight” category. The LGB profile for the College is broadly in line with that of the UK as a whole.

## **Transgender/Gender reassignment**

As at December 2015, 1 member of staff disclosed this protected characteristic, a figure which remains the same when compared with April 2015.

At present, it is difficult to obtain reliable information regarding the wider transgender population as statistics are not gathered by the Census nor the Integrated Household Survey, which focuses on Gay/Lesbian/Bisexual categories.

The Office for National Statistics (ONS) website, accessed on 19/1/2016, states the following in response to a Freedom of Information Request on Transgender population figures in May 2015:

### **“Request**

Approximately how many transgender people are thought to live in the United Kingdom at present?

### **Response**

Thank you for your query regarding transgender people in the UK.

ONS do not produce estimates of the number of transgender people living in the UK. ONS published a position paper in 2009:

<http://www.ons.gov.uk/ons/guide-method/measuring-equality/equality/equality-data-review/trans-data-position-paper.pdf>

This remains the current position of ONS.”

Source: <http://www.ons.gov.uk/ons/about-ons/business-transparency/freedom-of-information/what-can-i-request/previous-foi-requests/health-and-social-care/transgender-population-figures/index.html>;

<http://www.ons.gov.uk/ons/search/index.html?&newquery=gender+reassignment&pageSize=50&applyFilters=true&sortBy=pubdate&sortDirection=DESCENDING>

The ONS position paper, identified above, states the following (p17):

“Trans people, including those undergoing the process of gender reassignment, may suffer discrimination and harassment in the community where they live and work. For this reason, trust is particularly relevant in this area of work. For transsexual people, being known to be transsexual completely changes how they are treated in society; even very simple matters such as whether they can gain access to public spaces are affected. It remains a matter of gossip and the slightest failure in keeping data confidential, can lead to serious consequences. There is deep distrust by trans people of any data held about them by any government body and the likely outcome would be simply untruthful answers”.

The Scottish Government website, accessed on 19/1/2016, states the following:

### **“Summary: Transgender**

It is widely recognised that there is limited evidence on the experiences of transgender people in Scotland. Currently, there is no fully tested recommended question with which to collect information on gender identity in surveys or other data sources. A recent project carried out for the Equality and Human Rights Commission began work into this and the Scottish Government is considering future work in this area.

### **Scottish Social Attitudes to Discrimination**

Information on public attitudes toward transgender people was collected in the 2010 Scottish Social Attitudes Survey.

- More than half (55%) said they would be unhappy about a family member forming a relationship with someone who cross-dresses in public.
- 49% said the same of someone who has had a sex change operation.
- The research found that context is important when understanding public attitudes. Whilst almost half (49%) of people would be unhappy with a family member forming a relationship with someone who has had a sex change operation, 31% felt someone who has had a sex change operation would be an unsuitable primary school teacher.

**Source:** [Scottish Social Attitudes Survey 2010: Attitudes to Discrimination and Positive Action](#)

The information above is available online at:

<http://www.gov.scot/Topics/People/Equality/Equalities/DataGrid/Transgender>

Given the lack of availability of transgender statistics for Scotland and the UK, for the reasons identified above, it is of note that the College has any staff who have disclosed this protected characteristic.

### **Equalities – next steps**

In order to comply with Public Sector Equality Duty (PSED), under the Equality Act 2010, organisations are expected to “gather information on the composition of its employees and on the recruitment, development and retention of people as employees with respect to, in each year, the number and relevant protected characteristics of such persons” (Source: “Employee Information and the Public Sector Equality Duty”, produced by the Equalities and Human Rights Commission, last revised 07-2014, p13)

An organisation must then use the information it gathers to improve its performance in terms of the general equality duty.

Under the PSED, an organisation must have due regard to the need to:

- "Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act
- Advance equality of opportunity between people who share a protected characteristic and those who do not
- Foster good relations between people who share a protected characteristic and those who do not

Having due regard for advancing equality involves:

- Removing or minimising disadvantages suffered by people due to their protected characteristics
- Taking steps to meet the needs of people from protected groups where these are different from the needs of other people
- Encouraging people from protected groups to participate in public life or in other activities where their participation is disproportionately low"

Source: <http://www.equalityhumanrights.com/private-and-public-sector-guidance/public-sector-providers/public-sector-equality-duty/what-equality-duty>

Essentially,

"gathering and using employee information across all the relevant protected characteristics will be an important part of demonstrating 'due regard' for the three needs mentioned in the equality duty"

"You will need to examine the whole of the employment cycle across protected characteristics to help you understand the key equality issues in your workforce. If a statistical trend emerges in your employee information (for instance, a disproportionate trend towards poorer appraisals for disabled employees) you will need to investigate the reason for this. It may be, for example, that this trend reflects a failure by the authority to ensure that the reasonable adjustments required by disabled staff to do their job are always in place. Identifying the cause will allow you to take appropriate action to address it.

Analysis of your employee information may also lead you to consider positive action. This allows employers to take certain action with the aim of enabling or encouraging people who share a protected characteristic to:

- Overcome or minimise a disadvantage connected to that characteristic,
- Meet any needs that are different from the needs of those who do not share that characteristic, or
- Participate in an activity where their participation is disproportionately low."

Source: Employee Information and the Public Sector Equality Duty, Equality and Human Rights Commission, Revised 07-2014, available online at:

[http://www.equalityhumanrights.com/sites/default/files/publication\\_pdf/Employee%20information%20and%20the%20public%20sector%20equality%20duty%20Scotland.pdf](http://www.equalityhumanrights.com/sites/default/files/publication_pdf/Employee%20information%20and%20the%20public%20sector%20equality%20duty%20Scotland.pdf)

A public sector organisation must, therefore, use the information it gathers to improve its performance in terms of the general equality duty.

Now that issues with HR systems and reporting are being resolved post-merger, going forward, the College will be able to gather and report on equalities statistics on a year-on-year basis. This information will then be used to inform actions which will enable the College to comply with its equality duties.

The next steps will be to formulate an action plan to cover actions arising from this report to include gender, race and disability pay gap and occupational segregation analysis.



## Key Health and Safety Performance Indicators

### 1. Introduction

- 1.1 The purpose of this report is to provide the Committee with information on key performance indicators relating to the Health and Safety function.

### 2. Accident Statistics

- 2.1 Accident statistics for the period 31 August 2015 to 10th February 2016 are noted in the table below with comparative information for previous years.

Academic Year	2011-12	2012-13	2013-14	2014-15	2015-16
Total number of accidents NESCol	50 of which 8 were reported to HSE	77 of which 11 were reported to HSE	43 of which 4 were reported to HSE	45 of which 6 were reported to HSE	30 of which 5 were reported to HSE

The accidents which were notified to the HSE involved:

- Injured Person (IP) sustaining a mild cold burn injury caused by spraying himself with the contents of computer air dust aerosol. (the student has been warned about future horseplay) (Aberdeen City Campus)
- IP suffered a broken finger attempting to catch a basketball during a sports class. Further instruction has been provided on the safe way to catch the heavy basketball. (Fraserburgh)
- IP hurt left hand with electrical portable grinder, IP was holding the grinder in right hand and work piece in left hand. Student has been reminded to clamp all work pieces in the vices provided. (Fraserburgh)
- IP suffered mild cut to thumb whilst chopping vegetables in catering class. Class reminded of how to use knives safely (Fraserburgh)
- IP was removing a drill chuck on a lathe and trapped fingers between chuck and spindle
- The IP was given first aid by security first aider and went to A&E as a precaution. The student returned to classes the next day. (Fraserburgh).

- 2.3 An analysis of the accidents in the period 31 August 2015 to 10 February 2016 shows that they involved the following:

Category	Number Aberdeen Sites	Number Fraserburgh Campus	NESCol Total
Students	10	13	<b>23</b>
School Pupils	0	0	<b>0</b>
Employees	4	1	<b>5</b>
Contractors	1	0	<b>1</b>
Members of the Public	1	0	<b>1</b>
<b>Total</b>	<b>16</b>	<b>14</b>	<b>30</b>

2.4 The categories of accidents were as follows:

Injury	NESCoI Total
Cut	11
Burn	5
Eye Ingress	2
Twist	1
Fracture	2
Sprain	1
Puncture	1
Dizzy	1
Bump/Knock	1
Slip/Trip	3
Bruise	2
<b>Total</b>	<b>30</b>

Breakdown by Site	
Aberdeen City Campus	6
Altens Campus	6
Aberdeen Sports Village	0
Craibstone Campus	0
Fraserburgh Campus	14
Clinterty Campus	2
Peterhead Maritime Centre	2
Ellon Campus	0
Inverurie Centre	0
Macduff Learning Centre	0
<b>Total</b>	<b>30</b>

2.5 At the meeting held on 26 January 2016, Committee Members asked for information regarding the disparity between the accident figures being reported between the Fraserburgh and Aberdeen Campuses.

This has been reviewed amongst the Health and Safety Team and Faculty Managers with the intention of further standardising the type and severity of accidents being reported.

The numbers of accidents between the campuses does seem to have levelled somewhat at the time of reporting these latest figures. Standardising accident reporting between multi-site organisations is a known challenge and will be monitored and actioned by the College's Health and Safety Team.



### 3. Work Placement Visits

- 3.1 The following table shows the number of visits which were undertaken in the period 01 August 2015 to 10 February 2016:

Number of Visits to be undertaken in this period	%of Visits Undertaken
150	100

- 3.2 The number of placement providers across the North East is currently being reviewed with a view to establishing a co-ordinated programme of visits for the whole College.

### 4. Approved Contractor List

- 4.1 External contractor companies must be approved by the Head of Health, Safety and Security, Colin Beattie, before carrying out work for the College. This is to ensure that all contractors comply with health and safety standards as specified by the College.
- 4.2 The following table provides details of the total number of companies currently approved to carry out work in North East Scotland College, and the number removed from the list for failing to meet College safety standards in the period 31 August 2015 to 10 February 2016.

4.3

No. of Approved Contractors	No. Removed from List
206	0

The continued low level of contractors being removed from the approved list demonstrates the initial checks are working well and only companies with a positive, healthy safety culture are approved to work on behalf of the college.

### 5. Workplace Dust Monitoring

- 5.1 Under the Control of Substances Hazardous to Health Regulations (COSHH) a duty is placed on employers to ensure the risk from workplace exposure to dust is removed, so far as reasonably practicable.
- 5.2 Checks to measure the concentration of inhalable and respirable dust in the air are undertaken by the Health and Safety Team.
- 5.3 All construction and joinery workshops are included in this programme.
- 5.4 Each workshop is sampled for respirable dust using a direct reading dust monitor; this monitor also provides the facility for inhalable and thoracic dust checks.
- 5.5 The following table provides details of the number of dust samples taken and the number of inspections that fell below statutory limits in the period 31 August 2015 to 10 February 2016:

No. of Dust Samples Undertaken	No. of Inspection Failures
5	0

## **6. Food Hygiene Inspections**

- 6.1 In order to ensure that the College complies with the Food Safety Act 1990, the Food Labelling Regulation 1996 (as amended), the General Food Regulation 2004 and the Food Hygiene (Scotland) Regulations 2006, the Health and Safety Team carry out a programme of kitchen inspections.
- 6.2 A member of the Health and Safety Team is a qualified Food Hygiene Inspector.
- 6.3 All kitchens including training and contractor controlled areas are included in the programme.
- 6.4 The following table shows details of the number of kitchens inspected and any that fell below the required standard in the period 31 August 2015 to 10 February 2016:

No. of Food Hygiene Inspections Undertaken	No. of Inspection Failures
8	0

## **7. Recommendation**

- 7.1 It is recommended that the Committee note the contents of this report.

**Rob Wallen**  
Principal

**Elaine Hart**  
Vice Principal Human Resources

## **Leadership Development**

### **1. Purpose**

- 1.1 The purpose of this report is to provide the Committee with information about how the College plans to undertake Leadership Development.

### **2. Background**

- 2.1 Over the past few months a great deal of consideration has been given to the development of promoted staff within the College and our approach to succession planning.
- 2.2 As previously reported we believe that our priority must be to ensure that our current leaders have the knowledge, skills and competencies to equip them to perform effectively in their roles whilst demonstrating the recently approved Leadership Behaviours identified for College leaders through the One College Project Teams (See Appendix 1).
- 2.3 There are currently 99 staff in the College in management and supervisory positions. These are split 49:51 between promoted teaching and support teams.
- 2.4 It has been agreed that rather than implementing a "one size fits all" approach and putting in place a series of mandatory training sessions, a more effective approach is to:
  - establish the skills and competencies that we expect a leader to have;
  - identify the strengths and development areas of our existing leaders;
  - put in place tailored development plans which allow staff to maximise their strengths and work on key areas for improvement (Development plans which include a mixture of on the job tasks, mentoring, coaching and attendance at training courses would be the most beneficial).

### **3. Using McQuaig Psychometric Testing.**

- 3.1 North East Scotland College and the former Aberdeen College have held a licence to use the McQuaig psychometric tools for some time. Historically McQuaig has only been used for recruitment and selection but we are now going to extend this to take full account of the capacity of the tools to support professional development.
- 3.2 In order to prepare for using McQuaig for Professional Development the following actions have been taken:
  - Staff from Human Resources have attended training in how to administer and interpret McQuaig tests.
  - In preparation for working with teaching staff McQuaig Job Analysis documents have been completed for the roles of Lecturer, Curriculum and Quality Manager and Faculty Manager.
  - The job analysis has allowed us to generate up to date person specifications and confirm and agree with relevant managers the attributes that post holders should possess.
- 3.3 This has enabled us to identify our ideal profile for the roles of Lecturer, Curriculum and Quality Manager (CQM) and Faculty Manager (FM).
- 3.4 The next stage will be to ask relevant staff to complete the McQuaig Survey. This survey generates a comprehensive profile for each individual identifying their strengths and areas for development. Several surveys can be grouped together in effect aggregating results and allowing a profile of a successful post holder to be created. This will allow us to see if our ideal profile is realistic. As well as being a development tool, the profile can also be used for future recruitment and selection processes.

#### **4. Preparing Development Plans**

- 4.1 Although the McQuaig tool will allow us to identify areas for individual development it should not be used in isolation. Therefore evidence will also be gathered from wider sources, for example line manager feedback through Performance Review processes.
- 4.2 Once all evidence has been collated, meetings will be held with individuals to go through the information matching this against specific examples of their work performance to illustrate both their strengths and any areas for development. A tailored and specific development plan will then be generated which draws on all of the evidence and which also takes into account the individual's personal interests and career objectives.
- 4.3 Plans will be implemented and overseen by the individual's line manager working with Organisational Development.

#### **5. Implementation and Timescales**

- 5.1 Although initial work has been undertaken on promoted teaching posts it has been agreed that a cascaded approach will be implemented beginning with the Leadership Team. The Leadership Team consists of SMT, Heads of Service and Directors of Curriculum, It is considered important that the Leadership Team takes the lead and acts as role models.
- 5.2 This will be actioned as follows:

##### **Pilot – Leadership Team (Stage 1)**

- A generic leader profile will be created which draws upon the agreed Leadership Behaviours and the College's Vision and Values.
- All members of the Leadership Team will complete the McQuaig Survey so that they can see their own profile and compare how this matches against the generic leader profile. Sample development plans will be created for the leadership team.
- Stage 1 will allow us to see if the profiling works to our satisfaction and will demonstrate to other staff taking part in the process that the Leadership Team is prepared to undergo the same process and work to develop themselves.

##### **Faculty Managers (Stage 2)**

- All FMs will be asked to complete the McQuaig Survey and a representative sample of these will be used to create a generic profile of an effective post holder.
- All FMs will be given constructive feedback and a tailored development plan will be agreed with them. This will also be used as an opportunity for succession planning where, if appropriate, their development plan can be expanded.
- Development plans will run for a period up to 12 months depending upon the level and nature of development required. Therefore they should be combined with PR targets for the following year.

##### **Curriculum and Quality Managers (Stage 3)**

- There are currently 35 CQMs and therefore this group would need to be managed in a staged process. Probably commencing with a group of 10 selected via a process as yet to be agreed.
- The same process will be followed as for the Faculty Managers.

**Support staff managers (Stage 4)**

- The roles of support staff managers vary widely. As there are a large number of post holders, members of the Leadership Team who are responsible for managing support staff managers, will need work with the Organisational Development Team to prioritise the development needs of this group.

5.3 Where appropriate and where funds allow some stages may run concurrently.

5.4 All managers required to give feedback will undergo appropriate training in coaching skills if they have not already undertaken this.

**6. Training Interventions**

6.1 The following are initial ideas as to the type of training courses/ interventions that will need to be put in place:

- Change management
- Project management
- Conflict management
- Coaching skills
- Leadership styles
- Motivating and leading staff
- Time management training
- Chairing meetings
- Managing budgets
- Counselling and empathic listening.

6.2 However, initial assessments and discussions with the Leadership Team will allow us to identify which of these topics are priority.

**7. Future Plans**

7.1 The generic profiles created will also be used to for recruitment and selection.

7.2 Going forward it is planned to create role profiles for all roles and to use these as the basis for a behaviour based selection process.

**8. Potential Sensivities**

8.1 We are mindful of the potential sensitivities around asking staff to go through this process which is a significantly different approach to identifying and addressing development needs. Staff will be reassured that they are being taken through this process in order to offer them tailored and specific development which will not only enable them to be as effective as possible in their role but could also better equip them to apply for promotion opportunities.

8.2 Staff will be reassured that any psychometric profile generated will not be used for any negative purposes (e.g. discipline). They will also be reassured about any data protection issues such as confidentiality regarding their profiles.

**9. Recommendation**

9.1 It is recommended that the Committee note the contents of this report.

**Rob Wallen**  
Principal

**Elaine Hart**  
Vice Principal Human Resources



## **LEADERSHIP BEHAVIOURS**

**Leaders in North East Scotland College will: -**

### **Be Committed to Excellence**

1. Provide clear vision and direction
2. Focus on goals and operate in an organised and efficient manner
3. Evaluate activities and processes in an objective manner so that a culture of continuous improvement is embedded
4. Ensure that stakeholders' needs are identified and met.

### **Empower and Engage Colleagues**

5. Create an environment where the sharing of ideas is encouraged
6. Be approachable, willing to listen and support the development of staff
7. Ensure that support and resources meet operational needs
8. Provide timely and constructive feedback.

### **Demonstrate Respect**

9. Communicate openly, honestly and in a positive manner
10. Create an inclusive environment where colleagues and customers are valued and respected
11. Facilitate a culture of mutual trust
12. Demonstrate tolerance, calmness and resilience.





## Report on Organisational Development Activity

### 1. Introduction

- 1.1 The purpose of this report is to provide the Committee with information on the key activities undertaken by Organisational Development Team.

### 2. Assessor Awards

- 2.1 Awarding bodies require staff assessing vocational qualifications to hold an approved assessor award. The SQA generally require staff assessing non vocational awards to hold a recognised assessor award or TQFE plus appropriate CPD. However, some external verifiers have commented that requiring all teaching staff to hold an appropriate award is good practice. The former Aberdeen College took the decision to extend the requirement for staff to hold an assessor award to all teaching staff. This was not the case in the former Banff and Buchan College. Since the merger we have attempted to extend the requirement for an assessor award across all campuses. The current position is as follows:

Number and percentage of lecturers with an assessor award	Number of staff working towards an assessor award	Number of staff without an assessor award	Total
238 (71%)	24 (7%)	74(22%)	<b>336 (100%)</b>

- 2.2 At the present moment in time 78% of lecturers either hold or are working towards an assessor award.

- 2.3 Staff who do not have an assessor award can be broken down as follows: -

Staff who hold or are currently working towards TQFE (or equivalent)	Staff who have left the organisation since the start of the academic year	Staff unable to obtain an award *	Staff without assessor award prioritised for training in 2016/17. **	Totals
37 (50%)	13 (18%)	4 (5%)	20 (27%)	<b>74 (100%)</b>

(\* include staff who have very limited teaching hours, on temporary contracts or maternity leave. \*\* Of these 12 are scheduled to undertake assessor awards next year and 8 are scheduled to take TQFE)

- 2.4 The current target is that by the end of AY2016-17, 85% of staff will hold an assessor award. In order to achieve this at least 12 members of staff will need to undertake an assessor award next year.
- 2.5 It is our intention to put more than this number through an assessor award. Therefore, providing the number of qualified staff remains fairly constant this is achievable.

2.6 The position with Instructors is as follows: -

Number and percentage of Instructors / VTAs with an assessor award	Number of staff working towards an assessor award	Number of staff without an assessor award	Total
22 (67%)	2 (6%)	9 (27%)	33 (100%)

2.7 At the present time 73% of instructors hold assessor qualifications. Of the nine who do not two do not have sufficient hours and two have left the College. It is recommended that a minimum of 3 of the instructors remaining are put through assessor awards next year which will bring the total holding an assessor qualification to 87% by the end of AY2016-17.

2.8 In conclusion the targets for assessor awards are achievable and should be retained.

### **3. Verifier Awards**

3.1 The requirements for staff to hold verifier awards is similar to that outlined above in relation to assessors. In practice we generally require staff to complete their assessor award and TQFE before undertaking a verifier award, although there are some exceptions to this. Consequently fewer staff will be qualified verifiers.

3.2 The current position with regard to qualified verifiers is as follows:

Number and percentage of lecturers with a verifier award	Number of lecturing staff working towards a verifier award	Number of lecturing staff without a verifier award	Total
198 (59%)	13 (4%)	125 (37%)	336 (100%)

3.3 63% of lecturers currently hold, or are working towards a verifier qualification.

3.4 The current target is that by the end of AY2016-17 70% of lecturing staff will hold a verifier award. In order to achieve this at least 16 members of lecturing staff will need to undertake a verifier award next year. Given the comparative shortage of staff with verifier qualifications, it is proposed that verifier qualifications are prioritised next year to ensure that this target is met.

### **4. Staff Development Day**

4.1 On 01 February 2016 a Staff Development Day was held where 31 individual training events were arranged across three campuses. Two events had to be cancelled due to lack of numbers but the rest were well attended with 325 attendances overall. The majority of sessions were facilitated by College staff but five external speakers were invited to present training (one of which was subsequently cancelled). A breakdown of events, numbers attending, and overall satisfaction can be found in the attached Appendix 1.

4.2 The intention was to have events that would appeal across the board so that whilst the majority of events would have appealed to teaching staff we also had sessions aimed specifically at front line reception staff, guidance tutors and managers

4.3 Overall the response was very positive with 95% attendees who responded to the post satisfaction survey rating their training as useful or very useful and 97% rating the presentation of the session they attended as good or very good.

**5. Prevent**

- 5.1 The new Prevent site on AbNet has now been launched so that all information relating to the Prevent Strategy, action to take if a member of staff is concerned and key contacts can be found in one place.
- 5.3 The Workshop to Raise Awareness of Prevent continues to be run across College. At 22 February 2016, 409 staff have attended a workshop. This approximates to 68% of staff. Workshops will continue to be run until the end of March.

**6. Recommendation**

- 6.1 It is recommended that the Committee note the contents of this report.

**Rob Wallen**  
Principal

**Elaine Hart**  
Vice Principal Human Resources



**Staff Training Day 01 February 2016.**

**Evaluation**

Event  (☐ Indicates run by an external speaker)	Location	Numbers attending	% who said event was useful	% rate event good or very good.
Assertiveness Training	Fraserburgh	11	100%	83% (5/6)
Autism / Asperger's Awareness	Aberdeen	13	100%	100%
Blackboard Content Collection	Altens	13	100%	100%
Blackboard Content Collection	Aberdeen	12	100%	100%
Completing IV Documentation	Fraserburgh	10	100%	100%
☐ Copyright Training	Fraserburgh	Cancelled due to insufficient numbers		
Formative Assessment	Aberdeen	14	100%	100%
Formative Assessment	Aberdeen	8		
Formative Assessment	Altens	Cancelled due to insufficient numbers		
Formative Assessment	Fraserburgh	11	100%	100%
Introduction to Helix Media Library	Aberdeen	20	100%	100%
Introduction to Helix Media Library	Altens	1	No feedback	
Introduction to Helix Media Library	Fraserburgh	10	100%	100%
☐ Local Government Pension Scheme Update	Aberdeen	6	40% (3/5)	100%
☐ Local Government Pension Scheme Update	Fraserburgh	10	86%	100%
☐ Managing Wellbeing Through Times of Change	Aberdeen	13	100%	83%
☐ Managing Wellbeing Through Times of Change	Fraserburgh	11	100%	88%
☐ Scottish Teachers Pension Scheme Update	Aberdeen	14	100%	100%
☐ Scottish Teachers Pension Scheme Update	Fraserburgh	23	92%	100%
Supporting Students in Times of Stress	Aberdeen	16	100%	92%
☐ Unconscious Bias	Aberdeen	26	79%	68%
Using Blackboard Grade Centre to Record Student Feedback and Receive Student Submissions & Tests	Aberdeen	8	100%	100%

Event  ( <input type="checkbox"/> Indicates run by an external speaker)	Location	Numbers attending	% who said event was useful	% rate event good or very good.
Using Blackboard Grade Centre to Record Student Feedback and Receive Student Submissions & Tests	Altens	2	100%	100%
Using Blackboard Grade Centre to Record Student Feedback and Receive Student Submissions & Tests	Fraserburgh	13	100%	100%
Visions and Values Follow up workshop for managers.	Aberdeen	9	100%	100%
Visions and Values Follow up workshop for managers.	Aberdeen	6		
Visions and Values Follow up workshop for managers.	Aberdeen	5		
Visions and Values Follow up workshop for managers.	Altens	6	66% (2/3)	100%
Visions and Values Follow up workshop for managers.	Fraserburgh	11	100%	100%
Principles of Customer Service	Aberdeen	12	100%	100%
<input type="checkbox"/> SafeTALK	Aberdeen	11	100%	100%
<b>OVERALL FIGURES</b>		<b>325</b>	<b>95%</b>	<b>97%</b>

### Sample of comments (For internally run training): -

Assertiveness Training (Presenter – Maureen Reid) Well presented with lots of information delivered within the limited time of the presentation.

Autism / Asperger's Awareness (Presenters –Catherine Stollery & Alison Robertson) Excellent presentation, straightforward and to the point, with useful anecdotes along the way.

Formative Assessment (Presenter –Morag Howard) Very useful session which will allow me to make the classes more engaging and fun. Great ideas that will allow me to assess students' knowledge and understanding.

Introduction to Helix Media Library (Presenter –Iain Henderson) I found this course very useful. Iain delivered the material in an informative manner and was understanding of those who were not so IT literate. I look forward to using Helix library in my future lessons.

Principles of Customer Service (Presenter –Sheena Holt) Found it very interesting and it was fun as well. Always good to meet other members of staff from all campuses.