



**Board of Management**  
**HUMAN RESOURCES COMMITTEE**  
**Meeting of 20 May 2014**





## **NOTICE OF MEETING**

There will be a meeting of the Human Resources Committee on Tuesday 20 May 2014, 1030-1130 hours in Room G10 at Aberdeen City Campus.

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

Mr. D Cobban  
Mr. B Cruickshank  
Mr. B Dunn  
Mr. I Gossip  
Ms. C Inglis (Chair)  
Prof. M Melvin  
Mr. K Milroy  
Ms. A Simpson  
Mr. A Smith  
Mr. S 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



## **Meeting of 20 May 2014**

### **AGENDA**

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

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

- 2.1 Meeting of 18 March 2014 (paper attached)

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

- 3.1 To be raised at meeting

#### **4. Report by the Principal – Post-merger Developments (paper attached)**

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

- 5.1 HR Policies and Procedures in North East Scotland College (paper attached)
- 5.2 HR Priorities and Strategy (paper attached)
- 5.3 Implementation of New Structures Progress Report (paper attached)
- 5.4 North East Scotland Weighting (paper attached)
- 5.5 Health and Safety – SMT Approach (paper attached)
- 5.6 Equality and Diversity in North East Scotland College (paper attached)
- 5.7 North East Scotland College and the Referendum on Scottish Independence (paper attached)

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

- 6.1 Key HR Performance Indicators and Update (paper attached)
- 6.2 Key Staff Development and CPD Performance Indicators and Update (paper attached)
- 6.3 Key Health and Safety Performance Indicators and Update (paper attached)

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

#### **8. Reserved Item of Business for Decision**

- 8.1 Updated Voluntary Severance Scheme

#### **9. Reserved Item of Business for Information**

- 9.1 Recognition and Procedure Agreement

#### **10. Reserved Items of Business for Discussion**

- 10.1 Working Hours and Flexibility
- 10.2 Update on Voluntary Severance Scheme
- 10.3 Harmonisation of Salaries and Terms and Conditions

#### **11. Summation of Business**

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## **Draft Minute of Meeting of 18 March 2014**

The meeting commenced at 1030 hours.

**PRESENT** – B Cruickshank, I Gossip, C Inglis (Chair), J McKendrick, M Melvin, K Milroy, A Simpson, A Smith, R Wallen

**IN ATTENDANCE** – E Hart, P May, P Kesson

Ms Inglis welcomed Ms Hart to her first meeting of the Committee.

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

Apologies were received from D Cobban and B Dunn.

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

The Minute of Meeting held on 21 January 2014 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: restructuring; organisational development; catering service audit; BSI 14001 Environmental Management Standard Audit; temporary lecturing services contract; and staff development day.

Mr Wallen provided updated information on the restructuring process, and informed Members that he had received very good feedback from the staff development day.

Mr Wallen informed Members that the temporary lecturing services contract with Protocol can be extended to cover the Fraserburgh Campus, if required.

### **5. Papers for Discussion**

#### **5.1 Key HR Performance Indicators**

The Committee noted a report providing information on key performance indicators relating to the human resources function.

Information was provided on: sickness absence; benchmarking; recruitment and selection; labour turnover; and employment relations.

Ms Hart provided updated information on sickness absence, recruitment and selection, labour turnover, and employment relations.

It was agreed that for future reports information on appointments will be recorded by staff category and vacancies as a percentage of the total workforce, and that, where possible, additional information will be included to demonstrate efficiencies. It was also agreed that an interpretative commentary for each report would be included.

A short discussion was held on vacancies where recruitment has been problematic in the past and on possible actions which could be implemented to help alleviate similar issues in the future.

**5.2 Key Staff Development and Continuing Professional Development Performance Indicators**

The Committee noted a report providing information on: Teaching Qualification in Further Education (TQFE); benchmarking; assessment qualifications and verification qualifications for lecturers; teaching qualifications and assessment qualifications for instructors/vocational training assessors; Post Graduate Certificate in Adult Guidance; and staff development priorities.

Ms Inglis commented that it would be helpful to receive information on targets and timelines for the College achieving benchmarking levels.

**5.3 Key Health and Safety Performance Indicators**

The Committee noted a report providing information on: accident statistics; work placement visits; approved contractors; workplace dust monitoring; and food hygiene inspections.

Mr Wallen said that it was critical that the College achieves high standards of health and safety and to that end is working to ensure the whole College meets the BS18001 standard. He commented that the College should aspire to having students leaving their course with a high safety ethos. Mr Wallen informed Members that a dedicated Health & Safety Officer is now based at the Fraserburgh Campus.

**5.4 Key Environmental and Sustainability Performance Indicators**

The Committee noted a report providing data on energy, water, vehicle and photocopying usage; and data on waste production and segregation.

Mr Wallen provided additional information on the recalibration of environmental targets to establish a baseline for the new College.

It was agreed that this paper would in future be incorporated into papers for meetings of the Finance and General Purposes Committee, rather than for meetings of the HR Committee.

**5.5 Identification of Training Needs**

The Committee considered the training needs of its Members.

Members agreed that training, at an appropriate time, in relation to national pay bargaining would be beneficial. It was also agreed that briefings on College ethos, health and safety, equality and diversity, corporate homicide, and immigration would be useful.

**6. Paper for Approval**

**6.1 Recognition and Procedures Agreement**

Mr Wallen provided the Committee with an update on the establishment of Recognition and Procedures Agreements for the new College, which included the incorporation of an additional staff representative from UNISON, EIS, and non-union staff. He informed Members that union members had questioned the inclusion of non-union staff. It was agreed that a statement to the effect that "any collective agreement can only be signed by union representatives" would be added. It was also noted that a statement would be added to the effect that "reasonable time off would be given for union officials to carry out their duties".

Mr Wallen said the signing of the Agreements would enable discussions on the harmonisation of pay to take place.



### **7. 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 at 1030 hours on Tuesday 20 May 2014.

Mr Cruickshank and Mr McKendrick left the meeting prior to the discussion of the reserved item of business.

### **8. Reserved Item of Business**

#### **8.1 Voluntary Severance**

The meeting concluded at 1140 hours.



## **Report by the Principal - Post-merger Developments**

### **1. Introduction**

- 1.1 The purpose of this paper is to update the Committee on post-merger developments in North East Scotland College relevant to the Committee.

### **2. Background**

- 2.1 North East Scotland College was formed on 01 November 2013 as a result of the merger of Aberdeen College and Banff & Buchan College.
- 2.2 One of the outcomes in our Outcome Agreement is that we establish “effective and efficient management structures and processes for the region, based on the development of a balanced budgetary position that is sustainable in the long term”.
- 2.3 Work began before merger through the various “work-streams” to address various packages of work required to effect or facilitate the merger, and work has continued since merger to create the integrated structures, strategies, policies, services and processes required for a single regional College.
- 2.4 This paper does not attempt to cover all developments. Rather, it provides a brief generic overview statement (which will be the same for each of the three Standing Committees) and a summary of the position regarding the developments of particular relevance to this Committee.
- 2.5 It must be understood that the work of creating a single integrated set of structures, systems and process is only part of the work that is going on at present. There are, arguably, five related but distinct parts to the work of managing the College at the present:
- the routine, operational aspects of the work of running a college, including continuity of the provision of a high quality curriculum and services to our students;
  - the integration of two currently separate and distinct organisations in terms of staffing structures, policies, technology, services, facilities and culture;
  - building/rebuilding/developing links and relationships with a wide range of stakeholders, locally and nationally;
  - undertaking a programme of estates and other infrastructure development/refurbishment and realignment;
  - adjustment to the implications of ONS reclassification being undertaken by all colleges.
- 2.6 The information below focuses on the integration activities but does so in the context of the other demands on management.

### **3. Generic Overview**

Please note, this section appears also as a section in papers for the other two Standing Committees

- 3.1 There have been developments across a wide range of areas since merger. In the immediate period after merger, complexity exists in operating two distinct systems for everything – curriculum delivery, services for students, HR, payroll, finance and estates management. Individual senior managers have had to be adept in understanding and managing the different approaches. However, that issue will be resolved as the systems are being brought together, which is generally happening at a good pace.

- 3.2 The process of integration that is being undertaken across all aspects of service delivery and business processes is immensely complex – for technical, legal and cultural reasons. However, as each part of the integration is completed it reduces the pressure of having to run two separate systems. This involves:
- creating a new management structure;
  - developing new cross campus teams;
  - establishing a single IT infrastructure;
  - developing integrated systems and processes;
  - developing common standards and ways of working;
  - establishing common structures, contracts, terms and conditions.
- 3.3 In effect, it is establishing the whole infrastructure of the new organisation – replacing systems, approaches, practices, processes that have been built up and refined over many years.
- 3.4 This involves a process of examination of the existing approaches in the two former Colleges and analyzing their fitness for purpose for the new College, and either adopting one or other and adapting it as necessary for the merged entity, or creating a new one from scratch.
- 3.5 The approach adopted by the Senior Management Team has been to maintain a reasonable speed of change while avoiding (or at least minimizing) disruption; where systems can be maintained largely as they are, they have been retained and where change is needed efforts have been made to create buy-in from those affected, as far as is possible.
- 3.6 For significant activities, the process of selecting which of the existing approaches (if either) to adopt involves a form of options appraisal (with differing degrees of formality, depending on circumstances) – considering which system is better suited for the new larger dispersed entity? Which is sustainable in the long term (i.e. cheaper, less labour-intensive)? Which performs better now (or could perform better in the future)? Which is easier (or least risky) to implement across the merged College?
- 3.7 For example, through an options appraisal Blackboard was selected as the VLE rather than Moodle, largely because of the vastly greater volume of material in Blackboard, and Team Spirit was adopted as the Payroll/HR system rather than CHRIS, largely because of the online functionality that had been developed around Team Spirit which could not be replicated in CHRIS in any reasonable timescale.
- 3.8 ONS reclassification is not directly connected to the merger/integration agenda – it has merely coincided with it. It is, however, to some extent a further added complication, in that, while creating the new regional finance structure and working practices, the complex and at times not fully articulated requirements arising from reclassification have had to be factored in.

- 3.9 The process of estates refurbishment/development and realignment is to some extent influenced by the merger/integration process. The development of estates fit for delivery of services is a continuous one: as the curriculum is enhanced in line with emerging need for skills at local and national level, and as the related business processes mature, the physical facilities needed for the operation of the organisation change (not least in times of merger and service integration) and the ravages of time and the attrition of daily usage will in any case require constant maintenance and refurbishment, which, if delayed, can impair the quality or safety of the service, or can lead to the build-up of a backlog of increasingly costly essential works. Estates works would have been undertaken by the two separate Colleges had there been no merger; however, the fact of merger provides an opportunity – and a need – to consider the available College estate across the region as a single entity, and therefore to develop a new integrated plan for development. It is essential that students across North East Scotland College have consistently high quality resources to support their learning across all campuses.
- 3.10 The process of re-affirming relationships and establishing new ones is a crucial one. There was in the lead-up to merger some vocal opposition to the merger amongst a few stakeholders, and, while that has largely evaporated as the predictions of the diminution of service (in Fraserburgh) have not been realised, and as a number of positive developments have been implemented or initiated post-merger, nevertheless there is a need to re-establish some relationships on a positive footing and rebuild the brand identity of the College across all campuses.
- 3.11 Clearly all of these various strands of work have to be implemented simultaneously.
- 3.12 Specific developments relevant to the role of this Committee are contained in the following section.

## 4. HR Specific Issues

### 4.1 Structural Reorganisation

- 4.1.1 New structures have been developed across a wide range of functions. Work is complete or largely complete in Curriculum, Student Services, Business Development, Marketing, Organisational Services, Health & Safety and Finance. Work is about to start on the structure for the HR team itself. A more detailed paper on restructuring is included as Agenda Item 8.1 for this meeting.

### 4.2 Organisational and Staff Development

- 4.2.1 As part of its own development, the Senior Management Team has met with a management consultant, Douglas Young, to help establish the appropriate team ethos and relationships; follow-up sessions are planned.
- 4.2.2 The Senior Management Team will also work to ensure that the Vision and Values of the organisation as adopted at the time of merger are embedded in the working of the organisation.
- 4.2.3 Organisational and team development activities are being carried out to provide the necessary skills and attitudes for effective working as the new organisational structures are being implemented. For example:
- Role clarification is being provided for staff as they enter new posts or are integrated into new structures;
  - Douglas Young has provided sessions for all of the post-holders in the newly created promoted teaching structure, and a follow-up session with the Principal was recently held with the staff involved.

Team building sessions with Douglas Young are planned for other teams (HR, for example)

- 4.2.4 In terms of staff development there is a large programme to be instituted. The commitment to ensuring that the whole College can meet the requirements of BS 14001 and BS 18001 and those of the Customer Service Excellence Standard will require considerable training to be undertaken.
- 4.2.5 There is also some essential training relating to child protection (for example) to be carried out for individuals who have not undertaken the essential programmes.
- 4.2.6 In relation to the qualifications of teaching staff, a large programme will be needed to ensure that all lecturing staff have or are working towards TQFE status as well as having other specific qualifications, for example in relation to assessment and verification. A full report on all Staff Development activities is included as Agenda Item 6.2 for this meeting.

**4.3 Investors in People (IIP)**

- 4.3.1 Aberdeen College held the IIP Gold Standard whilst Banff and Buchan College held Bronze. As with all quality standards there is now a need to gain re-accreditation across North East Scotland College. The Bronze standard at Banff and Buchan College is now up for reassessment and IIP will be undertaking this during the week commencing 19 May 2014 with the aim of retaining the Bronze. The whole College will then be reassessed at the end of this year by which time the aim is to attain Gold across the College.

**4.4 Catering Contract**

- 4.4.1 Catering services are provided by Aramark in Aberdeen and Sodexho in Fraserburgh. Both are due to expire in July 2014 and tenders have been submitted. The evaluation of the tenders and selection of the preferred bidder to provide a service across NESCol is complete and the preferred bidder is Aramark . It is anticipated that a contract will be in place by the end of May 2014 for the new service period which begins on 02 August 2014.

**4.5 Equality and Diversity**

- 4.5.1 It is now appropriate that the management of equality and diversity in the College is reviewed and that a new structure is put in place. This will ensure that we meet both our statutory obligations and that there is appropriate strategic direction to demonstrate our commitment to providing a safe and inclusive environment for our staff and students. A paper on equality and diversity is included as Agenda Item 5.6 for this meeting.

**5. Recommendation**

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

**Rob Wallen**  
Principal

## **HR Policies and Procedures in North East Scotland College**

### **1. Introduction**

- 1.1 The purpose of this paper is to provide the Committee with an opportunity to discuss the development of Human Resources (HR) policies and procedures for North East Scotland College (NESCol).

### **2. Background**

- 2.1 The former Colleges each have their own set of HR policies and procedures. As part of the successful integration of the two Colleges and to effect fairness, consistency of approach and cultural change it is critical that HR policies and procedures are put in place that accurately reflect the ethos of the new College whilst also taking account of legal and contractual requirements.

### **3. The Way Forward**

- 3.1 The first step has been to prioritise the order in which HR policies need to be reviewed. There is an urgency to update and create a suite of Family Friendly Policies including Flexible Working, Leave for Special Circumstances, Maternity, Paternity and Adoption. Clarification around these key policies is needed to ensure that staff feel reassured that NESCol is committed to their work life balance and wellbeing at work. As well as these policies it is also critical that updated Disciplinary, Grievance and Performance Capability Policies are in place as quickly as possible.
- 3.2 It has also become evident that there are some key new policies which need to be put in place e.g. Job Evaluation, and Organisational Change, which will bring together the processes that are currently being followed in the ongoing restructures.
- 3.3 This is a large project and the HR Management Team will be working together to allocate tasks.

### **4. Process and Timeline**

- 4.1 Appendix 1 lists HR policies in the order of proposed priority.
- 4.2 The policies have been grouped into Red, Amber, Green. Red indicating high priority/urgent, Amber secondary priority, Green lowest priority. It is anticipated that the policies will be brought, if appropriate, to the HR Committee as indicated on the table for ratification following consultation with staff representative groups.
- 4.3 The planned timeline for the implementation of the whole suite of NESCol HR Policies is December 2014.
- 4.4 Where possible early drafts will be provided to Committee members for comment.

### **5. Recommendation**

- 5.1 It is recommended that the Committee approve this approach to the standardisation of HR policies and procedures in North East Scotland College.

**Rob Wallen**  
Principal

**Elaine Hart**  
Vice Principal Human Resources





## APPENDIX 1 – Agenda Item 5.1

Policy	Status	Contractual Y/N	Comments	RAG	Time Frame
Disciplinary	Under Review	Y			By July HR Committee *
Grievance	Under Review	Y			
Performance Capability	Under Review	N			
Flexible Working including Parental Leave	Under Review	?	These policies and procedures form the basis for our Family Friendly/Flexible Working suite of policies.		
Leave for Special Circumstances	Under development	N			
Maternity (to include IVF)	Under Review	Y			
Paternity	Under Review	Y			
Adoptive Leave	Under Review	Y			
Child Care Voucher Scheme	Under Review	N			
Time Off in Lieu	Under Development	N			
Homeworking	Under Review	N			
Job Share	Under Review	N			
Organisational Change Policy and Procedure to incorporate: <ul style="list-style-type: none"> <li>Matching Across</li> <li>Salary Conservation</li> </ul>	New Policy	N	This will incorporate existing procedures.		
Job Evaluation	New Policy	N			September HR Committee *
Sickness Absence		Y	Need to rebrand and look at a suite of Employee Wellbeing policies.		
Mental Health and Wellbeing/Stress		N			
Recruitment and Selection		N	A review of policies and procedures relating to Recruitment and Selection is needed.		
Employee References		N			
Relocation Expenses		N			
Pre Employment Medical Screening		N			
Relocation		N			
Rehabilitation of Offenders		N			
Staff Membership of PVG Scheme		N			
Acting Positions		N			By November HR Committee *
Induction		N			
Probationary		N			
Staff Development		N			
Performance Management	New Policy	N			
Team Briefing		N			
Whistleblowing		N			

***\*NB it will not be necessary for all policies to be ratified by the HR Committee; only appropriate policies will be submitted***



## **HR Priorities and Strategy**

### **1. Introduction**

- 1.1 The purpose of this paper is to outline the key HR priorities for the newly merged College for the short, medium and longer term and to set out how these will be used to develop the College's HR Strategy.

### **2. Developing the HR Strategy**

- 2.1 The Merger Proposal Document set out the key principles which could be included in the new College's HR Strategy. In order to develop this further and to create a Strategy that will inform HR planning, detailed at Appendix 1 are what are proposed as the key HR priorities, based on the short time I have been in post. These have been grouped into Red, Amber, Green: Red being high priority/urgent, Amber secondary priority and Green lowest priority.
- 2.2 These priorities, along with those set out in the Merger Proposal Document, will be used to set the HR Strategy and Plan for the College going forward and further work will be undertaken by the HR Team and Senior Management Team to develop the Strategy.

### **3. The Next Steps**

- 3.1 It is proposed that the HR Strategy will be brought to the HR Committee Meeting in July 2014.

### **4. Recommendation**

- 4.1 It is recommended that the Committee note and agree the priorities contained in this paper.

**Rob Wallen**  
Principal

**Elaine Hart**  
Vice Principal Human Resources



## APPENDIX 1 – Agenda Item 5.2

### H R PRIORITIES MAY 2014

Priority	RAG	Commentary	Timeframe
Develop and implement HR Strategy and Plan		Develop the strategy as outlined in the Merger Proposal Document and create a new strategy for the College.	July 2014
Review HR Structure		Urgent need to review the HR Team structure to deliver an improved HR service.	July 2014
Embed the College Vision and Values		Translate the existing Vision and Values into operational values and behaviours and embed these to effect long term culture change. Suggest SMT AwayDay, workshops with staff to develop these. Bring to Board at October Planning Event and development of a longer term action plan.	October 2014
Develop and implement suite of integrated HR Policies and Procedures		See separate paper	December 2014
Replace HR System		The success of the above will be dependent upon there being a fully integrated HR system to support the new HR service model in order to effect changes to HR business processes and therefore efficiencies	April 2015
Specify new Occupational Health Contract		There are currently two separate contracts in operation both offering very different levels of service. They are both up for renewal in 2015 so this the ideal time to review.	2015
Support the implementation of support structures to support the curriculum		This is on-going work. There is a need for HR to become fully engaged in this process and to develop robust processes to better support staff and managers.	On-going
Implement new support staff pay grades in line with Job Evaluation		Work to be undertaken to consult on and set up new pay scales.	July/August 2014
Harmonisation of terms and conditions of employment		In addition to the new structures, on-going work to fully understand existing terms and conditions, custom and practice and put in contracts, policies and procedures that meet the needs of staff and the organisation.	On-going
Develop and implement Recruitment Strategy		An integrated strategy for the recruitment of staff across the College in the challenging employment markets in Aberdeen and beyond.	September 2014
Performance management and succession planning		Review of current PM processes and a move towards a more goals driven continuous process to support culture change, where performance management is embedded and owned by the individual moving away from being just an annual appraisal.	June 2015



## **Implementation of New Structures Progress Report**

### **1. Introduction**

- 1.1 The purpose of this paper is to provide the Committee with information about the process of implementing new staffing structures for North East Scotland College.

### **2. Background**

- 2.1 Following the establishment of the College's new Senior Management Team (SMT), implementation of the rest of the merged College's new structure commenced in November 2014. The attached table (appendix 1) sets out the progress made in each of the areas.

### **3 Process/Next Steps**

- 3.1 Except in straightforward cases or where only job descriptions need to be reviewed, the following process has been used:

- Stage 1: Approval of Draft Structure by SMT
- Stage 2: Consultation with affected staff and their representatives on proposed structure and job descriptions
- Stage 3: Report on outcome of consultation submitted to SMT, SMT approve final structure
- Stage 4: Affected staff notified of outcome of consultation together with provisional grades of posts and Options Form for matching across
- Stage 5: Review of responses to matching across Options Form, with discussions and interviews as necessary
- Stage 6: Matching across offers made.

- 3.2 Following approval of the final job descriptions, these are evaluated by our external consultant. To date, about 70 posts have been evaluated with about 50 left to do. Once a substantial number of posts have been evaluated, it will be possible to draw up a revised grading and salary structure for the merged College based on the current host College salary scale. It is expected that the College will be able to move to this stage by the end of May 2014.

### **4 Recommendation**

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

**Rob Wallen**  
Principal

**Elaine Hart**  
Vice Principal Human Resources





## PROGRESS REPORT ON NEW STRUCTURES

DP/VP Area	Teams/Sections	Progress Made	Comments
Depute Principal	Marketing and Design	Fully implemented	
	Business Development	Management posts identified, rest of structure still to be implemented	Expected to be complete by mid-May
Curriculum	Curriculum Management	Fully implemented	Rest of lecturing staff allocated to relevant School/Faculty
	Support Areas	University liaison and school links fully implemented, job descriptions for other areas need to be updated and evaluated	Expected to be complete by mid-May
Finance	Finance	Fully implemented	
	Facilities	Job descriptions to be finalised and evaluated	Expected to be complete by mid-May
Student Services	Student Services	Fully implemented	
	IT and Technical Services	Structure agreed, matching across to be finalised	
	Libraries and Learning Resources	Consultation to commence w/c 28 April 2014	Delayed because of new appointment needed for Head of Service
Organisational Services	Quality	Consultation on proposed structure ends	
	Student Finance	Consultation on proposed structure ends	
	Administration	Consultation to commence w/c 28 April 2014	
	Student Data	Consultation to commence w/c 28 April 2014	
	Information and Admissions	Consultation to commence w/c 28 April 2014	
HR	HR	Consultation to commence during May	Delayed because of need to appoint Vice Principal
	Other services		



## **North East Scotland Weighting**

### **1. Introduction**

- 1.1 The purpose of this paper is to provide the Committee with information about the situation regarding regional pay levels.

### **2. Background**

- 2.1 The economy of North East Scotland is extremely buoyant – and along with that goes a very 'tight' labour market.
- 2.2 Inflow of labour into the area is high because of the availability of work in a whole range of occupations.
- 2.3 Salary levels have continued to increase in recent times, especially in oil-industry related posts, even when in other areas of the UK salary levels have stagnated or even dropped.
- 2.4 In general salary levels in Aberdeen have risen to a higher level than in the rest of the UK, where the organisations involved have had the flexibility and finances to pay higher salaries.
- 2.5 Along with higher salaries have come higher rents and house purchase prices – because there is huge demand and the ability to pay high rents that come from high salaries.
- 2.6 In the case of the public sector, salaries are in many sectors determined nationally – for example for the NHS and for school teachers.
- 2.7 The result has been that for some public sector posts recruitment is very difficult. This can be because an equivalent post in the private sector in the City pays much better. It can also be that the same public sector post in a different location would pay the same salary but have much lower associated housing costs.

### **3. Pay and North East Scotland College**

- 3.1 The former Aberdeen College generally paid the highest salaries in the FE sector in Scotland. This was driven by the need to attract staff. It was made affordable by the College becoming very efficient.
- 3.2 Even while still paying the best salaries in the sector, some posts are hard to fill. This can include lecturing posts in oil-and-gas related subjects, but can also include a range of other technical, administrative and professional posts.
- 3.3 The College is committed to trying to ensure that the salaries of North East Scotland College remain the best, or at least amongst the best, in the sector. However, the impact of National Collective Bargaining may reduce the flexibility the College has to pay higher salaries, which would further impact on the ability to recruit.
- 3.4 In order to ease recruitment, the two bungalows at Clinterty may be made available to staff moving into the area for a period to help ease the transition. Discussions have also taken place with Aberdeenshire Council and local Housing Associations about the possibility of staff being able to access hard to rent social housing or "mid-market" housing.

#### **4. North East Weighting**

- 4.1 Many of the public sector organisations have in their different ways been addressing this issue. This has involved collecting information on the difficulties in recruitment and on the high local costs of living to use to make the case within their own organisations for higher pay for Aberdeen-based staff. In one or two cases that has been implemented. In one case the additional payment for Aberdeen staff is higher than the London weighting paid to their London-based staff.
- 4.2 It has now been proposed that the various public sector organisations in the region should pool the information they have gathered and produce a synopsis report and use it as the basis for making common cause to achieve a weighting payment for staff based in the North East of Scotland. The Principal attended an initial meeting to discuss this.
- 4.3 A group is being convened by one of the Directors of HR of a public sector organisation in the region. The North East Scotland College Vice Principal Human Resources will be invited to the meetings of the group.

#### **5. Recommendation**

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

**Rob Wallen**  
Principal

## **Health & Safety**

### **1. Introduction**

- 1.1 The purpose of this paper is to provide the Committee with information about the overall approach adopted by the Senior Management Team (SMT) to issues of health and safety.

### **2. Background**

- 2.1 Issues of health and safety are of huge importance in any educational institution. There are clear legal requirements for any organisation to ensure the safety of their employees, and to avoid detrimental impacts on their health and wellbeing. Equally an educational institution has responsibility for the safety and wellbeing of its students (and other clients, visitors, contractors)– and those are increased in the case of young people and of vulnerable adults who will be part of the client group of any college. In the case of an institution that is training people for the workplace (and more generally for life) there is another responsibility – namely to ensure that students develop an awareness of health and safety issues and knowledge about approaches and techniques that they will take with them and apply in the workplace (and more generally in their lives) for their benefit and the wider benefit of society.
- 2.2 The approach of the Senior Management Team to fulfilling these responsibilities is multi-faceted and is described below.

### **3. Senior Management Team Approach to Health and Safety**

- 3.1 While the line-management and functional responsibility for both safety issues and more generally health and well-being rests with the Vice Principal Human Resources, more generally it is recognised as being a collective responsibility of the SMT to ensure that effective health and safety arrangements are in place. The SMT accepts its responsibility to set the tone, establish and enforce the standards and lead by example.
- 3.2 Reference is made to health and safety in all of the senior management job descriptions – and senior managers ensure that it is also present within the job descriptions of all of the managers who report to them.
- 3.3 The Health and Safety Committee arrangements are respected by the SMT and there is a clear understanding that any health and safety concern that is raised must be addressed as a matter of priority.
- 3.4 Appropriate training in health and safety issues is mandatory for all staff. Senior managers have ultimate responsibility for this in their own areas of responsibility.
- 3.5 Both staff and students benefit from a range of services, for example:
  - The Health and Safety Team that provides a framework of standards, instructions, advice and monitoring across the College;
  - Health and Safety Committees that provide an accountable forum for driving health and safety issues;
  - Risk assessments are routinely conducted by appropriate managers for their areas of responsibility;
  - Information on safety and health related issues is provided through, for example, plasma screen presentations on, for example, road safety, drugs, alcohol, sexual health, cancer.

3.6 Specifically for staff, a range of other measures and services are in place:

- Mandatory training in health and safety issues for all staff;
- More detailed training (eg IOSH) for key staff (eg Curriculum & Quality Managers);
- Occupational health services including health check-ups;
- An Occupational Health newsletter;
- Specific safety information contained in Connected or the Core Brief.

3.7 A range of measures/services are also in place specifically for students:

- Training in health and safety issues relevant to their course and/or chosen vocational field;
- Rigid enforcement of PPE requirements;
- Sessions on safe driving for identified priority high-risk groups.

3.8 Of course there is always further work to do:

- Health and safety standards have to be constantly revisited in the light of experience and developing legislation and best practice guidance;
- Training is required for each new cohort of students and for new staff;
- Refresher training is required for staff on a periodic basis;
- As new health issues arise, new plasma screen information presentations are required.

3.9 The Occupational Health contract for the Aberdeen Campuses provides a much wider range of support than that for the Fraserburgh and Peterhead Campuses but this will be addressed when the contracts come to an end and a single Occupational Health service is tendered for.

3.10 The BS 18001 standard currently applies currently to the Aberdeen Campuses but is being extended to cover Fraserburgh and Peterhead Campuses too.

3.11 Work is in hand to address these issues and to ensure a pro-active and reactive dynamic health and safety environment for the whole institution.

#### **4. Recommendation**

4.1 It is recommended that the Committee note the information in this paper.

**Rob Wallen**  
Principal

## **Equality and Diversity in North East Scotland College**

### **1. Introduction**

- 1.1 The purpose of this paper is to provide information to the Committee about the issues of equality and diversity in the College.

### **2. Background**

- 2.1 On 05 April 2011 the Public Sector Equality Duty came into force and on 27 May 2012 specific duties came into force in Scotland. A listed authority, of which the College is one, is required to:

- Assess and review policies and practices;
- Gather and use employee information;
- Consider criteria and conditions in procurement.

- 2.2 By 30 April 2013 a listed authority was required to publish:

- A mainstreaming report;
- Equality outcomes prepared using involvement and evidence;
- Gender pay gap information;
- A statement on equal pay and occupational segregation.

- 2.3 Two years after first reporting a listed authority is required to publish:

- A mainstreaming report (which includes employee information);
- A report on progress towards achieving equality outcomes;
- Gender pay gap information.

### **3 The Current Position**

- 3.1 Prior to merger both Colleges have complied with this duty. Equality Outcomes were published in April 2013, both Colleges have Equal Pay Policies and there are action plans in place, all of which are published on the respective College website. The information on the NESCol website relates specifically to Aberdeen.

- 3.2 Within Aberdeen College there was Equality and Diversity Committee chaired by the Vice Principal (Human Resources) and in Banff and Buchan College there was the Diversity Management Group chaired by the Assistant Principal (Curriculum and Quality).

### **4 The Next Steps**

- 4.1 There is now a need to bring together equalities and diversity to produce Equality Outcomes and mainstreaming reports for the new College, together with a single Equal Pay Policy. Given the timescales it will be necessary to publish updates by April 2015.

- 4.2 It is proposed that an Equality and Diversity Strategy Group be set up. Its terms of reference are to be finalised but would broadly be:

- To develop Equalities and Diversity Strategy for the College and make recommendations to the Senior Management Team and the Board for implementation;
- To review and monitor the Equality Outcomes ensuring that actions are allocated and taken forward;
- To ensure that the College meets its statutory requirements and publishes reports to meet these requirements;
- To monitor Impact Assessment of policies and processes in the College and ensure actions arising are taken forward;
- To produce an annual Equalities and Diversity Report to the Senior Management Team and the Board reporting on the above.

4.3 It is proposed that the membership of the Group will be:

- Vice Principal – Human Resources (Chair)
- Vice Principal – Organisational Services
- Head of Student Services
- Quality Manager
- HR Manager (Fraserburgh)
- Head of School
- HR Manager (Staff Development).

4.4 This Group will then pass information down to the Equalities Committee which will consist of a broad range of staff including Trade Unions, Students' Association etc for feedback and input.

4.5 The Equality Strategy Group will meet four times a year. The Equality Committee will meet three to four times a year.

## **5 Recommendation**

5.1 It is recommended that the Committee note and agree the recommendations in this paper.

**Rob Wallen**  
Principal

**Elaine Hart**  
Vice Principal Human Resources



## **North East Scotland College and the Referendum on Scottish Independence**

### **1. Introduction**

- 1.1 The purpose of this paper is to allow the Committee to consider the College's position in relation to the referendum on Scottish independence.

### **2. Background**

- 2.1 A referendum on whether Scotland should be an independent country will take place on Thursday 18 September 2014.
- 2.2 Inevitably as we come closer to the date of the referendum there will be increased campaigning by those in favour of independence and those in favour of Scotland remaining a part of the United Kingdom.
- 2.3 It is important that the College is clear about its position in relation to the campaigning process, and does not allow itself to be partisan or perceived to be so. At the same time we must recognise that there will be interest in the issue amongst staff and students (and Board members) and that as part of our more general educational and civic duty we may have a role in helping students gain access to information that will allow them to make an informed choice in the referendum.

### **3. The College's Position**

- 3.1 Attached as an appendix to this paper is a statement that it is proposed is adopted to clarify the College's position.
- 3.2 The intention is that the College would communicate this to all staff and use it as the basis for deciding whether to agree to or reject any particular approach that may be made to the College in relation to the referendum debate.

### **4. Recommendation**

- 4.1 It is recommended that the Committee consider the proposed statement.

**Rob Wallen**  
Principal



## **Appendix 1 – Agenda Item 5.7**

### **North East Scotland College and the Scottish Independence Referendum**

North East Scotland College has no position on the preferred outcome of the referendum on Scottish Independence.

It recognises that different views will be held by individual students, individual members of staff and individual Board members. The College respects all of those views.

The College will not express a view on the preferred outcome of the referendum and will not allow its facilities to be used preferentially by one or other faction in the current campaign.

It will, however, consider options for providing proponents of each side in the campaign with equal opportunity to explain its views and ideas so that students of the College (and where appropriate other internal stakeholders) can gain information to help them come to a balanced judgement on the issue.



## Key HR 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 Human Resources (HR) function.

### 2. Headcount/FTE

Headcount	Fraserburgh	Aberdeen	Total
March 2014	223	406	629

FTE	Fraserburgh	Aberdeen	Total
March 2014	165.57	373.83	539.4

Please note: there is a caveat with the above figures due to staff changing to NESCol contracts and the new HR system.

### 3. Sickness Absence

- 3.1 The table below shows the average number of days' sickness absence by employee in the period 01 August 2013 to 31 March 2014, with both Aberdeen and Fraserburgh Campuses currently showing similar levels of absence. Absence levels across the whole of NESCol are significantly better than the UK average of 7.6 days/employee and the public sector average of 8.7 days (CIPD Absence Management Report 2013).

	2009-10	2010-11	2011-12	2012-13	2013-14
Average No. of Days per Employee (Aberdeen)	6.60	6.48	3.84	5.96	4.65
Average number of days per employee (Fraserburgh)	N/A	N/A	N/A	N/A	4

Please note: comparative historical figures for Fraserburgh are not available as sickness absence rates were calculated in a different way.

- 3.2 The number of staff on long-term sickness absence is as follows for the period 01 August 2013 – 31 March 2014:

	Fraserburgh	Aberdeen	Total for NESCol
Number of staff absent	26	23	49
Number remaining absent	9	7	16
Number returned to work	10	13	23
Number of staff who have left	7	3	10

3.3 The main causes of long-term sickness absence are as follows:

Cause of absence	Number of people absent in Fraserburgh	Number of people absent in Aberdeen
Operation/recovery	9	2
Stress/depression	9	8
Motor accidents	3	0
Hospital treatment/investigations	2	0
Cancer treatment	0	4
Gastrointestinal	0	2
Injury	0	2
Skin disorders	0	1
Other musculoskeletal (excluding back problems)	0	2
Other	3	2
<b>Total</b>	<b>26</b>	<b>23</b>

3.4 Actions taken to minimise absence and support staff included referral to Occupational Health (including counselling), meetings with HR, rehabilitation programmes (including phased returns), work station assessments, temporary/permanent adjustment to working hours and temporary/ permanent adjustment to duties. Trigger Points are also monitored and followed up as appropriate. Staff who have underlying health conditions/frequent absences are also offered support where required. Stress awareness training is also available to staff.

#### **4. Recruitment and Selection**

4.1 There were a total of 94 vacancies in the period 01 August – 31 March 2014, 82 appointments were made, as detailed below:

Vacancies	Number of vacancies in Fraserburgh	Number of vacancies in Aberdeen (including as a result of internal restructuring)	Combined NESCol vacancies
Lecturing (inc CQM post)	9	31	40
Instructor/VTA	7	0	7
Manager (inc Head of School etc)	0	3	3
Professional/Administrative/Clerical	9	17	26
Technical	1	5	6
Library	0	4	4
Manual/Ancilliary	1	0	1
First-Aider	2	0	2
Posts withdrawn/on hold	3	2	5
<b>Total</b>	<b>32</b>	<b>62</b>	<b>94</b>

Appointments	Number of appointments in Fraserburgh	Number of appointments in Aberdeen (including as a result of internal restructuring)	Combined NESCol vacancies
Lecturing (inc CQM post)	7	28	35
Instructor/VTA	5	0	5
Manager (inc Head of School etc)	0	3	3
Professional/Administrative/Clerical	10 (includes additional supply appointment/s)	16	26
Technical	1	5	6
Library	0	4	4
Manual/Ancillary	1	0	1
First-Aider	2	0	2
<b>Total</b>	<b>26</b>	<b>56</b>	<b>82</b>

- 4.2 The majority of these vacancies have been easy to fill from mix of internal and external advertisement in the local labour market.
- 4.3 Engineering vacancies continue to prove a challenge to fill, particularly in Aberdeen. However Aberdeen is working closely with several recruitment agencies to fill its remaining engineering post and the vacancy is being advertised as part of the Energy Skills Partnership and with the Portuguese Recruitment Fair taking place in Job Centre Plus.
- 4.4 In general, Fraserburgh has been relatively successful in filling engineering vacancies, with 6 appointments having been made since August 2013. There is currently one Vocational Trainer and Assessor post in Electrical and Electronic Engineering outstanding for which CVs are with the Faculty Manager.
- 4.5 The Aberdeen-based posts of Lecturer in Computing and Lecturer in Computer 3D Animation have also proved challenging to fill and HR is now working with specialist IT recruitment agencies.

## 5. Labour Turnover

- 5.1 There is a small difference in the labour turnover figures between Aberdeen and Fraserburgh Campuses. This is probably due a slightly different method of calculation, which will be addressed going forward. Fraserburgh figures also exclude staff who have moved on to NESCol terms and conditions.

Fraserburgh 01 August 2013 – 31 March 2014			
	Leavers (number) (Excludes staff moving to NESCol T & Cs)	New starts (number)	Turnover (%)
Lecturing	12	3	n/a
Support (inc Managers & VTAs)	33	8	n/a
<b>Total</b>	<b>45</b>	<b>11</b>	<b>18%</b>

Aberdeen 01 August 2013 – 31 March 2014			
	Leavers (number)	New starts (number)	Turnover (%)
Lecturing	26	21	13.3%
Support	21	21	9.5%
<b>Total</b>	<b>47</b>	<b>42</b>	<b>22.8%</b>

5.2 The CIPD survey on Resourcing and Talent Planning 2013 showed that the median labour turnover level for the UK public sector was 9.4%.

5.3 Historical figures are not available for the former Banff and Buchan College (the format was different) but they are available for the former Aberdeen College, as detailed below:

Category	2009-10	2010-11	2011-12	2012-13	2013-14
Lecturers	7.1%	8.3%	13%	17.5%	13.3%
Support	11.7%	25.1%	14.6%	8.7%	9.5%

5.4 An analysis of leavers by staff category in the period 01 August 2013 to 31 March 2014 is as follows:

Category of Staff	Fraserburgh 2013-14 (excludes staff moving to NESCol T&Cs)	Aberdeen 2013-14	Total 2013-14
Lecturers (incl promoted lecturers)	12	26	38
Instructors/VTAs	6	3	9
Managers	11	2	13
Professional/Administrative/Clerical	11	11	22
Technical	1	3	4
Library	1	2	3
Ancillary/Manual	3	0	3
<b>Total</b>	<b>45</b>	<b>47</b>	<b>92</b>



5.5 An analysis of the reasons for leaving is as follows (Stats from 01/08/2013 – 31/03/2014):

Reasons for Leaving	Fraserburgh 2013-14	Aberdeen 2013-14	Total 2013-14
Deceased	0	1	1
Ill-health retirement/resignation	0	1	1
Job dissatisfaction	4	1	5
New challenge/change in career/career break	0	1	1
New Job	4	13	17
No return from Maternity Leave	0	3	3
Personal/domestic	0	5	5
Relocation	1	3	4
Retirement	4	2	6
Travel difficulties	0	1	1
Voluntary Severance	25	16	41
End of (short-term) fixed-term contract	2	0	2
Termination of employment	2	0	2
No longer wishing to be on supply register	3	0	3
<b>Total</b>	<b>45</b>	<b>47</b>	<b>92</b>

5.6 An analysis of new starts by category in the period 01 August 2013 – 31 March 2014 is as follows:

Category of staff	Fraserburgh 2013-14	Aberdeen 2013-14	Total 2013-14
Lecturers	3	21	24
Instructors/VTAs	5	0	5
Manager	0	2	2
Technical	1	5	6
Professional/Administrative/ Clerical	2	12	14
Library	0	2	2
<b>Total</b>	<b>11</b>	<b>42</b>	<b>53</b>

## 6. Employee Relations

6.1 Information on numbers of cases in the period 01 August 2013 to 31 March 2014 with comparisons from previous years is noted below:

	2011-12	2012-13	2013-14
Grievances	0	0	1
Disciplinary Cases	2	4	4
Workplace Mediation Cases	0	4	1
Capability Cases	0	0	0
Unsuccessful Probation	0	0	0
Whistleblowing Cases	0	1	0
Harassment Cases	0	0	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

## **Key Staff Development and Continuing Professional Development Performance Indicators and Update**

### **1. Introduction**

- 1.1 The purpose of this report is to provide the Committee with information on key performance indicators and dialogue relating to Staff Development and Continuing Professional Development.

### **2. Teaching Qualification in Further Education (TQFE) - Lecturers**

- 2.1 In the last Committee report it was noted that 84% of all lecturers in North East Scotland College either held or were working towards the TQFE or another equivalent qualification. Since the last report this figure has not changed significantly. A further update on statistics will be provided in July once the outcome of those currently working towards their TQFE is known. Meantime, the following dialogue explains the current position in relation to actions being taken.
- 2.2 At the time of writing 68 lecturers employed during AY2013-14 do not hold a TQFE or equivalent qualification. Of these 9 have left without completing the TQFE or are expected to leave within the near future. Of the remainder, approximately 25 are likely to commence TQFE in AY2014-5. We are currently establishing the position of all lecturing staff in relation to mandatory qualifications and during the Summer Term development plans will be created for all lecturing staff who do not currently hold TQFE.
- 2.3 Benchmarking Information TQFE: The Scottish Funding Council (SFC) publishes a range of performance indicator data relating to Scottish further education colleges. This includes information on the number of teaching staff who hold a teaching qualification. The most recent information published by the SFC relates to AY2010-11. According to this data 93% of full-time permanent lecturing staff held a teaching qualification. It is our intention to match or exceed this figure within the next two academic years.

### **3 New Awards for New Lecturing Staff**

- 3.1 In October 2013 we began offering a new award designed by the College Development Network entitled "Teaching in Colleges Today". This is an induction module which we are using across all campuses for teaching staff who do not currently hold a teaching qualification and are not ready to join a TQFE programme. To date 7 staff have successfully completed the award, 10 are currently undertaking the award, with a further 2 starting shortly.
- 3.2 As this is a new award, a postal external verification is required for 100% of candidates. Evidence for the first 7 staff who completed the award was sent to the College Development Network in February and we received a very positive report back from the External Verifier. This award provides good grounding for new teaching staff and it is our intention to continue to use it across the College.

### **4. Assessment and Verification Qualifications – Lecturers**

- 4.1 In the last Committee report it was noted that 73.7% of lecturers either held or were working towards an assessor qualification and that 61.8% of lecturers either held or were working towards a verifier qualification. Again these figures will not have significantly changed during the previous two months so will be updated at the end of the academic year when achievement rates are available.
- 4.2 Differences between the approach to assessor and verifier awards exist between the former Aberdeen and the former Banff & Buchan College campuses. A common approach to assessor and verifier qualifications is currently being discussed ready for implementation in August 2014.

## **5. Teaching Qualifications – Instructors and Vocational Teaching Assistants**

- 5.1 This group of staff are not required to obtain a TQFE. However, current practice is to develop these staff by taking them through an introductory teaching qualification or a qualification in training / presentation. In the last Committee report it was confirmed that 59.7% of Instructors / VTAs hold an appropriate teaching / training qualification. Again this figure has not significantly changed and will be updated in the next report. It is our intention to look at the qualification used for Instructors / VTAs over the coming months and to agree a suitable one that will be implemented on all campuses. In the interim new instructors / VTAs who do not already hold a teaching qualification will be asked to undertake the "Teaching in Colleges Today" induction module where practicable.

## **6. Assessment Qualifications – Instructors/Vocational Teaching Assistants (VTAs)**

- 6.1 65.7% of Instructors / VTAs hold or are working towards an assessment qualification. Figures will be updated in July 2014. As noted above, a common approach to assessor and verifier qualifications is currently being discussed ready for implementation in August 2014.

## **7. Development Activities During AY2013–14**

### **7.1 Aberdeen Campuses**

- 7.1.1 Induction: On the Aberdeen campuses there have been 29 new appointments. All of these staff have been inducted according to College procedures.
- 7.1.2 Staff development: Arrangements have been made for staff to attend 178 external training events. 140 training events have taken place internally, 19 of which were conducted by external bodies. In addition 11 VLE based programmes have been regularly completed. In total 1,412 individual training occurrences (i.e. staff attendance at an internally run event or completion of a VLE based course) have taken place between August 2013 and 25 April 2014. Internal events have included mandatory training (child protection); events related to security in the College (Project Argus); events to improve learning and teaching (JISC Mobile Learning); events aimed at inclusion (BRITE: Bring Your Own Accessibility).

### **7.2 Fraserburgh Campuses**

- 7.2.1 Induction: On the Fraserburgh campuses, there have been 12 new teaching appointments. All of these staff have been inducted according to Banff and Buchan College procedures. External courses continue to be organised within teams with a view to this being in line with Aberdeen City Campus in due course.
- 7.2.2 Staff Development: A new initiative, the FourYou workshops, provide a programme of workshops which involve sharing good practice and provide a support system to promote staff well-being. Workshops are facilitated by staff and external presenters. Examples of FourYou workshops include events to raise awareness amongst staff (Student Mental Health); events to improve ILT skills (Using e-books in teaching) and events to improve learning and teaching (Restorative Behaviour Management). A range of benefits of the FourYou Workshops have been identified, through the online evaluations, and include the development of well-being and professional learning; the capacity to alter perspectives; raising awareness; and making advantage of external expertise. The FourYou programme has been recognised by Education Scotland as best practice on their website.

### **7.3 New Staffing Structures – Development Activities**

7.3.1 In February 2014 the new structure for promoted teaching staff was implemented. A full developmental programme was created to support staff in their new roles. To date training sessions have included:

- Role clarification
- Quality briefing
- Student support briefing
- Leadership skills
- Performance management.

Sessions arranged for the coming months also include:

- Recruitment and selection
- IOSH Managing Safely.

7.3.2 In addition there have been a number of staff promoted into support staff management posts and for these individual tailored development programmes are created to prepare the managers for their new roles.

### **7.4 Training initiatives following merger**

7.4.1 As a result of the merger common practices have to be agreed and training is required to familiarise staff. Current training initiatives are as follows:

- Child Protection –the aim of this programme is to bring all Fraserburgh based staff up to speed on child protection legislation. Approximately 130 staff require training and we aim to have this programme complete by June 2014.
- Blackboard Training – the decision has been taken to implement Blackboard as the VLE platform for North East Scotland College. All staff on the Fraserburgh campuses require training. A programme has been developed which includes a short familiarisation event followed by a more in depth hands on training session. Training commenced for teaching staff on 30 April 2014 and it is our intention to have all teaching staff trained by the end of the academic year so that teaching programmes in all areas will be able to use Blackboard from the start of the 2014 – 15 teaching session.
- Quality Training – members of the Quality Team will shortly be holding training sessions across the whole College topics such as effective self evaluation, analysing performance indicators and action planning.

## **8. Planned training activities**

8.1 We are currently planning training events to take place pre and post summer break. The Programme will include among other sessions JISC – Digital Practitioner; Using Outlook; Social Media in the Classroom; How to use Harvard Referencing and Advanced Behaviour Management.

8.2 It is intended to have a whole-College development day in June 2014 to allow intercampus development and team-building activities which are not normally possible.

## **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



## Key Health and Safety Performance Indicators and Update

### 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 and also to provide an update on health and safety activities and strategy in the new College.

### 2. Accident Statistics

- 2.1 Accident statistics for the period 01 August 2013 to 31 March 2014 are noted in the table below with comparative information for previous years. The data for Aberdeen and Fraserburgh is the raw data and has not been adjusted to reflect the relative sizes of the operations in the two areas (there is approximately four times as much activity on the Aberdeen campuses as on the Fraserburgh/Peterhead campuses).
- 2.2 The College has participated in an accident benchmarking exercise with other Scottish Colleges. Comparative figures are also shown in the table below. The data for the Scottish average is again raw data. It is not directly comparable with the data for North East Scotland College campuses as the size of the 'average college' will be different from the size of North East Scotland College; (the average college size in 2009-10 was about half the size of Aberdeen College alone).

Academic Year	2009-10	2010-11	2011-12	2012-13	2013-14
<b>No. of Accidents at Aberdeen</b>	48 of which 3 were reported to HSE	58 of which 5 were reported to HSE	37 of which 1 was reported to HSE	55 of which 6 were reported to HSE	24 of which 1 was reported to HSE
<b>No. of accidents at Fraserburgh/Peterhead</b>	29 of which 2 were reported to the HSE	28 of which 11 were reported to the HSE	13 of which 7 were reported to the HSE	22 of which 5 were reported to the HSE	12 of which 2 were reported to HSE
					36
<b>Scottish College Average (Collated by the H&amp;S Community of Practice)</b>	60 of which 7 were reported to the HSE	62 of which 7 were reported to the HSE	43 of which 3 were reported to the HSE	Figures have not been collated for this year	Figures have not been collated for this year

The 3 accidents which have been notified to the HSE in 2013-14 involved:  
 Student dislocated knee while playing football (Aberdeen);  
 Student sharpening a knife and cut finger (Fraserburgh);  
 Student fell on stairs (Fraserburgh).  
 These accidents were reported as they each involved a trip to hospital.

2.4 An analysis of the accidents in the period 01 August 2013 to 31 March 2014 shows the following:

Category	Number Aberdeen Sites	Number Fraserburgh Campus	NESCOL Total
Students	21	10	31
School Pupils	1	0	1
Employees	2	2	4
Contractors	0	0	0
Members of the Public	0	0	0
<b>Total</b>	<b>24</b>	<b>12</b>	<b>36</b>

2.5 The categories of accidents were as follows:

Injury	Number Aberdeen Sites	Number Fraserburgh Campus	NESCOL Total
Cut	11	2	13
Concussion	0	1	1
Fracture	0	1	1
Burn	3	0	3
Sprain/Strain	0	2	2
Bump/knock	3	0	3
Scratch	0	1	1
Slip Trip	1	0	1
Dislocation	1	2	3
Eye Ingress	1	1	2
Crush	0	0	0
Twist	0	0	0
Bruise	0	2	2
Bite	4	0	4
Stave	0	0	0
<b>Total</b>	<b>24</b>	<b>12</b>	<b>36</b>

2.6 Given the amount of Contractors on site it is unusual not to have any accidents reported. MITIE are going to review to ensure these are being reported appropriately.



- 2.7 The biggest causation of accidents is cuts. The majority of these accidents related to students from the Hospitality programmes. An investigation by the Health and Safety Department is undertaken for all accidents. The accidents relating to cuts are minor in nature and are due to inexperience of the students cutting vegetables. As the experience and dexterity of the students increases this type of accident decreases.
- 2.8 Different curriculum areas have different approaches to accident reporting. The Health and Safety Manager is reviewing this with Heads of School.

### **3. Work Placement Visits**

- 3.1 The following table shows the number of visits which were undertaken in the period 01 August 2013 to 31 March 2014:

Number of Visits to be Undertaken	% of Visits Undertaken
117	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 are approved by the Health and Safety Manager to carry 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 01 August 2013 to 31 March 2014:

No. of Approved Contractors	No. Removed from List
17	1

- 4.3 A roofing contractor was removed from the approved list for poor performance relating to working at height. The contractor failed to install edge protection whilst working on a pitched roof at the Clinterty Campus. A full investigation was undertaken by the College Health and Safety Department with input from our Facilities Management Company MITIE. This contracting company will not be considered for future works at North East Scotland 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. Checks to measure the concentration of inhalable and respirable dust in the air are undertaken by the Health and Safety Department. All construction and joinery workshops are included in this programme. 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.
- 5.2 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 01 August 2013 to 31 March 2014:

Site	No. of Dust Samples Undertaken	No. of Inspection Failures
Aberdeen	6	0
Fraserburgh	0	0

- 5.3 To date this information has not been recorded in Fraserburgh and Peterhead campuses although arrangements are now in place to implement a programme of dust monitoring across all campuses.

## **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. A member of the Health and Safety Team based at the city centre campus is a qualified Food Hygiene Inspector. All kitchens including training and contractor controlled areas are included in the programme.

- 6.2 The following table shows details of the number of kitchens inspected and any that fell below the required standard in the period 01 August 2013 to 31 March 2014:

Site	No. of Kitchen Inspections Undertaken	No. of Inspection Failures
Aberdeen	2	0
Fraserburgh	0	0

- 6.3 To date this information has not been recorded in Fraserburgh and Peterhead campuses but a programme of food hygiene inspections will be instigated across all campuses in the next month.

## **7. Health and Safety Committee**

- 7.1 The Health and Safety Committee met on 15 April 2014. The Committee has decided to review its terms of reference and make-up and further information will be provided on this in due course.

## **8. BSI, OHSAS 18001 Audit**

- 8.1 Aberdeen College was the first College to attain this prestigious standard and it is understood that North East Scotland College is still one of only 3 education providers (in the UK) to hold the standard. Currently the scope of the standard covers Aberdeen City and Altens and in March 2014 the College underwent a 2 day audit of its health and safety management system. As a result of this the College successfully retained the OHSAS 18001:2008 for those campuses. A gap analysis has been undertaken at Fraserburgh and an action plan is being put in place to address the areas highlighted and bring all NESCol campuses up to the same standard. Future audits will then include other campuses.

## **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