NORTH EAST SCOTLAND COLLEGE

Board of Management
HUMAN RESOURCES COMMITTEE
Meeting of 24 January 2017

NOTICE OF MEETING

There will be a meeting of the Human Resources Committee on Tuesday 24 January 2017, 1130-1300 hours in Room G10 at Aberdeen City Campus.

MEMBERS OF THE BOARD OF MANAGEMENT

Ms. A Bell

Ms S Cormack

Mr. J Gall

Mr. I Gossip

Mr. J Henderson

Ms. C Inglis (Chair)

Mr. R McGregor

Ms. L McIntyre

Mr. K Milroy

IN ATTENDANCE

Ms. E Hart, Vice Principal Human Resources

Ms. P May, Secretary to the Board of Management

Ms. E Reid, Senior HR Business Partner

Ms. C Mackie, Minute Secretary

AGENDA
24 January 2017

1. **Apologies for Absence**

2. **Minute of Previous Meeting**
    2.1   Minute of 15 November 2016 (paper enclosed)

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

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

5. **Matters for Decision**
    5.1   Health and Safety Strategy (paper enclosed)
    5.2   Gender Pay Gap Report 2016 (paper enclosed)
    5.3   Occupational Segregation – Gender Report 2016 (paper enclosed)
    5.4   Occupational Segregation – Race/Ethnicity Report 2016 (paper enclosed)
    5.5   Occupational Segregation – Disability Report 2016 (paper enclosed)
    5.6   Equal Pay Statement and Policy 2017 (paper enclosed)

6. **Matters for Discussion**
    6.1   HR Priorities and Strategy Implementation (paper enclosed)
    6.2   National Bargaining and Workforce for the Future Update (paper enclosed)

7. **Matters for Information**
    7.1   Report on Organisational Development Activity (paper enclosed)
    7.2   Key Health and Safety Performance Indicators (paper enclosed)

8. **Summation of Business and Date and Time of Next Meeting**

Reserved Items of Business
9. **Matter for Decision**
    9.1   Voluntary Severance Scheme 2017-18

10. Matter for Information
    10.1 Pension Errors

11 Summation of Reserved Items of Business

Draft Minute of Meeting of 15 November 2016

The meeting commenced at 1130 hours.

The meeting was chaired by Ms Bell in the absence of Ms Inglis.

PRESENT – A Bell (Chair), S Cormack, J Gall, I Gossip, J Henderson, R McGregor, K Milroy, R Wallen
IN ATTENDANCE – E Hart, P May, P Kesson
OBSERVER – R Fraser

Prior to the meeting commencing Ms Bell noted that it would be Mr Wallen and Mrs Kesson's last attendance at a meeting of the Committee. Ms Bell, on behalf of Ms Inglis and the other Members, thanked them both for their services over many years and wished them well for the future.

1.   Apologies for Absence
Apologies were received from Ms Inglis.

2.   Minute of previous Meeting
The Minute of Meeting held on 13 September 2016 was approved.

3.   Matters arising from previous Meeting
The Committee noted a report providing information on matters arising from the meeting held on 13 September 2016.

In relation to the incident which had occurred at Fraserburgh Campus, and which the HSE are investigating, Mr Wallen informed Members that the College's Health, Safety and Security Manager had recently followed up the matter with the HSE but a response is still awaited.

4.   Report by the Principal
The Committee noted a report providing information on the work of the Mental Health Group; and Equality Outcomes and Gender Pay Gap Reporting.

Ms Hart commented that the recent mental health awareness week had not been as successful as had been hoped, adding that the format will be reviewed before any future events take place.

Members noted that the Mainstreaming and Outcomes Report and the Gender Pay Gap would be presented to the March 2017 meeting of the Human Resources Committee before being presented to the Board of Management for consideration.

5.   Matters for Discussion
5.1   HR Priorities and Strategy Implementation
The Committee considered a paper providing an update on progress regarding the College's key HR priorities.

Ms Hart informed Members that Investors in People (IiP) assessors would be on site during week commencing 21 November 2016.

Ms Hart also informed Members that two tenders (both within budget) had been received for the HR Payroll Systems and would be considered soon.

Ms Hart confirmed that work is progressing on the preparation of a documented set of Terms and Conditions of employment for staff.

The Committee were informed that work is ongoing on the College's new Intranet and that Board Members would be given a demonstration of this in due course.

The Committee noted the information in the report.

5.2   Approval of HR Policies
The Committee considered a paper presenting suggestions as to the future final approval of HR policies.

After some discussion the Committee approved the updated list of approval routes for HR policies subject to the following amendments:

- Whistleblowing Policy – approval to remain with Board of Management.
- Until national policies are put in place, the policies on Capability, Disciplinary, Flexible Working, Grievance, Leave for Special Circumstances, and Time off in Lieu, should remain for approval by the HR Committee
- Health and Safety Policy – approval to be transferred to Board of Management.

5.3   National Bargaining and Workforce for the Future
Ms Hart provided an oral update on the current dispute relating to the pay offer to support staff. Members were advised that the support staff trade unions have suspended strike action and are now balloting staff with a recommendation that the pay offer is rejected.

Ms Hart said that previous strike action had not impacted on North East Scotland College but that action had impacted very adversely on a number of other Scottish colleges.

Ms Hart said that short-life working groups with EIS are currently taking place as that union is still in dispute about the £100 paid as part of the pay settlement last year.

Ms Hart also informed Members that matters relating to Workforce for the Future have been overtaken by the dispute over the pay award.

It was noted that a session on National Bargaining and Workforce for the Future had been included as part of the agenda for the upcoming Board Planning Event.

6.   Matters for Information
6.1   Key HR Performance Indicators
The Committee considered and noted a report providing information on Key Performance Indicators for the period July to September 2016 (Quarter 3).

6.2   Report on Organisational Development Activity
The Committee considered a report providing information on the key activities undertaken by the Organisational Development Team from August to October 2016.

Information was provided on Professional Development Activity; 360 Pilot Review; Leadership Training; Investors in People; Performance Review; and Professional Development Days.

In noting the report the Committee requested that consideration be given to the inclusion of environmental sustainability in HR and Organisational Development approaches to help encourage positive staff behaviours.

6.3   Key Health and Safety Performance Indicators
The Committee considered and 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.

6.4   Health and Safety Strategy
The Committee considered the updated Health and Safety Strategy prior to finalisation and issue.

After some discussion it was agreed that the Strategy be reworked into the "Health, Safety and Wellbeing Strategy" and that responsibility for the implementation of the Strategy should rest with the Principal.

6.5   Union Steward Information Request to Board of Management
The Committee noted a paper providing information on a request made to a Board of Management by a Unison steward, and the suggested response by Colleges Scotland.

It was confirmed that North East Scotland College had not received such a request, but if it does in the future the suggested response by Colleges Scotland would be used.

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 on Tuesday 24 January 2017.

Reserved Items of Business

8.   Matters for Discussion
8.1   The Living Wage

8.2   Review of Payroll

8.3   National Collective Bargaining – Support Staff Pay Dispute 2016-17

9.   Summation of Reserved Items of Business
The Secretary gave a summation of the reserved items of business.

The meeting concluded at 1226 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 15 November 2016.

2   Matters Arising

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

5.1   HR Priorities and Strategy Implementation

Information on the outcome of the Investors in People (IIP) site visit which took place in November 2016 is provided under Agenda Item 7.1.

Information on developments relating to the HR and Payroll System Tendering Exercise has been included under Agenda Items 4 and 6.1.

5.2   Approval of HR Policies

As agreed at the last meeting of the Committee, the College's Health and Safety Policy has been reassigned as a Policy which requires to be approved by the Board of Management.

6.4   Health and Safety Strategy

Information regarding consideration of the proposal to rename the Policy the 'Health, Safety and Wellbeing Strategy' is included under Agenda Item 5.1. As agreed, responsibility for the implementation of the Policy has been changed to the Principal.

3   Recommendation

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

Liz McIntyre   **Pauline May**
Principal   Secretary to the Board of Management

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. HR PIs
2.1 There are no HR PIs to report at this meeting. An annual report and Quarter 4 2016 report will be presented at the March meeting of the Committee.

3. Employers' Association Representation
3.1 It should be noted that the College's representation on the above has changed and will now be as follows:

- Liz McIntyre, Principal (also continuing as Vice Chair of EA)
- Ken Milroy, Chair of Board of Management (lay representative).

3.2 Elaine Hart will continue to attend Employers' Association meetings in her capacity as a member of the management side of the National Joint Negotiating Committee.

4. Living Wage Accreditation
4.1 Following the report to the last meeting, Rob Wallen wrote to Shirley-Ann Somerville, Minister for FE, HE and Science, setting out the College's position. Ms Somerville has replied acknowledging our position and the progress made and stating she is encouraged by our aspiration to become a Living Wage Employer. She also points out the approaches other organisations have taken to become Living Wage Accredited Employers when faced with the same challenge of contracted out services.

5. HR and Payroll System Tendering Exercise
5.1 During November and December the HR and Payroll Replacement Project Team carried out a short tendering exercise using the APUC framework. Unfortunately this exercise was unsuccessful in identifying a suitable provider. Therefore a decision has been taken to go through a full procurement process. This means that we will be unable to have a new system in place by April 2017 but we will have the opportunity to fully explore the range of providers available and make the right choice for the College. We are confident in the meantime, that the arrangements we have in place for Payroll are robust and can continue whilst we procure a new system.

6. Catering Contract Renewal
6.1 A two year extension has been negotiated with Aramark in accordance with the terms of the contract. This gives the College a very advantageous guaranteed return of:

- £204,644 (Year One)
- £206,043 (Year Two).

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

Liz McIntyre
Principal

Health and Safety Strategy

1. Introduction
1.1 The purpose of this paper is to present the updated Health and Safety Strategy for the Committee to consider prior to finalisation and issue.

2. Proposed Changes to Strategy
2.1 This Strategy was previously presented to the November 2016 meeting of the Committee. It was suggested that the Strategy could be amended to become a Health, Safety and Wellbeing Strategy.

2.2 Wellbeing already forms part of the College's HR Strategy as approved by this Committee, and wellbeing forms part of the HR Team's on-going work and priorities. As part of this, the HR Team works closely with the Health and Safety Team and Occupational Health. The College is accredited as Healthy Working Lives Gold and continues to hold this standard. In addition, we are also considering the new IiP Health and Wellbeing standard as a way of measuring the impact of our wellbeing initiatives.

2.3 Therefore wellbeing is part of the HR Strategy and is led by the HR Team. The Strategy has been amended at 4.5.4 to reflect this.

3 The Health and Safety Strategy
3.1 The revised Health and Safety is attached as Appendix 1.

3.2 The tracked changes show the removal of paragraphs which refer to the merger and are now outdated.

3.3 There are some further minor changes.

4 Recommendation
4.1 For the continued maintenance of the BSI OHSAS18001 standard it is necessary to have an up to date Health and Safety Strategy. It is therefore is recommended that the Committee approve the updated Strategy.

Liz McIntyre
Principal

Elaine Hart
Vice Principal Human Resources

NORTH EAST SCOTLAND COLLEGE

HEALTH AND SAFETY STRATEGY

HEALTH AND SAFETY STRATEGY

1.0 Introduction

1.1 North East Scotland College is dedicated to protecting the health, safety and welfare of all its staff, students, contractors, partners and visitors.

1.2 This Health and Safety Strategy has been informed by and developed to support North East Scotland College's aims and objectives as laid out in the Regional Outcome Agreement and College Strategic Plan.

1.3 This strategy seeks to go beyond the traditional Health and Safety role of preventing harm. The Health and Safety Strategy commits the College to continually improving the health and safety and wellbeing of its staff and students.

1.4 The Health and Safety Strategy is not just about achieving compliance, but will assist in realising:

- Efficient, proactive and pragmatic ways of delivering health and safety;
- A safe and healthy environment for staff and students;
- A robust health and safety culture across the College;
- Effective means of protecting stakeholders, including staff, students and visitors from harm.

1.5 The Health and Safety Strategy describes in broad terms what the College's approach to health and safety is and how it will be implemented.

1.6 This Strategy is for the period 2016-18

2.0 Background and Context

2.1 Internal Context
The College's Vision and Values are:

Vision
A College that transforms lives and supports regional development.

Our values are the foundation of all that we do and state what is really important to us. They apply to everyone who comes to the College to learn or work.

Our Values are:

Commitment and Excellence
- Understanding and responding to the needs of our students, staff, key stakeholders and customers
- Being business-like and professional
- Maintaining a clear focus on our goals and ensuring that these are achieved through effective planning and organisation
- Achieving excellence by continually evaluating and improving our services
- Ensuring our processes are consistent, accessible, effective and efficient.

Empowerment and Engagement
- Creating an environment where innovation and creativity are encouraged and can flourish
- Providing clear direction, information and communication
- Providing development opportunities to ensure that we have the skills, knowledge and confidence to perform to the best of our ability
- Giving recognition and praise
- Encouraging and supporting collaboration.

Respect and Diversity
- Valuing the experience and talent of all
- Treating others with dignity and respect
- Creating an accessible, inclusive learning and working environment
- Being fair, open and transparent to ensure a culture of mutual trust and integrity.

2.2 This vision and values can only be realised in an environment that is both healthy and safe, where a positive safety culture is encouraged, legislative compliance is achieved and all stakeholders are engaged.

2.3 Robust and comprehensive health and safety management underpins all the work of the College. This is attained by ensuring staff are working in a safe and comfortable environment, are aware of their responsibilities with regard to themselves and others as well as the duty the College has to safeguard the health and safety of all.

2.4 Good health and safety management is an integral and formative part of all projects, from the planning stage to successful completion and review.

2.5 In order to ensure the Health and Safety Strategy supports the College Strategic Plan and contributes to achieving the aims and objectives, the College context must be fully considered.

2.6 The College operates from dispersed campuses and sites, each with its own specific health and safety requirements. In addition, in November 2013 the former Aberdeen and Banff & Buchan Colleges merged to form one regional college which has created a major change agenda, which has had an impact on the way health and safety is delivered across the College and has necessitated careful management to ensure the health, safety and wellbeing of staff and students.

2.7 Over many years Aberdeen College had developed a robust health & safety culture based on BS OHSAS 18001 and a commitment to achieving the highest standards, reflected in numerous awards including a British Safety Council Sword of Honour. Banff & Buchan College had not chosen to achieve BS OHSAS 18001 and as such had in place different arrangements and practices from those in Aberdeen.

2.8 Consequently, while health and safety is strong in the merged College, we are in a transitional period in which a new cross College quality culture has yet to be achieved.

2.9 The College must ensure that it complies with all health and safety legislation and the requirements of enforcing authorities. The College will therefore work with the Health and Safety Executive (HSE) and other authorities to improve the standards of health, safety and wellbeing across all campuses and sites.

2.10 The College will continue to work closely with a number of external agencies, including Colleges Scotland, to improve health, safety and wellbeing within the education sector.

3.0 Aim

3.1 We want to establish and embed a robust health and safety culture across all parts of North East Scotland College.

3.2 The aim is to continue applying the BS OHSAS 18001 standard is achieved for the whole of the merged College.

3.3 We must be aware that health and safety management does not operate in isolation and is affected by the current political, economic, societal and technological environment. The move towards deregulation and reduction in public spending, the tough business climate, a reduced tolerance to failure and emphasis on compensation and blame as well as the rapid development of new processes, developments and materials all have an impact on health and safety management.

3.4 The aim is to achieve a safe working environment that is dynamic, proactive and comprehensive.

4.0 Implementation

4.1 Strategic Health and Safety Themes

4.1.1 The key challenge is to embed health and safety into the operations of a large, complex, multi-sited organisation which has a number of potentially high risk activities. Adopting themes from the HSE will enable the College to align health and safety management to a wider context.

4.1.2 The themes will assist in achieving an improved balance between systems and behavioural aspects or management. In addition, it will ensure health and safety is an integral part of good management generally rather than a standalone system.

4.1.3 There are three overarching themes within the HSE's own current strategy which are clearly applicable to North East Scotland College and provide the structure for the Health and Safety Strategy. These are:

- Leadership and management
- Competence
- Worker Involvement and Communication.

4.1.4 Through action on these themes, it has been shown that organisations generate an improvement in performance and achieve a positive change in their health and safety culture.

4.2 Leadership and Management

4.2.1 Successful health and safety management comes from the top of an organisation and health and safety leadership must start here. Members of the Board of Management and Senior Management Team have collective responsibility for health and safety and must be effective leaders in health and safety. Good leadership is central in embedding good health and safety management systems and practices across an organisation.

4.2.2 There is therefore visible and active commitment from the Board, Senior Management Team and managers to which is demonstrated by the resources given to the Health and Safety Team, the close monitoring of health and safety by the Board of Management and Senior Management Team and the robust approach taken.

4.2.3 The activities/key performance indicators used to promote and ensure positive health and safety culture are:

- Establishment of an effective communication system and clear management structures
- Processes to demonstrate that health and safety management is integrated into business decisions
- Ensuring there are regular reviews of health and safety performance.

4.3 **Competence**

4.3.1 Effective health and safety management requires competence at every level. Competence is the ability for every member of staff to recognise the most foreseeable risks, particularly the potentially serious risks, and have the ability to take steps to control them. For an organisation with dispersed campuses, competence means having health and safety practices, procedures and standards which are implemented consistently across all sites.

4.3.2 It is essential that all staff have the necessary and relevant skills to assess risks generated by their work and identify the most appropriate means of managing them. This competence is not only developed through continuous professional development, but by enabling and empowering staff to take responsibility for health and safety, where this is appropriate.

4.3.3 Actions to ensure health and safety competence should not be limited to staff. Students should also have a basic understanding of health and safety in order to contribute to creating a safe environment for work and study. Some students may also benefit from gaining health and safety qualifications to improve their employability where this is appropriate to their Programme of Study.

4.3.4 Accredited training courses can prove beneficial in securing employment in a competitive job market. The College will seek to raise awareness of health and safety among all students and to provide the training required where this is integral to their course.

4.3.5 The activities/key performance indicators which are used in order to promote a positive health and safety culture across the College include:

- Use of suitably qualified staff to ensure all policies and procedures are up to date and reflect current best practice in the sector
- Making sure internal policies, procedures, guidance and advice are understood and easily accessible to staff, students and, where appropriate, visitors and contractors
- Staff awareness of how to access accurate advice
- Use of appropriate risk management/risk assessment techniques across all Faculties, Services and campuses
- Ensuring comprehensive training programmes and opportunities are available to staff.

4.4 **Staff Involvement and Communication**

4.4.1 Successful health and safety management is a collective responsibility in which all members of staff must play a part. This responsibility will be embedded through clear demonstration of high health and safety standards by management and a willingness of all staff to accept responsibility and communicate with management if there are concerns. Clear reporting routes will be established and will be monitored and maintained by the College's Managers.

4.4.2 A genuine management/workforce partnership based on trust, respect and co-operation that ensure that risks are managed and controlled in a proportional and effective way will be developed. Engaging the workforce in the promotion and achievement of safe and healthy conditions will continue to improve and embed the health and safety culture within the organisation.

4.4.3 There is evidence that where an organisation has Trade Union health and safety representatives the workforce is safer and healthier. The College will continue to work with these for the benefit of health and safety health across the College.

4.4.4 The activities/key performance indicators that will be addressed include:

- Continuing to work with different groups of staff to meet their needs and that communication and cooperation is ensured
- Responding quickly to reports or reviews by staff, safety representatives or other external agencies
- Ensuring appropriate communications channels are developed for the dissemination of all health and safety information.

4.5   **Making It Happen**

4.5.1   The College Board of Management and the Senior Management Team are accountable for Health and Safety. The day-to-day operational management of health and safety is delegated to line managers. Everyone who learns, visits or works in the College has responsibility for their own and others health and safety.

4.5.2   The Health and Safety Team has a pivotal role to play in the development and implementation of the Health and Safety Strategy and for ensuring rigorous monitoring of its implementation are carried out and that corrective actions are taken to address any shortfall in performance. The day to day management of health and safety is the responsibility of line managers, and the Health and Safety Team will work to enable and empower managers and others to actively manage health and safety to a high standard.

4.5.3   The Health and Safety Team will therefore work closely with all Schools, Support Services, Trade Unions, Students Union and other stakeholders to promote ownership of health and safety across the organisation and to ensure compliance with health and safety legislation and best practice.

4.5.4   The Health and Safety Team will work closely with the HR Team and Occupational Health to deliver the College's Wellbeing strategy.

4.5.54 The Health and Safety Policy for the College will use a four point agenda – Plan, Do, Check, Act, to achieve a balance between systems and behavioural aspect of safety. It describes in more detail what the College will do, and when and how different activities of the organisation contribute to the achievement of the Health and Safety Strategy's key themes.

   Plan: Essential for the implementation of health and safety policies. Adequate control of risk will be achieved through co-ordinated action by all members of an organisation. The College will:

   • Control risks
   • React to changing demands
   • Sustain positive attitudes and behaviours.

   Do: The delivery, organisation and implementation of the plans. Risks will be assessed and profiled by the Health and Safety Team allowing priorities to be set.

   This stage is when decisions will be made regarding the correct protective and preventative measures to control risks. The correct tools and equipment will be selected and training, instruction and supervision will be provided.

   Check: The measuring of performance. This will include audits and inspections, and the investigation of accidents and incidents.

   Act: Reviewing performance will allow the College to establish whether the key objectives have been achieved. This stage is when the implementation of actions from audits, inspections and findings from investigations will be reviewed by the Health and Safety Team to ensure that improvements have been made and lessons learnt.

4.5.65 Plans, policies, procedures and risk assessments will be reviewed and updated in accordance with times set and in response to changes to legislation or emerging good practice approaches.

5.0 Responsibilities

5.1 The Vice Principal Human Resources will be responsible for the implementation of this Strategy.

Gender Pay Gap Report 2016

1. Introduction

1.1 The purpose of this paper is to provide the Committee with an opportunity to consider the Gender Pay Gap Report 2016.

2. Background

2.1 Under the Equality Act 2010 and the Public Sector Equality Duty, the College is required to publish its Gender Pay Gap Report by 30 April 2017.

2.2 The Report is focussed on gender and has been compiled using data as at July 2016. This date was used due to the reporting limitations of our current HR system in order for there to be appropriate time to produce and analyse the information.

2.3 The information contained in this report will also be used to inform the College's Mainstreaming and Outcomes Report and new set of Equality Outcomes, both of which are due to be published by 30 April 2017.

3. Key Points to Note

3.1 It is worth highlighting the following:

- The mean gender pay gap is 14%
- The mean full time gender pay gap is 11%
- The mean part time gender pay gap is 23%
- Causes of the pay gaps are explained by gender occupational segregation, see separate report
- The Equality and Human Rights Commission report an overall gender pay gap in Britain of 19%.

4. Recommendation

4.1 It is recommended that the Committee consider and, if so minded, approve the Gender Pay Gap Report 2016.

Liz McIntyre
Principal

Elaine Hart
Vice Principal Human Resources

Pay Gap Report: Gender: 2016

The data in this report are based on figures as at July 2016. This was date was used, given the limitations of the current HR system, which is due to be replaced, in order for there to be appropriate time given to the analysis – and use - of the information.

Overall Gender Pay Gap

The combined, or overall, pay gap figure provides the most complete picture in relation to gendered pay inequalities (Source: Close the Gap, Public Sector Equality Duty: Guidance for Reporting on Gender and Employment, Equal pay, and Occupational Segregation, August 2016 p31).

The combined, or overall, gender pay gap figure for Nescol is:

Mean = 14%

Median = 15%

Pay Gap Calculation

In order to calculate the gender pay gap, the following methodology was used (Source: Close the Gap, Public Sector Equality Duty: Guidance for reporting on gender and employment, equal pay, and occupational segregation, August 2016 p32-33):

A = (mean) hourly rate of pay of male employees
B = (mean) hourly rate of pay of female employees

$\frac{A - B}{A}$ X 100

(note: % figures are rounded to the nearest whole number)

The same formula was used to calculate the median pay gap.

The College overall pay gap figure (for both mean and median) includes all employees, including all full-time and part-time employees, and employees on permanent and fixed-term contracts.
The pay gap percentage figures were calculated on the basis of the following hourly rates:

	£
All male mean hourly rate	21.32
All male median hourly rate	21.99
All female mean hourly rate	18.29
All female median hourly rate	18.69

Causes of the pay gap could be explained by occupational segregation, which are detailed in the College's occupational segregation report (gender). Actions to address this are identified in the occupational segregation report (gender) and will also feed into the College's Equality Outcomes Report.

Full-time gender pay gap

The full-time pay gap is calculated by comparing women's full-time average hourly pay with men's full-time average hourly pay (Source: Close the Gap).

The pay gap percentage figures were calculated on the basis of the following hourly rates:

	£
Male full-time mean hourly rate	21.82
Male full-time median hourly rate	21.99
Female full-time mean hourly rate	19.35
Female full-time median hourly rate	19.32

The same formula as outlined earlier, was used to calculate the full-time pay gap.

This gives the College a full-time gender pay gap of:

Mean = 11%
Median = 12%

There is less of a gender pay gap for full-time employees (when compared with the overall pay gap) as part-time employees are excluded and, as detailed below, the greatest pay gap relates to part-time employees.

The causes of the pay gap could be explained by occupational segregation, which are detailed in the College's occupational segregation report (gender). Actions to address this are identified in the occupational segregation report (gender) and will also feed into the College's Equality Outcomes Report.

Part-time gender pay gap

The part-time pay gap is calculated by comparing women's part-time average hourly pay with men's full-time, and is usually much higher than the combined figure and illustrative of the concentration of part-time work in lower grade jobs. (Source: Close the Gap).

The same formula as outlined earlier, was used to calculate the part-time gender pay gap.

The pay gap percentage figures were calculated on the basis of the following hourly rates:

	£
Male full-time mean hourly rate	21.82
Male full-time median hourly rate	21.99
Female part-time mean hourly rate	16.74
Female part-time median hourly rate	17.21

This gives the College a part-time gender pay gap of:

Mean = 23%
Median = 22%

The occupational segregation (gender) report details the main causes of this pay gap, which in the College's case, could be explained by the number of women working part-time in lower grade support staff posts.
Actions to address this are identified in the occupational segregation report (gender) and will also feed into the College's Equality Outcomes Report.

Gender Pay Gap Comparisons

In order to put the College's figures into perspective, according to the Institute of Fiscal Studies in its "The Gender Pay Gap Report", 2016, the differences in hourly wages between men and women remain substantial, with the hourly wages of female employees being currently about 18% lower than men's on average. The Equality and Human Rights Commission website, updated on 28 October 2016, states that "In Britain, there is an overall gender pay gap of 19%" (source: https://www.equalityhumanrights.com/en/advice-and-guidance/what-difference-between-gender-pay-gap-and-equal-pay, accessed November 2016). The Office for National Statistics "What is the Gender Pay Gap" published 12 February 2016 online at: http://visual.ons.gov.uk/what-is-the-gender-pay-gap/ Accessed November 2016 states that overall gender pay gap is 19.2%.

In terms of the full-time gender pay, according to the Office for National Statistics "In April 2016 the gender pay gap (for median hourly earnings) for full-time employees decreased to 9.4%, from 9.6% in 2015. This is the lowest since the survey began in 1997, although the gap has changed relatively little over the last six years." (Source: https://www.ons.gov.uk/employmentandlabourmarket/peopleinwork/earningsandworkinghours/bulletins/annualsurveyofhoursandearnings/2016provisionalresults) Accessed December 2016

In 2015, the College reported a (mean) overall gender pay gap of 15%. The full-time gender pay gap was 10% and the part-time gender pay gap was 24%. It should be noted that at the time of reporting the gender pay gap in 2015, the College had not completed the post-merger harmonisation of terms and conditions and had been experiencing difficulties with HR/Payroll systems. Therefore, the figures are not directly comparable.

Use of Pay Gap Information

The gender pay gap presented in this report could be explained by occupational segregation. Consequently, actions to address this situation have been detailed in the occupational segregation (gender) report and will also feed into the College's Equality Outcome Report.

The College's commitment to deal with the gender pay gap is acknowledged in the Equal Pay Statement.

BME and Disability Pay Gap

Data have been gathered on: BME/White ethnicity; and disability/no disability hourly pay but have not been published in this report. There are two reasons for not publishing this information: small numbers of staff disclosed they were BME/have a disability and a considerable number of staff did not disclose any information at all. These factors are likely to skew any data presented. However, given these caveats, and although not published, the pay information gathered was used to inform the appropriate occupational segregation reports.

Occupational Segregation – Gender Report 2016

1. Introduction

1.1 The purpose of this paper is to provide the Committee with an opportunity to considered the Occupational Segregation – Gender Report 2016.

2. Background

2.1 Under the Equality Act 2010 and the Public Sector Equality Duty, the College is required to publish its gender pay gap report by 30 April 2017.

2.2 One of the specific duties of the Public Sector Equality Duty is for public bodies to report on occupational segregation by gender, race and disability.

2.3 Occupational segregation is defined as "a term that is used to describe employment patterns where workers with certain characteristics tend to be grouped in certain jobs".

2.4 There are two main dimensions to occupational segregation:

- **Horizontal Segregation** whereby workers with certain characteristics are clustered in certain **types** of jobs across an organisation;
- **Vertical Segregation** whereby workers with certain characteristics are clustered at certain **levels** of jobs within an organisation's hierarchy.

2.5 This report is focussed on gender and has been compiled using data at March 2016. This date was used due to the reporting limitations of our current HR system in order for there to be appropriate time to produce and analyse the information.

2.6 The information contained in this report will also be used to inform the College's Mainstreaming and Outcomes Report and new set of Equality Outcomes, both of which are due to be published by 30 April 2017.

3. Key Points to Note

3.1 There is an extensive Executive Summary to this lengthy report, but It is worth highlighting the following:

- The College employs more women than men 344:259
- The majority of women are employed in support roles
- The majority of men are employed as lecturing staff
- With regard to types of role (horizontal segregation) there is a gender divide irrespective of support or lecturing roles with men largely undertaking work in technical and engineering areas and women focussed on administration, advisory, information, communication and care related roles
- With regard to level (vertical segregation) there is a predominance of female staff grouped in the lower support grades 1-5
- The majority of male staff are grouped at Lecturer Grade 4, 105:170 male lecturing staff, with only 21 male staff being in lower support grade roles out of a total of 89 male staff in support roles
- There are increasingly more male staff as the seniority of the support staff grade increases
- There are more male full time staff than female full time staff 225:202. This is a contributing factor to the full time gender pay gap. However, the fact that there are more women working full time at higher support staff grades, means that the gap is less than the overall gender pay gap 11%:14%
- More women than men work on a part time basis in lecturing (53:15) and support roles (89:19). There are more women working part time in support roles where pay is lower
- There is a cluster of women (54) working part time in support grades 1-5.

- This explains the large part time gender pay gap of 23%
- Our statistics are in line with national statistics.

4. Recommendation

4.1 It is recommended that the Committee consider and, if so minded, approve the Occupational Segregation - Gender Report 2016.

Liz McIntyre   **Elaine Hart**
Principal   Vice Principal Human Resources

Occupational Segregation: Gender: 2016

Executive Summary

The purpose of this report is to meet one of the specific duties under the Equality Act 2010, to report on occupational segregation by gender, race and disability. This report focuses on gender. Separate reports focus on race/ethnicity and disability. There is a further separate gender pay gap report.

The report defines the two main dimensions to occupational segregation: horizontal (i.e. the *types* of jobs in which workers with certain characteristics are clustered); and vertical (i.e. the *levels* at which workers with certain characteristics are clustered).

The report then presents a gender analysis at North East Scotland College.

The College employs more women (344; 57.05%) than men (259; 42.95%).

The majority of women are employed in support roles (207 female support staff out of a total female staff of 344; 60.17%, compared with 89 male support staff out of a total male staff of 259; 34.36%). Conversely, the majority of male staff are employed as lecturing/academic staff: 170 male lecturing staff out of a total male headcount of 259 (65.64%), compared with 137 female lecturing staff out of a total female headcount of 344 (39.83%).

Regarding the types of work undertaken by staff (horizontal segregation), it is clear that there is a gender divide - irrespective of whether employees are support or lecturing staff – with men largely undertaking work in technical and engineering areas. Women are largely focussed around administration, advisory, information, communication and care-related areas.

As regards the level at which staff work (vertical segregation), it is clear that there is a predominance of female staff grouped in the lower support grades 1-5, largely carrying out administrative work (101 out of a total female support staff of 207; with there being an overall total (lecturing and support) female headcount of 344).

This compares with the majority of male staff being grouped at lecturer Grade 4 (105 out of 170 male lecturing staff; with there being an overall total of 259 male staff (lecturing and support). By comparison, in the lower support grades 1-5, there are 21 male staff, with there being a total male support staff of 89.

It should be noted that the lowest grades – and salaries - for staff in the College are in support roles, with grade 1 being the lowest support grade.

These factors could explain the reason for the College's overall gender pay gap (mean =14%).

It is notable that there are increasingly more male staff as the seniority of the (support staff) grade increases until at the most senior support level (SMT), there are more male (4) than female staff (2).

For lecturing/academic staff, there is a predominance of male staff at all levels, except for Grade 1 (the lowest grade) and Grade 14 (the highest grade). As new Lecturing staff start at Grade 1 and then automatically move up the un-promoted Lecturing scale, this means that more female than male staff have been recently appointed. However, this goes against the general trends for there to be more male than female lecturing staff.

However, given the predominance of male Lecturing/academic staff, it should be noted that there are (slightly) more female staff (6) than male staff (5) at the highest lecturing Grade.

The College has more male full-time staff (225) than female full-time staff (202). The majority of full-time male staff are employed as lecturers (155), as opposed to support staff (70). However, more full-time female staff work in a support role (118) than a lecturing one (84).

Given that there is a full-time gender pay gap (mean = 11%), this would seem to indicate that a contributing factor to the full-time gender pay gap lies with more men working full-time than women and more women than men being in support roles.

However, at higher support staff grades (with higher salaries), more women work full-time than part-time. This would seem to explain why the *full-time* gender pay gap is slightly less than the *overall* gender pay gap, which includes part-time employees.

In terms of part-time work, it is clear that more women than men work on a part-time basis and that this applies to both support (women = 89; men = 19) and lecturing staff (women = 53; men = 15). However, there are more women working part-time in support roles than in lecturing roles, where support staff salaries are lower. It should be noted that there is a cluster of women (54) working part-time in the support Grades 1-5, the lowest paid support Grades.

This means that the *part-time* gender pay gap (mean = 23%) could be explained by the number of female staff who work part-time, in lower paid support jobs.

Overall, of the 603 staff in the College, 176 staff work on part-time-basis (29.19%). Of these 176 part-time staff, 19.32% is male (34) and 80.68% is female (142).

Only 13.13% of the male staff in the College (34 male staff out of a male headcount of 259) work part-time, compared with 41.28% of the female staff (142 part-time female staff out of female headcount of 344).

There are both more part-time male and female employees working in support roles than in lecturing roles.

It can be seen clearly that in percentage terms, more male staff work part-time in a support role (19 out of a male support headcount of 89; 21.35%) than in a lecturing role (15 out of a male lecturing headcount of 155; 9.68%)

There is less of a disparity for female staff, although there are still more women in support posts working part-time (89 out of female support headcount of 207; 43.00%) than women in Lecturing posts (53 out of a female lecturing headcount of 137; 38.69%).

There is also a noticeable vertical segregation in the College in terms of part-time work, in that it is mainly female staff in lower support grades/un-promoted lecturing grades who work part-time whereas at senior grades there are either very few, or no, staff – male or female - working part-time.

This report then looks at the College statistics in line with information from the Equality Challenge Unit, the Scottish Government and the International Labour Organisation.

The learning from the information set out in this document is: it is clear that occupational segregation exists within the College and that it contributes to the College's gender pay gap. In

order to address these issues, the report suggests that the Equality & Diversity Strategy Group (EDSG) sets up Focus Groups to look at:

- Why there is such a predominance of women in lower graded support functions?
- What are the barriers to women applying for "male" jobs and men applying for "female" jobs?
- Why do so many women work part-time?
- Are there work/life balance issues and if so, what are they and how could they be addressed, including revising family-friendly and leave policies

The College's next steps from this report will feed into key actions in its Equality Outcomes Report.

Occupational Segregation

"Occupational segregation is a term that is used to describe employment patterns where workers with certain characteristics tend to be grouped in certain jobs.

Understanding the scope and causes of occupational segregation is key to tackling gender, disability and ethnicity pay gaps.

There are two main dimensions to occupational segregation:

Horizontal segregation: workers with certain characteristics are clustered in certain types of jobs across an organisation

Vertical segregation: workers with certain characteristics are clustered at certain levels of jobs within an organisation's hierarchy.

One of the specific duties under the Equality Act 2010 includes reporting on the gender pay gap as well as occupational segregation with regards to gender, ethnicity/race and disability." Equality Challenge Unit: Occupational Segregation in Scottish Higher Education Institutions: disability, gender and race, 2014.

The following is a gender analysis of North East Scotland College (Nescol), looking at horizontal and vertical segregation. There are separate reports for ethnicity/race and disability. There is also a separate pay gap report.

Nescol profile

Notes regarding the analysis

The College had a headcount of 603 at end March 2016 (530 FTE). The gender overview is based on data at an earlier point in time than the data in the race and disability occupational segregation reports and the gender pay gap report to allow time for appropriate analysis, given the limitations of the current HR system, which is due to be replaced.

Although the date and headcount used for the gender pay gap report is different to the date and headcount used in this report, the bigger picture does not change, in that occupational segregation – as detailed in this report - appears to contribute significantly to the gender pay gap.

It should be noted that the figures used in this report include staff on temporary contracts and staff who have 2 posts. Staff with 2 posts have been counted twice – so the overall staff figures will appear greater. However, this was done in order to conduct an analysis of the gender of people across all posts/grades, irrespective of whether it was their main post or a second post. This will give a more complete picture of the number of people, by gender, carrying out posts at different levels within the College.

As at end March 2016, the College did not have a gender option of "other" for its statistics (this was introduced after that date), so all analysis has been done on the basis of gender defined as male/female.

It should also be noted that, due to small numbers in some categories, not all analysed data have been published, as staff could otherwise be identified.

For this reason, the gender report focusses on the number of male and female staff (full-time and part-time) by Grade – and not spinal point – and for publication purposes, support staff grade information was grouped together (eg Grades 1-5). Job titles were also grouped together, as individual job titles – in particular where there are very few staff who have the same job title – could lead to individual staff being recognised. For this reason, in terms of horizontal segregation, jobs were looked at a broader level e.g. administration in its widest sense. Other than the actual number of full-time/part-time male and female staff by grade, additional information (although analysed by the College) is not published where there are fewer than 5 staff. However, none of this affects the overall picture presented in the report.

It has not been possible to compare the analysis presented in this report with any previous occupational segregation information for the College. This is because, post-merger, the College has only recently been able to have all staff on the same terms and conditions and this was required in order to analyse the information across the College.

Please also note that throughout this report, Nescol figures are rounded to 2 decimal places. % figures may not total 100, due to rounding.

Gender overview

The College's full-time and part-time profile staff profile is illustrated in the chart below.
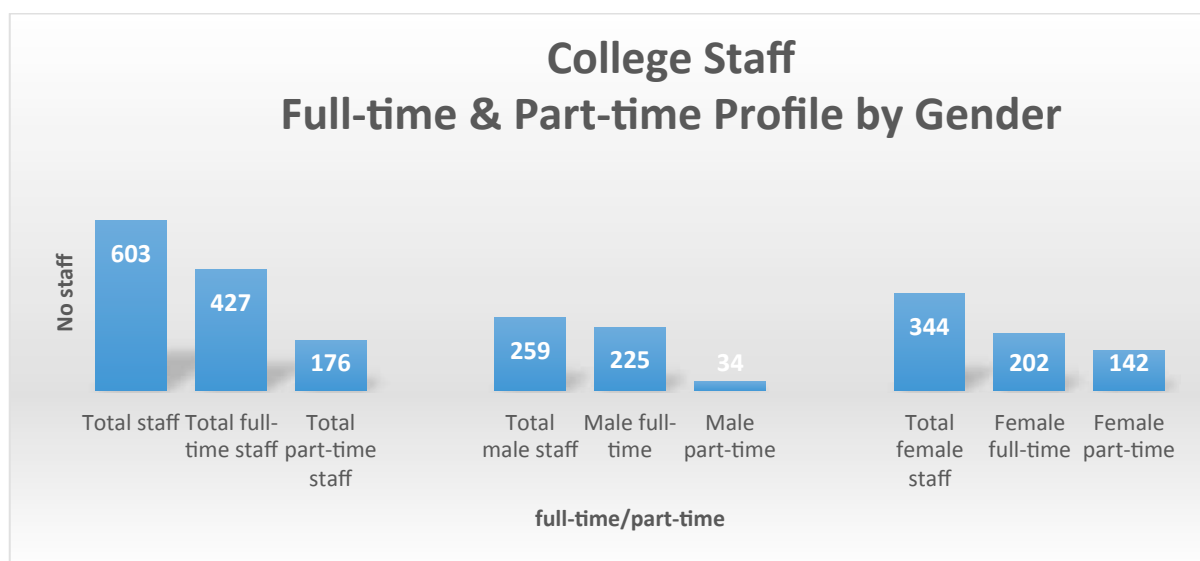
This clearly shows that, overall, the College has more female staff (344; 57.05%) than male staff (259; 42.95%) and that more female staff work on a part-time basis than male staff.

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:

Gender	Scotland % of population	Aberdeen % of population	Aberdeenshire % of population
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?lID=55102&sID=53

There is, however, a slightly different picture in terms of the working population. According to Equality Challenge Unit: Occupational segregation in Scottish higher education institutions: disability, gender and race" June 2014, p12:

"The 2011 Scottish Census shows that a higher proportion of men (74%) than women (65%) are economically active (see Scottish Census 2011 tables KS602SC and KS603SC). "

The majority of the College's staff, however, are women (57.05%).

Overall, the majority of women are employed in support roles: 207 female support staff out of a total female staff of 344; 60.17%. This compares with 89 male support staff out of a total male staff of 259; 34.36%.

In terms of overall figures, the majority of male staff are employed as lecturing/academic staff: 170 male lecturing staff out of a total male headcount of 259 (65.64%), compared with 137 female lecturing staff out of a total female headcount of 344 (39.83%).

In terms of just lecturing staff, men constitute 55.37% (170 male lecturers out of a lecturing headcount of 307), whereas 207 out of the 296 support staff, 69.93% are female.

This clearly shows that the majority of female staff are employed in support roles and the majority of men are employed in lecturing roles.

The part-time profile for the College is very similar to the UK profile in that considerably fewer men than women work part-time.
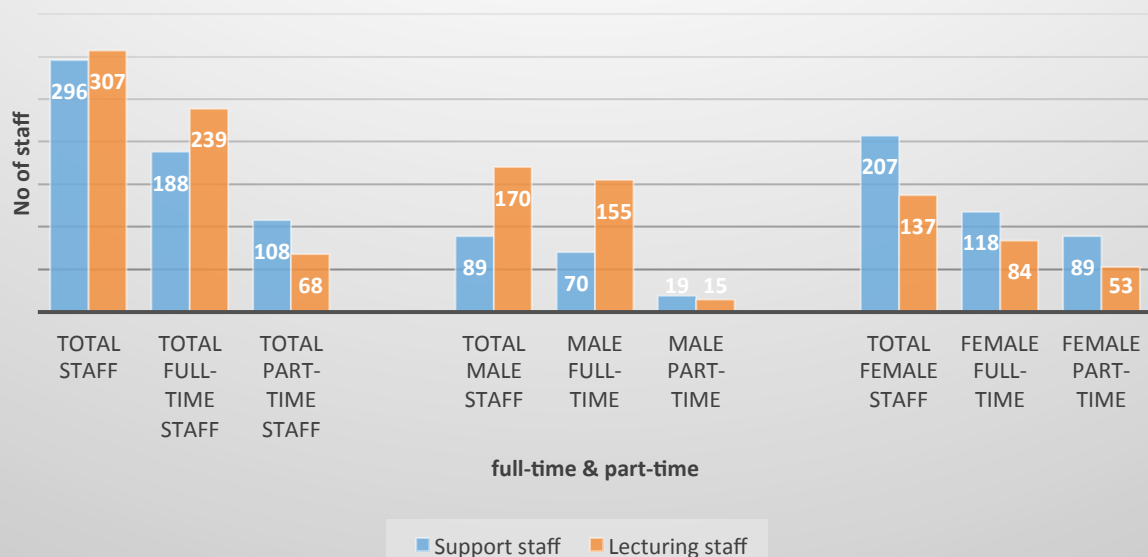
UK: Thousands of people aged 16 and over, seasonally adjusted. January-March 2016.

NUMBER OF UK FULL-TIME & PART-TIME WORKERS
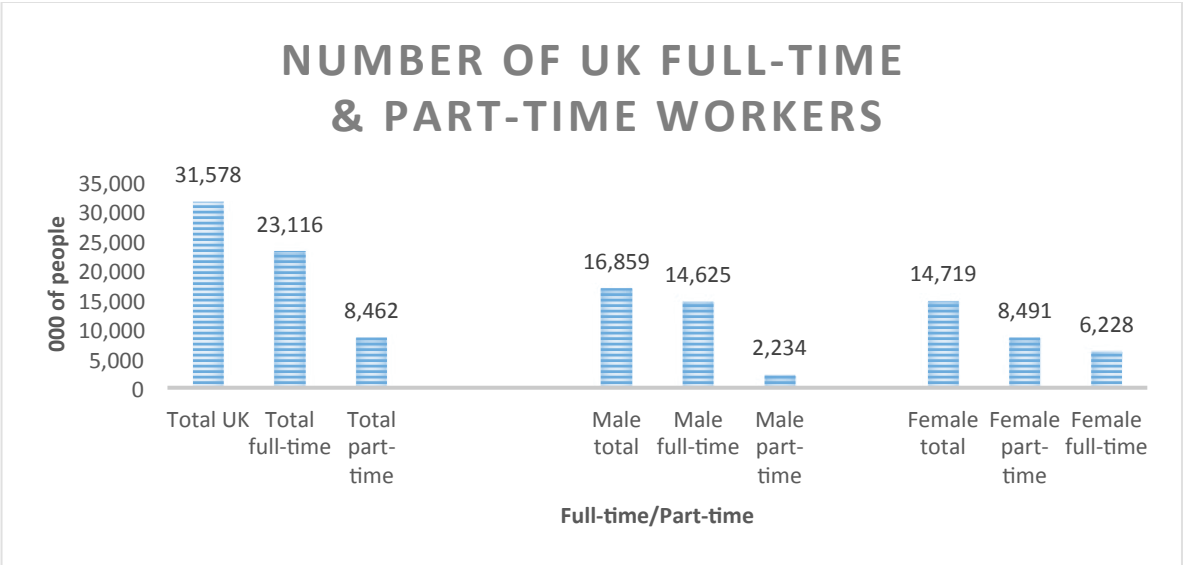
Source: Office for National Statistics (ONS): UK Labour Market: May 2016

The following chart details the full-time and part-time gender split at the College by Lecturing and Support Staff.

Staff Profile: Lecturing & Support Staff Full-time/Part-time

In terms of part-time staff at the College, there is a clear gender divide, with only 34 male staff out of a male headcount of 259 (13.13%) working on a part-time basis, compared with 142 part-time female staff out of a female headcount of 344 (41.28%).

It is also clear that more male support staff work on a part-time basis - 19 out of a male support headcount of 89 (21.35%), than male lecturing staff - 15 work part-time out of a male lecturing headcount of 155 (9.68%).

This compares with 89 part-time female support staff out of a female support headcount of 207 (43.00%) and 53 part-time female lecturing staff out of a female lecturing headcount of 137 (38.69%).

Clearly, there is less of a differential between the number of support and lecturing female staff who work part-time than the number of male support and lecturing staff who work part-time. What is clear is that, overall, more women work part-time than men, irrespective of whether they work in a support function or in a lecturing function.

As detailed later in this report, at more senior levels in the College – both for support staff and lecturing staff – very few people work on a part-time basis.   Part-time work is largely being undertaken by women in lower Grades and this contributes to the gender pay gap.

As outlined later in this report, men constitute the majority in the following staff groups: Lecturing staff, in particular relating to technical/engineering subjects. In terms of support posts, men are largely grouped into the more "technical" posts.

Women constitute the majority in the following staff groups: Support staff, in particular administrative and information/advisory posts.

This report also goes on to illustrate that the predominantly female support staff are mainly clustered around the lower support staff grades, with lower pay. This appears to be consistent with information published by Close the Gap, Public Sector Equality Duty: Guidance for Reporting on Gender and Employment, Equal Pay, and Occupational Segregation, August 2016 p28: " the jobs most likely to be done by women are those associated with low pay".

The proportion of male staff in the lower support grades is very low. However, the proportion of male staff gradually increases until eventually there are more male staff than female staff at the highest grades.

For lecturing staff which is predominantly male, there are slightly more female staff at the most senior level.

The analyses on the following pages give a more detailed breakdown of the gender composition of staff in both support and lecturing roles. The analyses were divided into *support staff* which covers posts across all support staff Grades (including senior management) and *lecturing staff,* including promoted lecturers e.g. Curriculum& Quality Managers (CQMs) and Faculty Managers (FMs). This is because there are different grading structures for support staff and for lecturing staff and it is consequently difficult to make direct comparisons between the roles (and grades) between support and lecturing staff.

Support staff profile

At end March 2016, Support staff headcount was 296, with FTE being 253.84. The Support staff grading structure goes from Grade 1 (lowest paid) to Grade 12, followed by Professional Officer Grades and then Senior Management Team (highest paid).

Overall, there are more female support staff (207; 69.93%) than male support staff (89; 30.06%).

As illustrated in the graph below, the greatest numbers of support staff are clustered in Grade 6 (headcount =42) and Grade 7 (headcount = 56). The fewest number of staff are in the most senior grades (Professional Officer 2 & Senior Management).
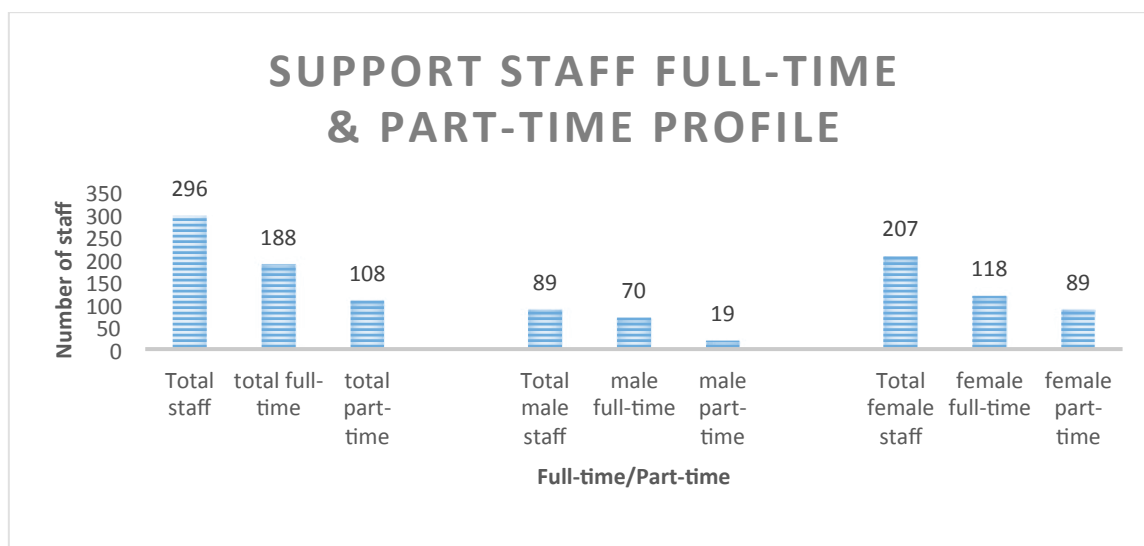
FTE & HEADCOUNT BY SUPPORT GRADE
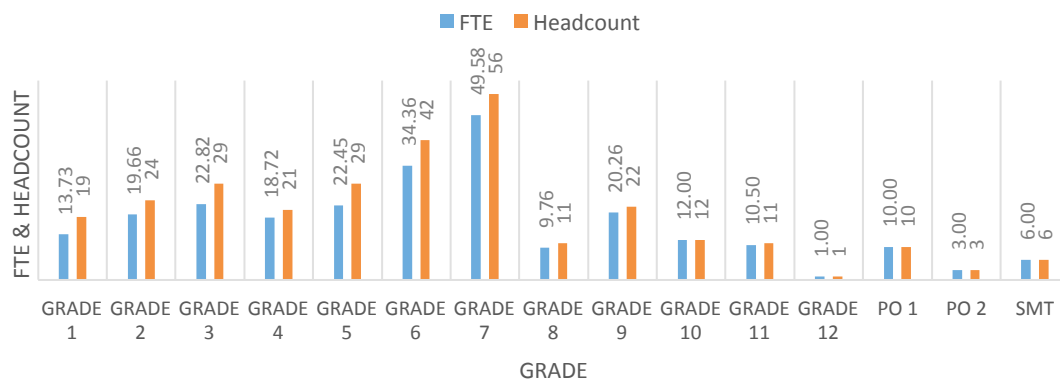
The following chart shows the number of male and female full-time staff within each Grade, with there being more female staff in most Grades with the exception of some senior Grades (Professional Officer Level 1 and Senior Management), where there are more men than women.

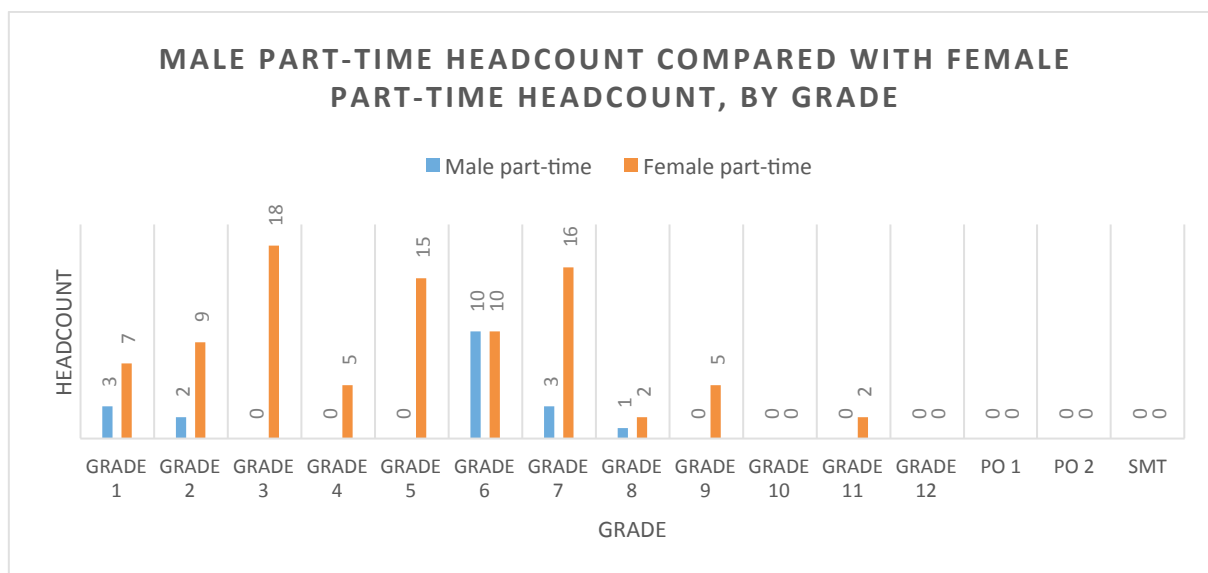## MALE FULL-TIME HEADCOUNT COMPARED WITH FEMALE FULL-TIME HEADCOUNT, BY GRADE
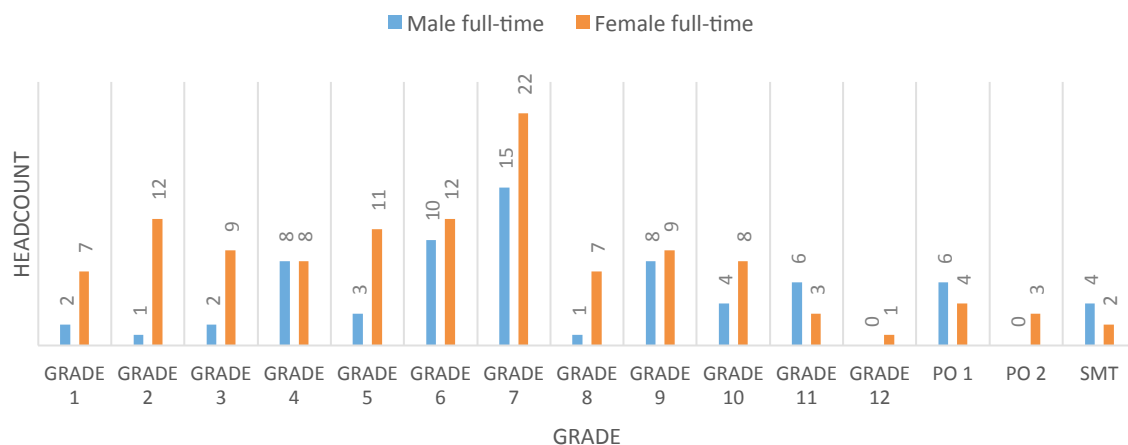
As can be seen from the chart below, of the 89 male support staff, 19 work on a part-time basis (21.35%). This compares with 207 female staff, of whom 89 work part-time (43.00%).

SUPPORT STAFF FULL-TIME & PART-TIME PROFILE

Number of staff

	Total staff	total full-time	total part-time	Total male staff	male full-time	male part-time	Total female staff	female full-time	female part-time
Number	296	188	108	89	70	19	207	118	89

Full-time/Part-time

The following chart clearly shows that, beyond Grade 8, no male staff work on a part-time basis and illustrates a clear gender bias towards female staff at lower levels working on a part-time basis.

At more senior levels (Grade 10 and above), very few staff work part-time (2 out of 43; 4.65%) and of those part-time staff, none is male.

MALE PART-TIME HEADCOUNT COMPARED WITH FEMALE PART-TIME HEADCOUNT, BY GRADE

■ Male part-time   ■ Female part-time

HEADCOUNT

|	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6	GRADE 7	GRADE 8	GRADE 9	GRADE 10	GRADE 11	GRADE 12	PO 1	PO 2	SMT
Male part-time	3	2	0	0	0	10	3	1	0	0	0	0	0	0	0
Female part-time	7	9	18	5	15	10	16	2	5	0	2	0	0	0	0

GRADE

Gender analyses by Grade

As outlined earlier, it should be noted that not all analysed data have been published as, due to small numbers, some staff may otherwise have been identifiable.

10

Support staff

Given the small numbers, particularly of male staff, in some individual Grades, the following analyses are split into groups to show which types of posts - and at which level - are held by male and female support staff. This enables trends to be looked at without identifying particular individuals.

Analysis of Grades 1-5

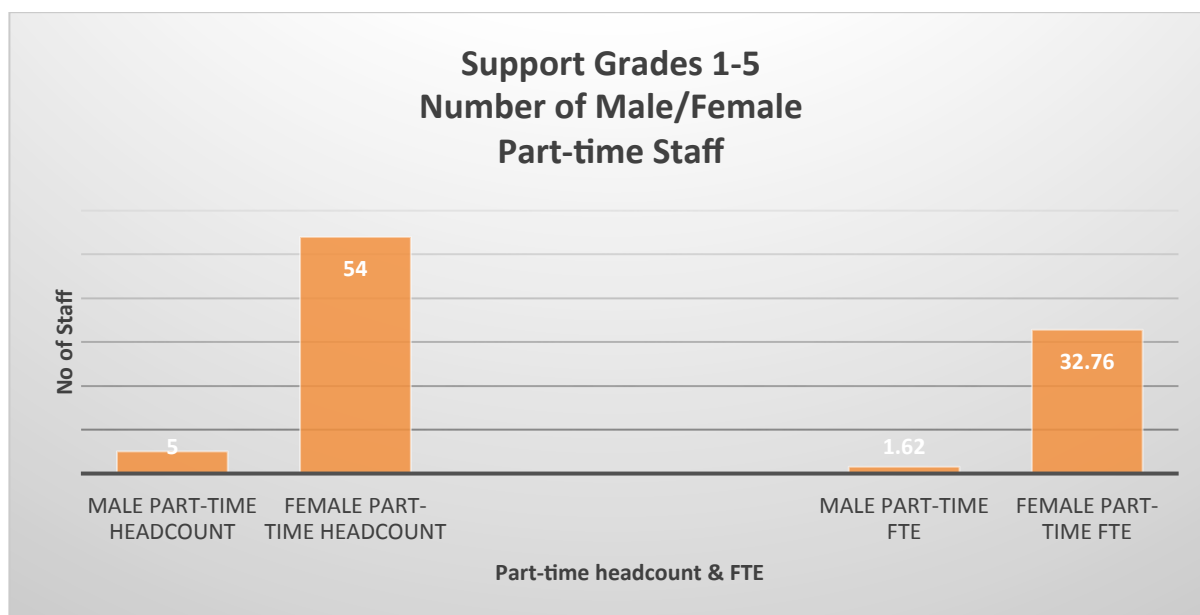An analysis of Support Grades 1-5 shows that there is a predominance of female staff at these levels:
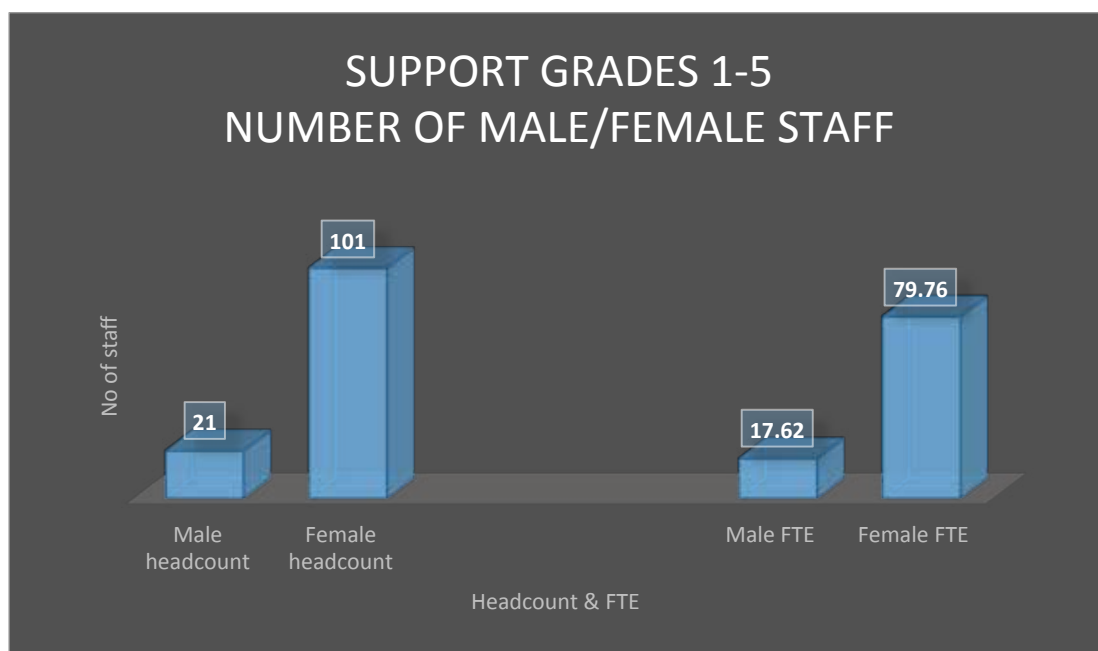
Out of a headcount of 122 staff in Grades 1-5, 101 staff are female (82.79%) with only 21 staff being male (17.21%).

Given that there is a total headcount of 207 female support staff, this means that 101 of the College's 207 (48.79%) female support staff are in Grades 1-5, compared with 21 of its 89 (23.60%) male support staff.

As illustrated in the following graph, very few male staff in Grades 1-5 work on a part-time basis (5), with the overwhelming majority of part-time staff being female (54). No further breakout of male part-time staff is given, due to small numbers which could lead to members of staff being identified.

Out of the 122 staff employed in Grades 1-5, 44.26% (54) are women who work on a part-time basis, compared with 4.10% (5) of men.

Support Grades 1-5 Number of Male/Female Part-time Staff

Chart showing "No of Staff" on the y-axis and "Part-time headcount & FTE" on the x-axis:
- Male Part-time Headcount: 5
- Female Part-time Headcount: 54
- Male Part-time FTE: 1.62
- Female Part-time FTE: 32.76

Overall, in Grades 1-5, there is a heavy gender bias towards female staff, on both a headcount and FTE basis as well as on a full-time basis and part-time basis.

In terms of the type of work carried out in Grades 1-5, the majority of posts could be broadly classified as administrative, encompassing posts such as: Administration Assistant; Administrator; Student Assistant; Information Assistant; HR Assistant; Workshop Assistant. Other types of posts include: Cleaner/Caretaker; Storekeeper/Technician; Receptionist.

Therefore, given the predominance of female staff in Grades 1-5 and the types of jobs undertaken in those Grades, it can be seen that female staff are largely clustered around administration and related tasks. It should be noted, however, that the clusters around the posts of Storekeeper/Technicians and Workshop Assistant, in IT/Technical areas, are all male.

Analysis of Grades 6-9

Posts in Grades 6-9 could generally be considered as advisory and also include Instructors.
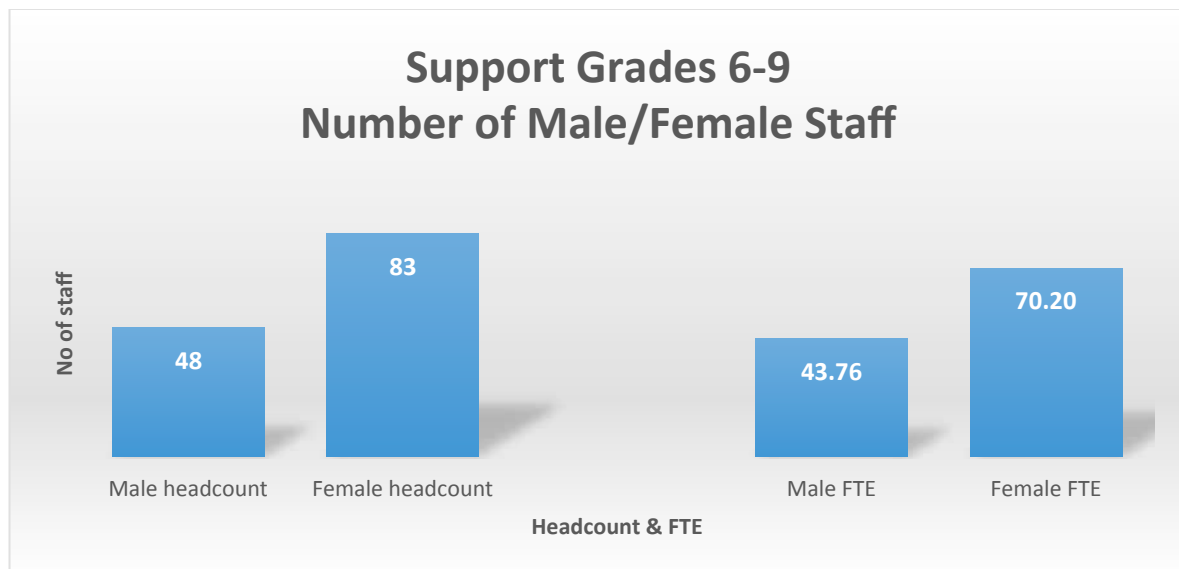
Out of a headcount of 131 staff in Grades 6-9, 83 staff are female (63.36%), compared with 48 staff being male (36.64%).

There are 70.20 female FTEs in Grades 1-6 out of a total of 113.95 FTEs, compared with 43.76 male FTEs.

Although this shows that there are still more female staff than male staff in these grades, there is less of a female bias than at Grades 1-5 (82.79% female, compared with 17.21% male).

This could be largely explained by a change in the male/female balance at Grade 6, which is the Grade for Instructors/Assessors (who instruct and assess students). 18 out of the 20 male staff in Grade 6 are Instructors/Assessors, compared with 8 female staff being Instructors/Assessors. Later

in the report, an analysis of lecturing staff illustrates that the majority of lecturing staff are male. This would indicate that there is a predominance of male staff in teaching posts.

There is a clustering of male staff in Grades 6-9 around Instructor/Assessor posts and Technician posts with 66.67% of male staff in these Grades being employed in these capacities (32 out of a male headcount of 48).
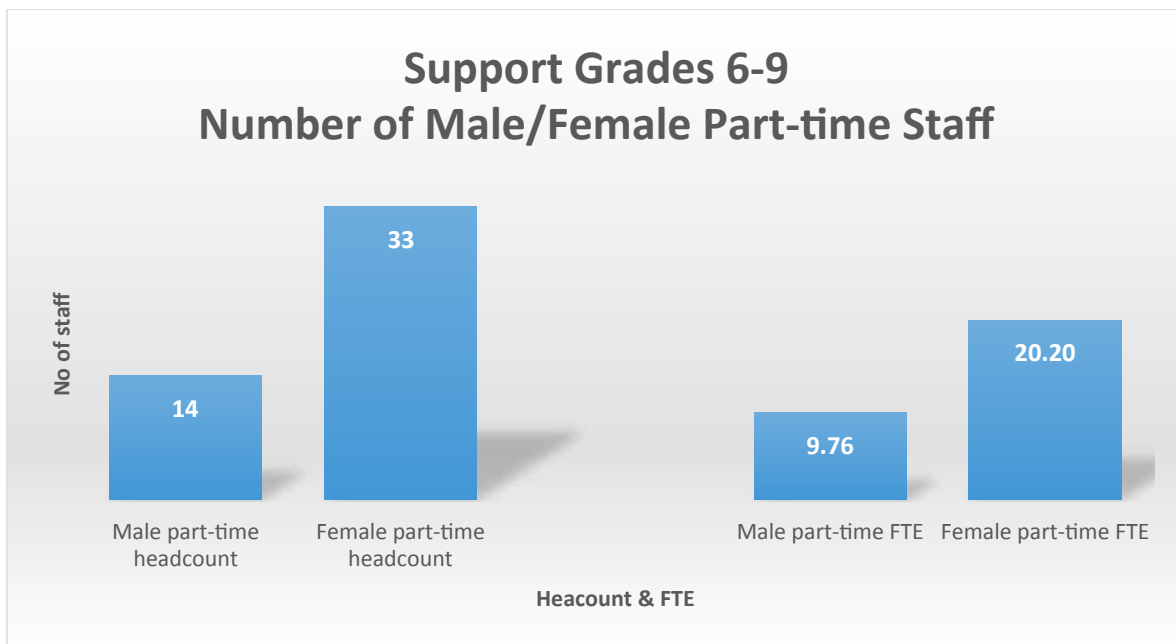
It should be noted that the male Instructors/Assessors are employed in the areas of: engineering/construction/welding/nautical /technical. There are both male and female Instructors working in IT, but only female Instructors/Assessors in the areas of: childcare/catering. This illustrates a gender divide in the types of work undertaken by Instructors.

There is a further gender divide in these grades in that all technician staff are male.

There are clusters of female staff in Grades 6-9 around the posts of: Guidance Tutor; Student Adviser; HR; Inclusiveness; Marketing.
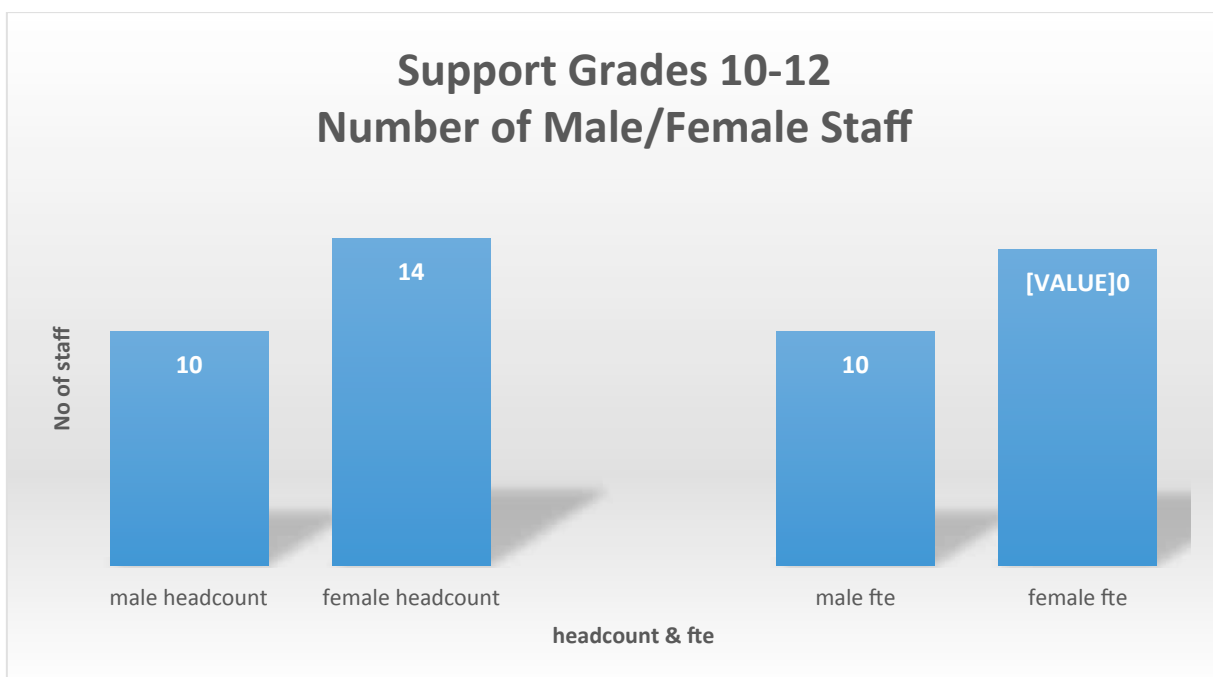
So, it appears that male staff are mainly focussed on "technical" work and female staff are predominantly employed in work that could arguably be seen to focus on "softer" skills.

There is a female bias towards part-time working in Grades 6-9, with 33 female staff out of a headcount of 131 (25.19%) working part-time, compared with 14 male staff (10.69%). However, when compared with Grades 1-5 (44.26% female part-time staff and 4.10% male part-time staff), there is an increase in the number of male staff working part-time in Grades 6-9. To a large extent this can be explained by many of the male Instructors working on a term-time basis.

Support Grades 6-9
Number of Male/Female Part-time Staff

No of staff

Male part-time headcount	Female part-time headcount	Male part-time FTE	Female part-time FTE
14	33	9.76	20.20

Heacount & FTE

Analysis of Grades 10-12

The majority of posts in Grades 10-12 are manager (or manager-level) posts and there are consequently fewer staff at these levels (headcount=24; FTE =23.50).

Support Grades 10-12
Number of Male/Female Staff

No of staff

male headcount	female headcount	male fte	female fte
10	14	10	[VALUE]0

headcount & fte

At Grades 10-12, there is less of a gender divide (58.33% in these Grades is female, compared with 41.67% male) than at Grades 1-5 (82.87% female, compared with 17.21% male) and Grades 6-9

14

(63.36% female, compared with 36.64% male), although there are still more female staff than male staff.

This would seem to confirm that the College has proportionately more women within its lower Grades.

When it comes to the jobs undertaken by staff in Grades 10-12, they can be broadly grouped by gender with male staff being clustered around IT/Technical/Facilities types of posts, with women being in more Administrative/Information/Quality types of posts. More specific breakouts are not given as individual staff could otherwise be identified.

Across all grades (1-12), it appears that male staff are largely undertaking more technical/ engineering types of posts with women being clustered around more administrative/information/ advisory posts.

In Grades 10-12, there are two members of staff work on a part-time basis, none of whom is male. This compares with 54 female staff working part-time in Grades 1-5 and 5 male staff working part-time.

Professional Officer/Senior Management Grades

The posts in these Grades are largely Heads of Departments, Directors of Curriculum, Vice-Principals and Principal.

Total headcount in these Grades is 19; FTE = 19, with there being slightly more male staff (10; 53%) than female staff (9; 47%). Given the relatively small numbers involved and the fact that the numbers of male and female staff are roughly equal, it should be noted that a small change in staff (e.g. if a male member of staff left and were replaced by a female member of staff) would lead to the College having a different gender profile.
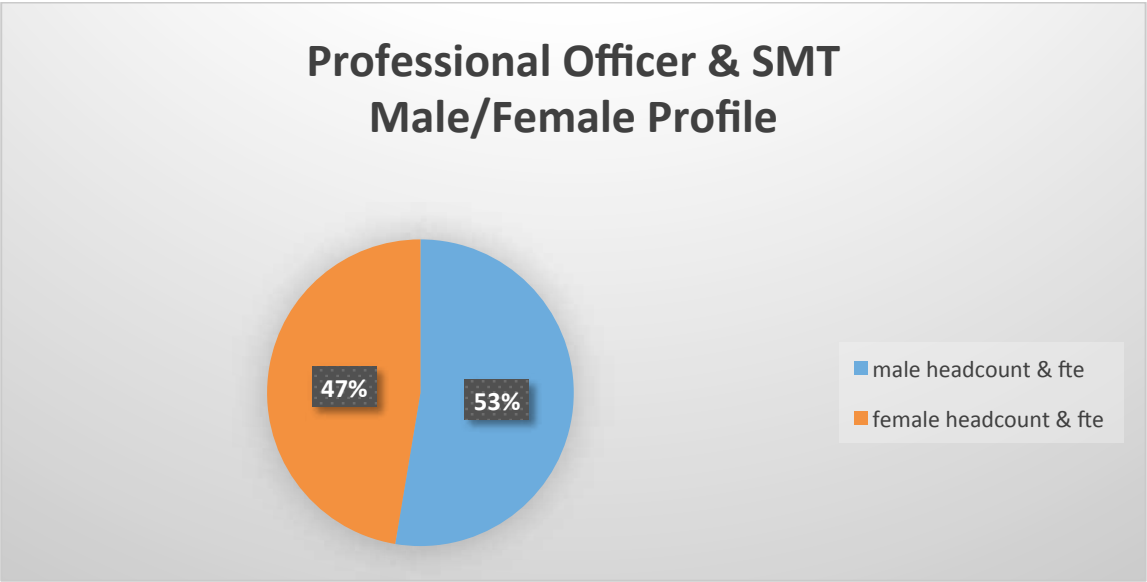
Although it is arguable that the numbers here are roughly equal, with there being only slightly more male staff than female staff - at all other levels within the College, there are more women than men.

It should be noted that at these levels, there are no staff at all who work on a part-time basis.

When only the most senior of these grades (Senior Management Team, 6) is looked at in more detail, it can be seen that there is an greater male gender bias (male staff = 4; female staff = 2)

SMT Male/Female Profile

33%

67%

- male headcount & fte
- female headcount & fte
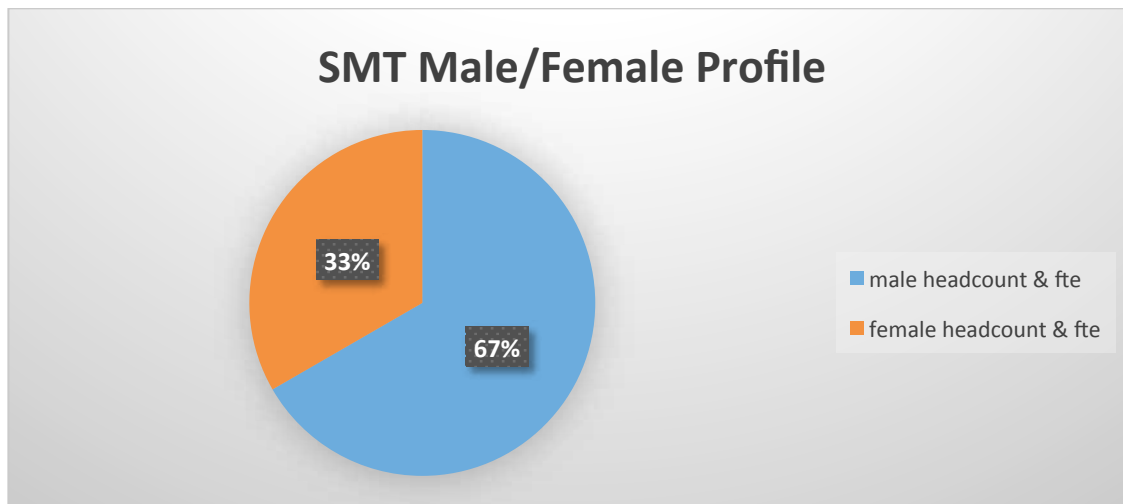
It should also be noted that although this is the profile of SMT as at end March 2016, given the small numbers involved (6), that a small change in staff (e.g. a male member of staff leaves and is replaced by a female member of staff) would lead to a change in this gender profile.

Due to small numbers, no other break-out is detailed.

Summary: Support Staff

The support staff analyses illustrate that the College has a clear predomination of women at lower Grades, with there gradually becoming less of a gender imbalance until the most senior levels of the organisation are reached, where the tables turn and there are slightly more male staff than female staff.

It is also notable that the majority of staff working on a part-time basis are women who are in the lower support grades. At senior levels, no staff work on a part-time basis.

In terms of the types of jobs undertaken by staff in support roles, there are clear clusters of women undertaking traditionally "female" jobs, largely in administration and advisory posts, with male staff being involved in more technical/engineering- related posts.
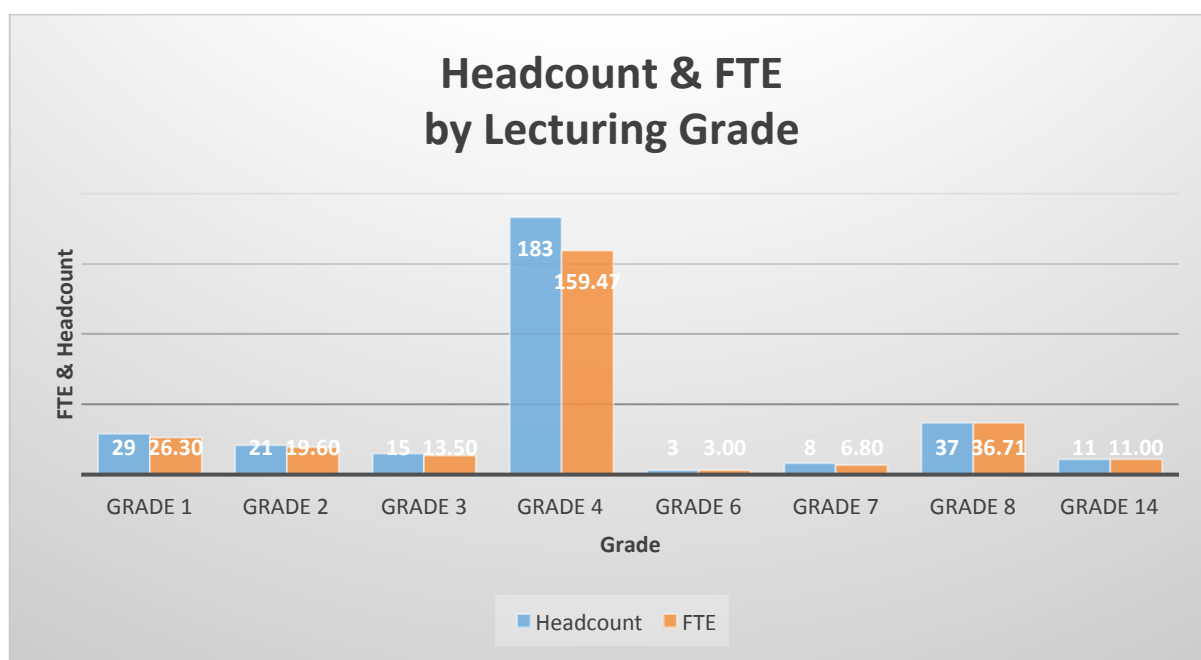
Lecturing Staff Profile

At end March 2016, Lecturing staff headcount was 307, with FTE being 276.38. The Lecturing staff grading structure goes from Grade 1 (lowest paid) to Grade 14 (highest paid).

Lecturing staff includes un-promoted lecturers (on Grades 1-4) and promoted lecturers, including Curriculum & Quality Managers (CQMs) and Faculty Managers (FMs).

Lecturing staff would normally be appointed at Grade 1 and would go up a grade every year (after six months' service) until they reach the top of the un-promoted lecturers' scale (Grade 4).

Of the 307 lecturing staff, 170 are male (55.37%) and 137 (44.63%) are female. Given that the College has more female staff (344) than male staff (259), this shows a clear concentration of male staff within the academic side of the College.

As illustrated in the graph below, the greatest numbers of lecturing staff are in Grade 4 (headcount = 183). This is because it is the top of the un-promoted lecturing scale, which would be achieved by all un-promoted lecturing staff after appropriate service.

Headcount & FTE by Lecturing Grade

Grade	Headcount	FTE
GRADE 1	29	26.30
GRADE 2	21	19.60
GRADE 3	15	13.50
GRADE 4	183	159.47
GRADE 6	3	3.00
GRADE 7	8	6.80
GRADE 8	37	36.71
GRADE 14	11	11.00

Note: there are no lecturing staff in Grades 5 and 9-13

The following graph shows the number of male and female staff within each Grade and clearly illustrates that lecturing staff – both male and female - are concentrated in Grade 4, where there are more male (105) than female staff (78).

Lecturing Staff:
**Male/Female Profile by Grade**
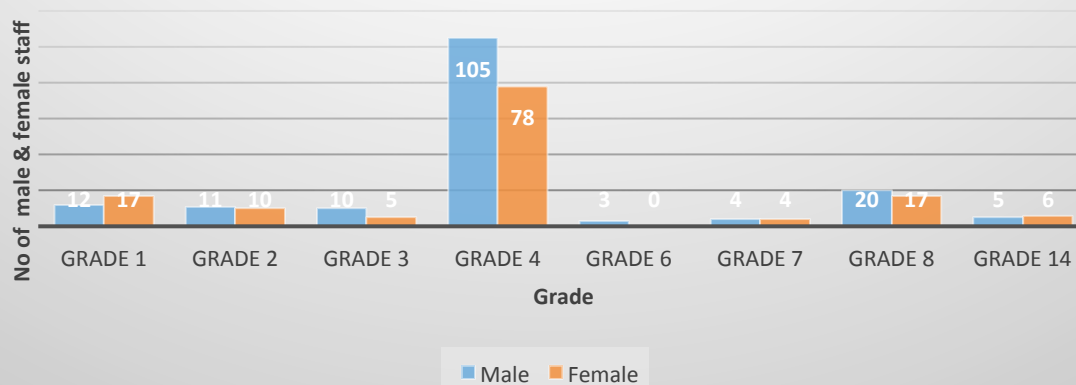
Note: there are no lecturing staff in Grades 5 and 9-13

There are more female staff (17) in Grade 1 than male staff (12), but this is likely to be a reflection of the fact that more of the staff who have been recently recruited (and therefore appointed on Grade 1) have been female. In Grades 2 and 3, there are more male staff than female staff.

Unlike senior support staff levels, there are slightly more female staff (6) at the top of the lecturing scale, compared with male staff (5). However, as these numbers are small, the gender profile could easily change if a female member of staff were to resign and be replaced with a male member of staff.

At Grade 8, the Grade for Curriculum & Quality Managers, there are more male staff (20 out of 37 at this level; 54%), than female staff (17 out of 37; 46%).

In terms of part-time staff, the chart below clearly illustrates that few male lecturing staff (15) work on a part-time basis and that it is predominantly female staff (53) who work part-time.

**Lecturing Staff
Full-time/Part-time Profile**
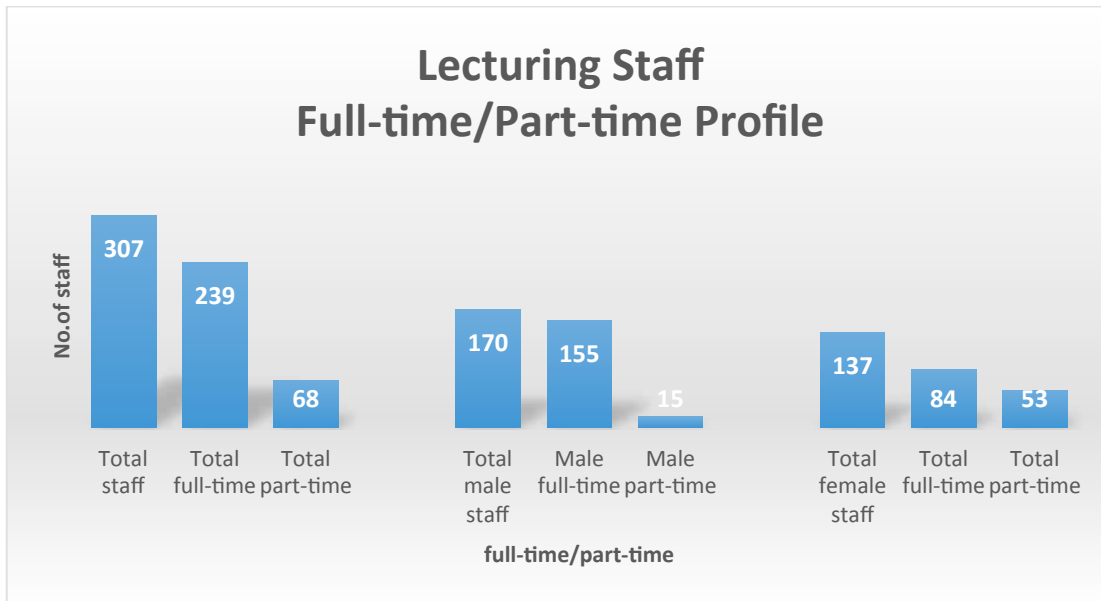
At the most senior level (grade 14), no staff work on a part-time basis. Of the promoted lecturing staff (Grades 6 and above, 59), only 4 staff work on a part-time basis, of which 3 are female.


**Lecturing Staff
Part-time Profile by Grade & Gender**
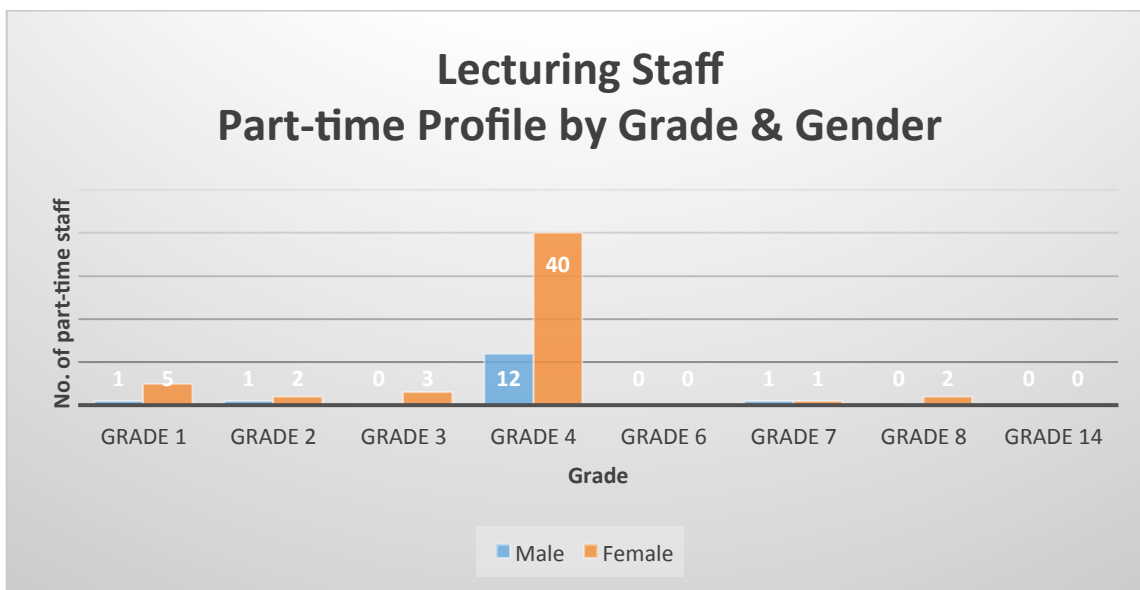
Note: there are no lecturing staff in Grades 5 and 9-13

Gender analyses by Grade

The following analyses are split into grades to show which types of posts - and at which level - are held by male and female support staff.
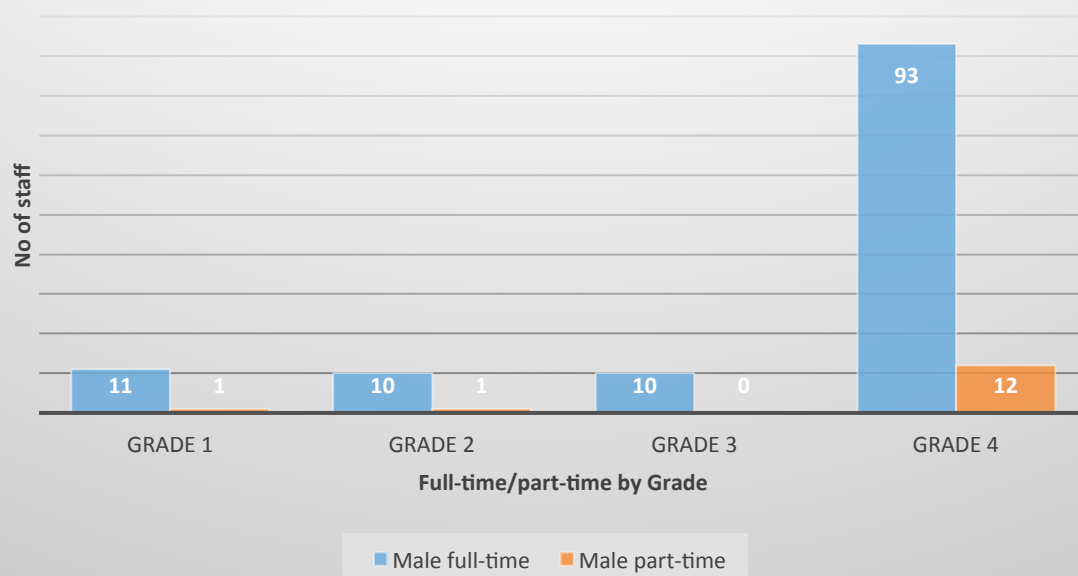
Overview of Un-Promoted Lecturing Grades

Of the 248 un-promoted lecturers in Grades 1-4, 138 (55.65%) are male and 110 are female (44.35%).
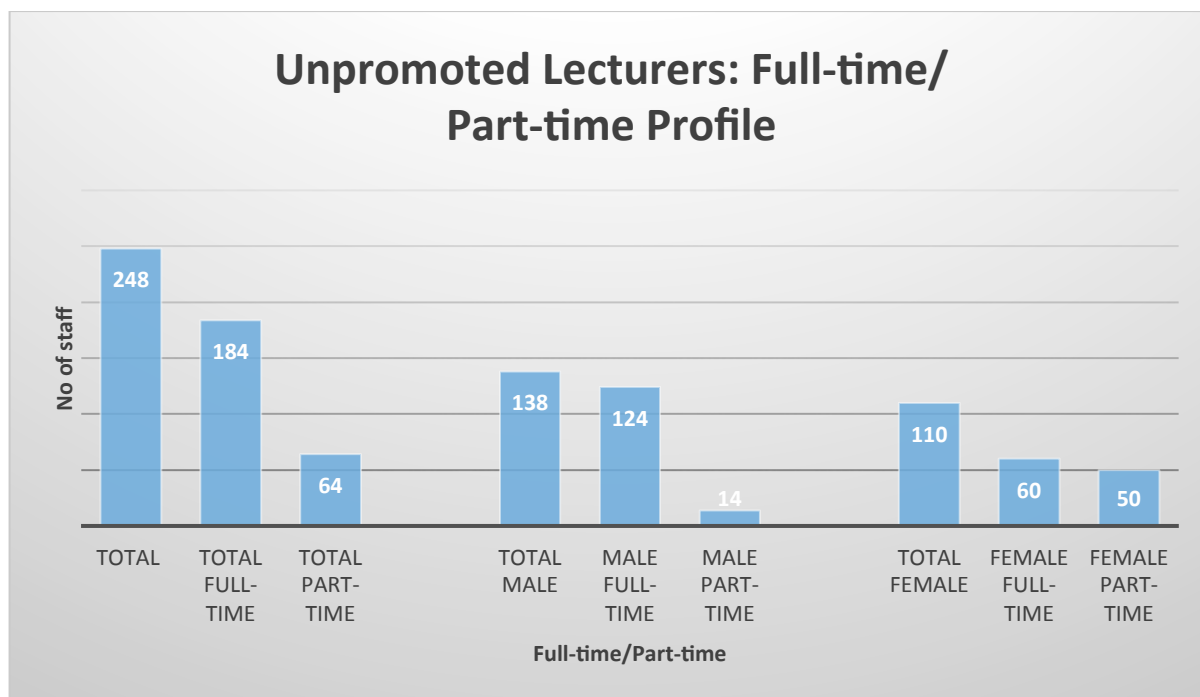

It is clear that overall, more male staff work on a full-time basis (124 out of male headcount of 138; 89.86%) than female staff (60 out of a female headcount of 110; 54.55%).

As illustrated in the following charts, there is a stark difference, on grade-by-grade basis, between male and female staff in terms of full-time/part-time work, with the biggest discrepancies being in Grade 4, which is the Grade where the majority of lecturing staff are situated.

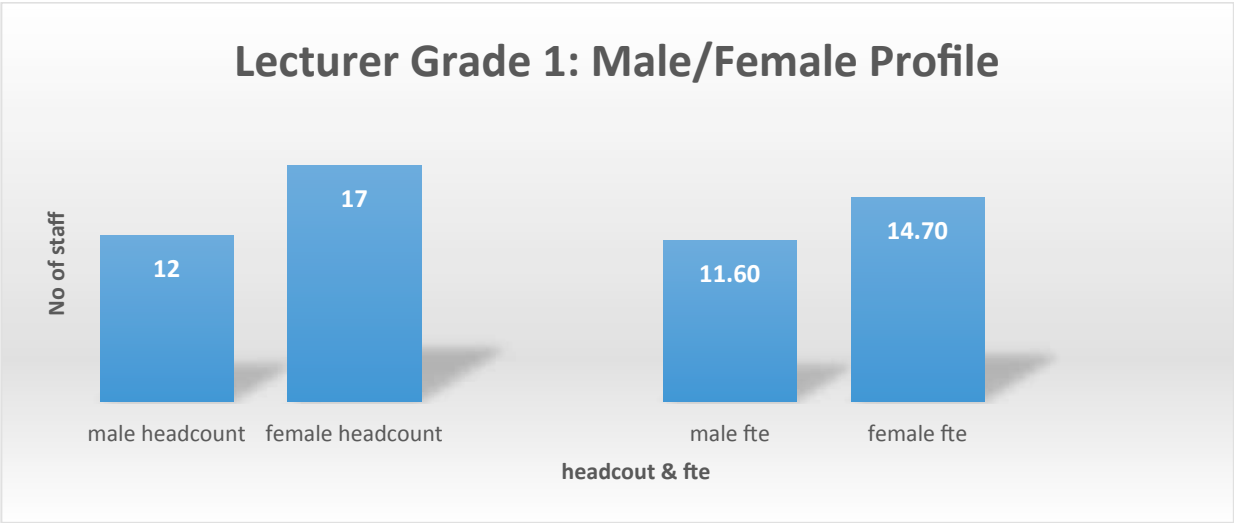Male Unpromoted Lecturer: Full-time/ Part-time Profile by Grade

Female Unpromoted Lecturer: full-time/ Part-time by Grade
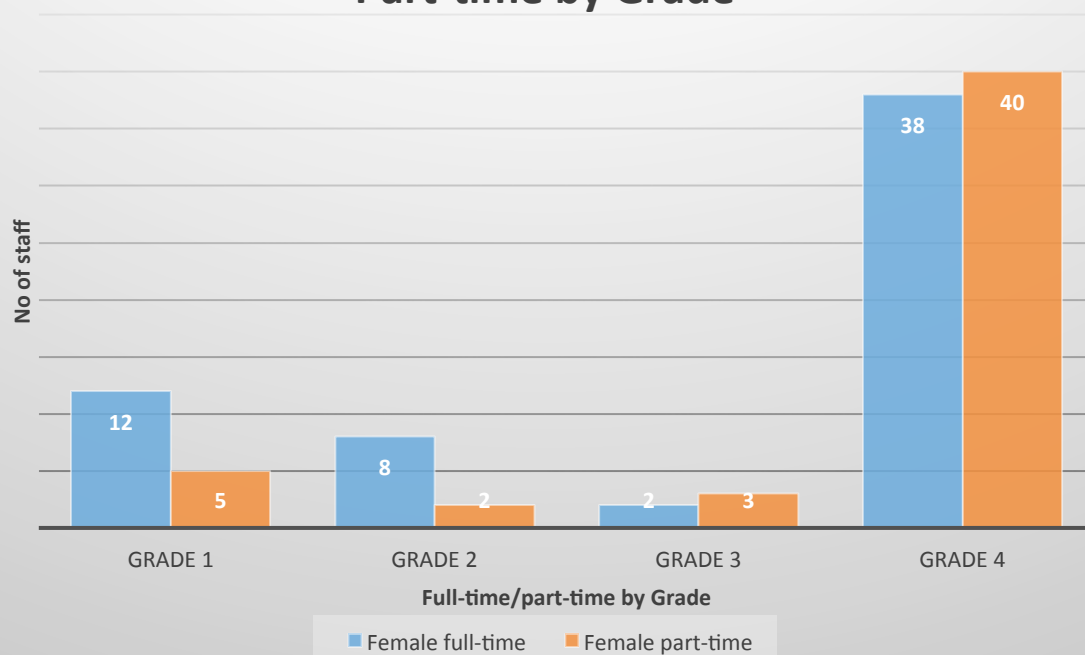
Lecturers: Grade 1

Of the total number of un-promoted lecturing staff (headcount = 248; FTE = 218.86), only 29 (FTE = 26.3) are on Grade 1.


There are more female staff (17; 58.62%) than male staff (12; 41.40%). There is no noticeable gender divide in terms of the subjects being taught by these Grade 1 Lecturing staff, with there being both male and female lecturers in health & social care, computing, art & design, sport.

However, there are more female staff working part-time (5 out of a total female headcount of 17) than male staff (1 out of a total male headcount of 12).


Lecturers: Grade 2

Again, there are relatively few lecturing staff in Grade 2, with there being a total of 21 staff (19.6 FTE), with the headcount male/female gender balance being fairly equal.
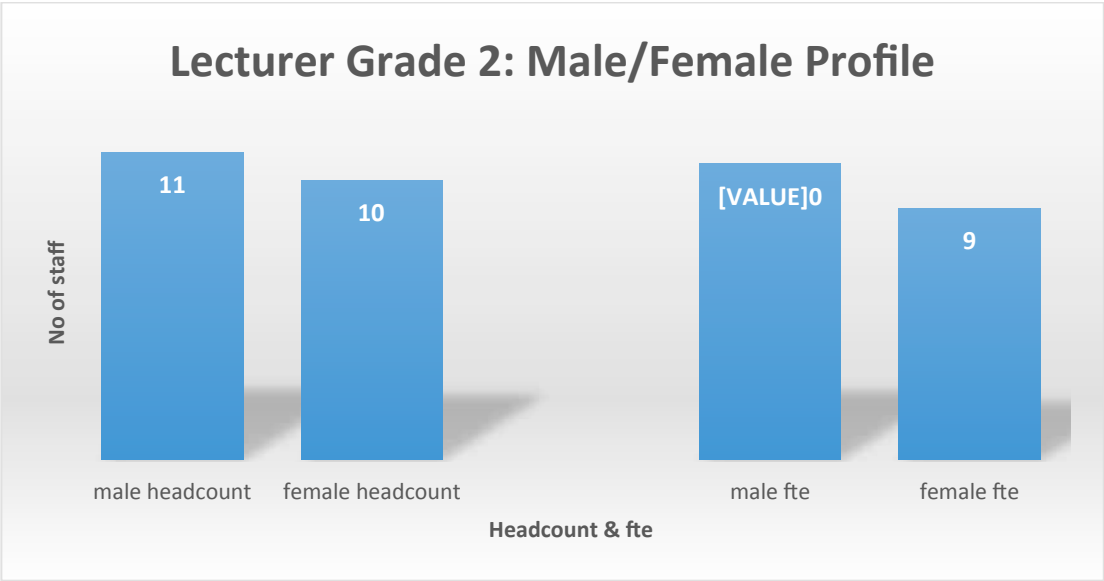
There is nearly parity in terms of the number of male staff in Lecturer Grade 2 (11; 52.38%) and female staff (10; 47.62%). 2 female staff work on a part-time basis (out of a female headcount of 10; 20%), compared with male part-time staff (1 out of a male headcount of 11; 9.09%).

Lecturers: Grade 3

There are, once again, relatively few lecturing staff (headcount=15; FTE = 13.49) in Grade 3. However, there are more male staff (10 out of a headcount of 15; 66.67%) than female staff (5 out of a headcount of 15; 33.33%)
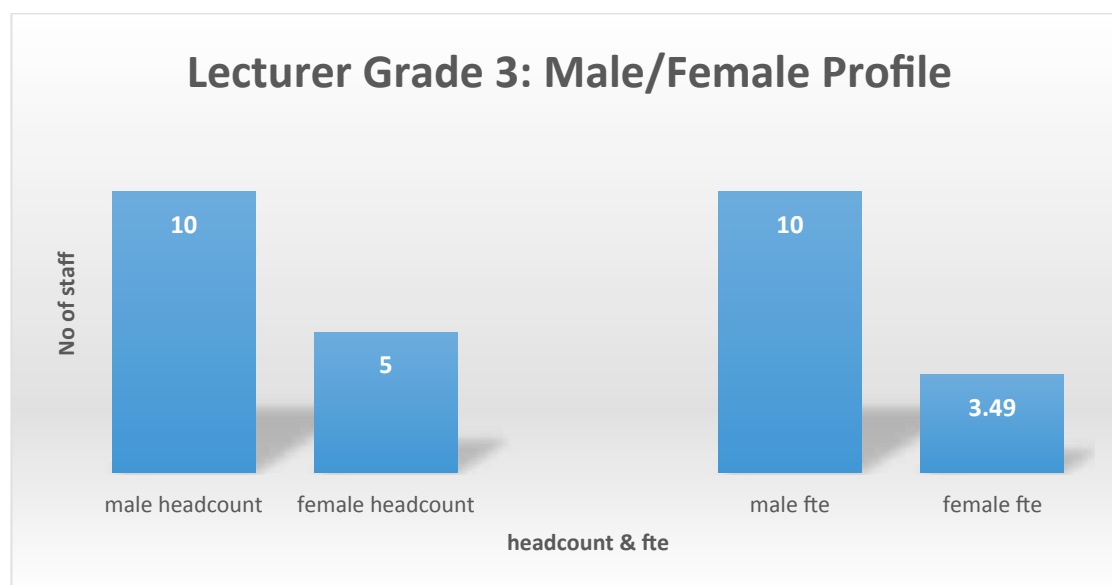
No male staff work on a part-time basis at this lecturing Grade, but 3 of the 5 female staff (60%) work on a part-time basis.

There is no obvious gender divide in the subject areas taught in Grade 3, with both male and female staff lecturing in the areas of: social science; engineering; cookery

No further details are broken out as this could potentially lead to individual staff being identified.

Lecturers: Grade 4

The majority of the College's lecturing staff are on Grade 4, with a headcount of 183 (FTE= 159.47) out of an un-promoted lecturing staff headcount of 248 (FTE=218.86). This means that 73.79% of the College's lecturing headcount is at Grade 4.

As can be seen from the chart below, at Lecturer Grade 4, there are more male staff (105; 57.38%) than female staff (78; 42.62%)

Lecturer Grade 4: Male/Female Profile
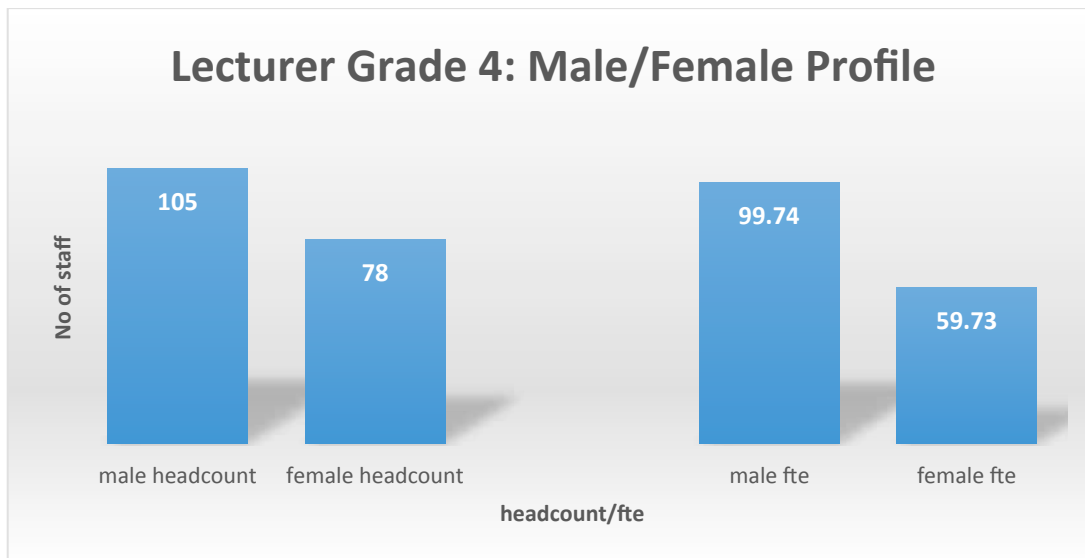
At Lecturer Grade 4, 40 female staff (FTE = 21.73) work on a part time basis, which means that more than half of the female staff headcount (51.28%) works part-time, compared with only 11.43% (12) of male staff (FTE=6.74)

At Grade 4, there is a clear gender divide in terms of the subjects taught by male and female staff.

62 male members of staff (out of a male headcount of 105; 59.05%) teach subjects involving computing, maths, engineering, science, construction (including painting/decorating/carpentry/joinery), welding, nautical, automotive. This compares with 16 female members of staff (out of a female headcount of 78; 20.51%).

However, there are very few male staff who teach subjects involving: hairdressing; beauty therapy; care; administration (due to small numbers, actual figures are not detailed), compared with 21 female members of staff out of a female headcount of 78 (26.92%).

Note: there are no Lecturers at Grade 5

Overview of Promoted Lecturing Grades (Grade 6 and above)

As can be seen from the following chart, at the promoted lecturing grades there are very few staff who work on a part-time basis (4 out of 59; 6.80%). Of the 4 part-time-staff, 3 are female.
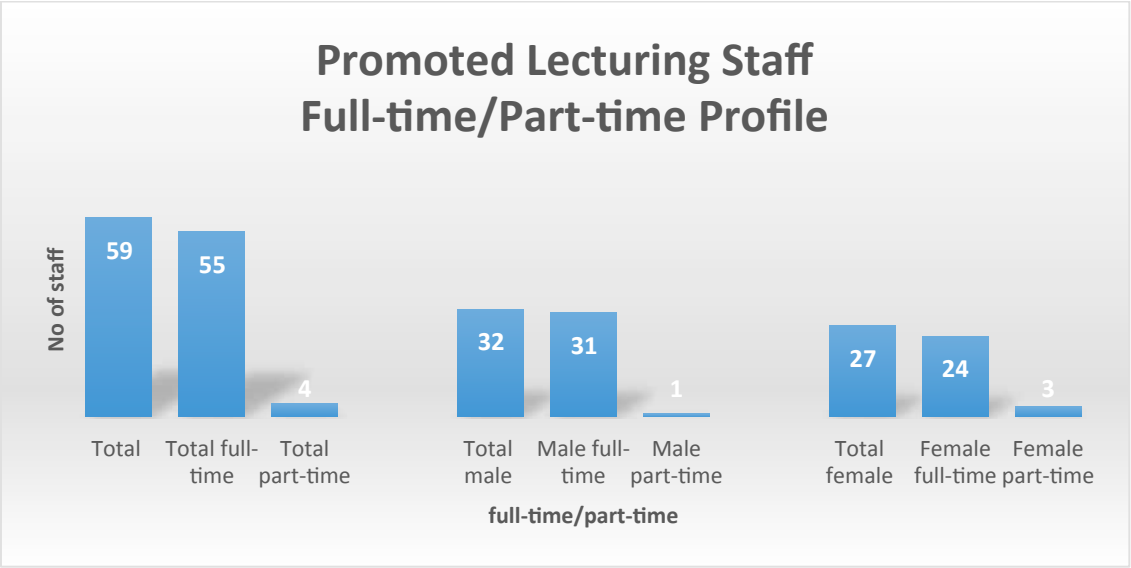
Overall, there are more male promoted lecturing staff (32 out of 59; 54.24%) than female staff (27 out of 59; 45.76%).

However, when this is examined on a grade-by-grade basis, it should be noted that there are slightly more female staff (6) at the highest grade (Grade 14) than male staff (5).

No staff at the most senior grade (Grade 14) work on a part-time basis.
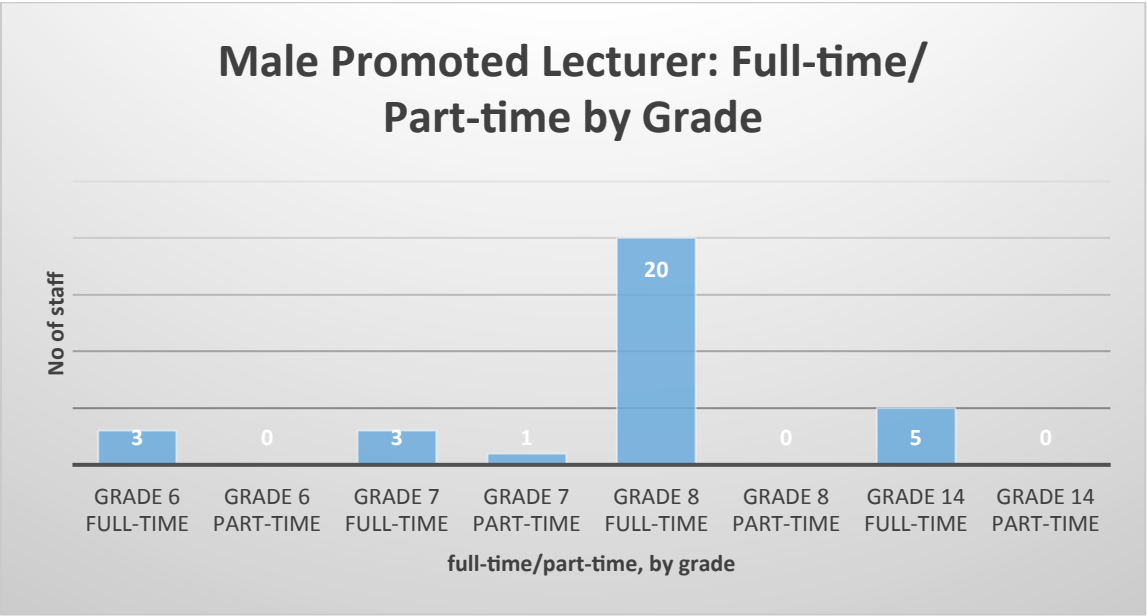
Female Promoted Lecturer: Full-time/ Part-time by Grade
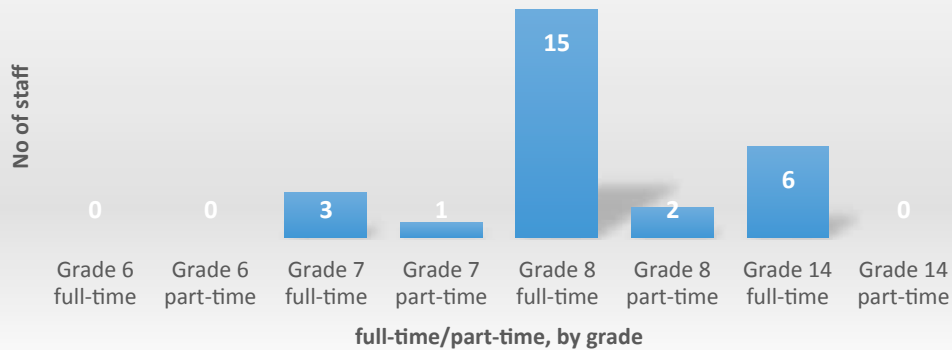
Promoted Lecturer: Grade 6

As can be seen from the following graph there are only 3 members of staff at Promoted lecturer Grade 6, all of whom are male and all of whom work full-time. Due to the very small numbers in this grade no further breakdown is detailed, as staff could otherwise be identified.

Promoted Lecturer : Grade 6 Male/Female Profile

Promoted Lecturer: Grade 7

As can be seen from the following chart, there is a parity in terms of headcount between male and female staff. Two members of staff at this level work on a part-time basis, one being male and one being female. Due to the small numbers in this grade, no further breakdown is detailed as staff could otherwise be identified.
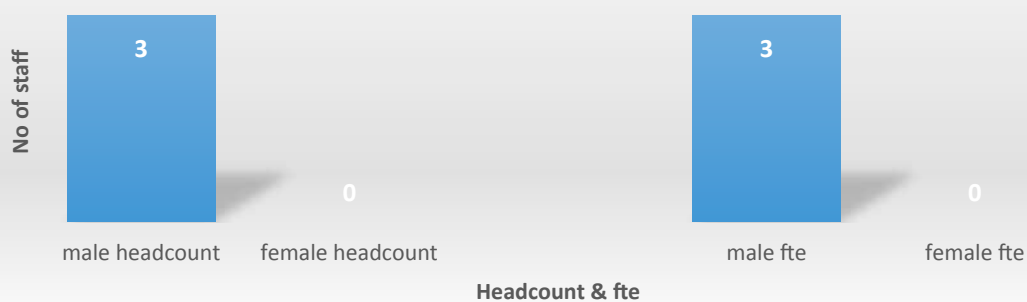
Promoted Lecturer: Grade 7
Male/Female Profile

Chart showing headcount and fte by gender:
- male headcount: 4
- female headcount: 4
- male fte: [VALUE]0
- female fte: [VALUE]0

Y-axis: No of staff
X-axis: Headcount & fte
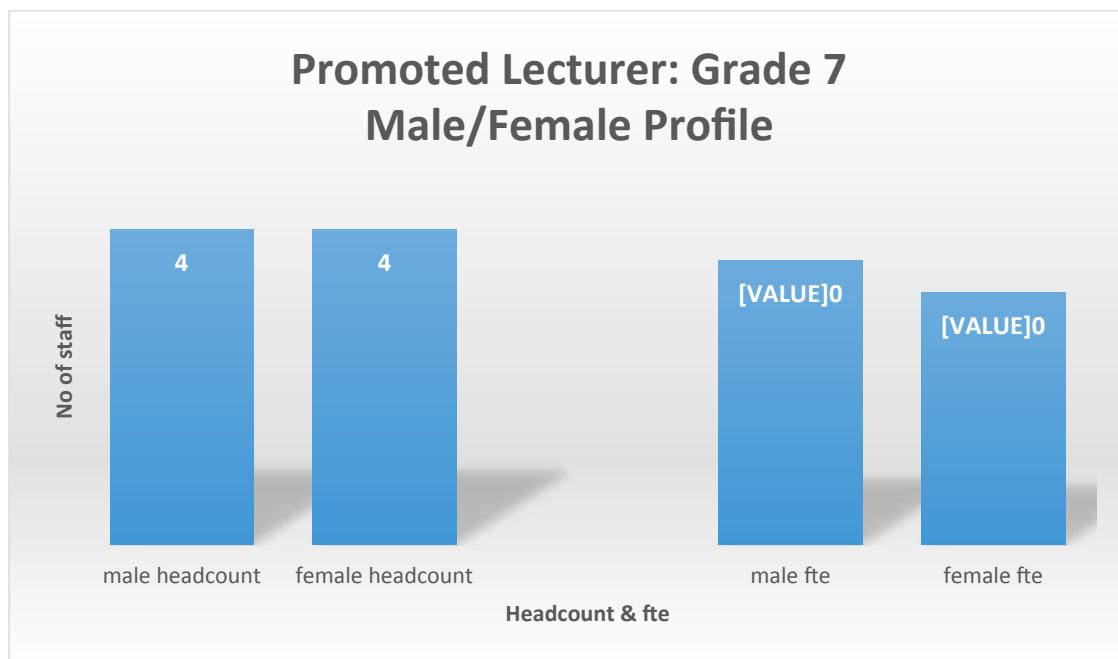
Promoted Lecturer: Grade 8

The vast majority of staff at Promoted Lecturer Grade 8 are Curriculum and Quality Managers (35 out of a headcount of 37 at this Grade). There are more male staff (20 out of 37; 54.05%) than female (17 out of 37; 45.95%) at this Grade.

Only 2 members of staff at this Grade work on a part-time basis (representing 1.71 FTE), both of whom are female.

Promoted Lecturer: Grade 8
Male/Female Profile
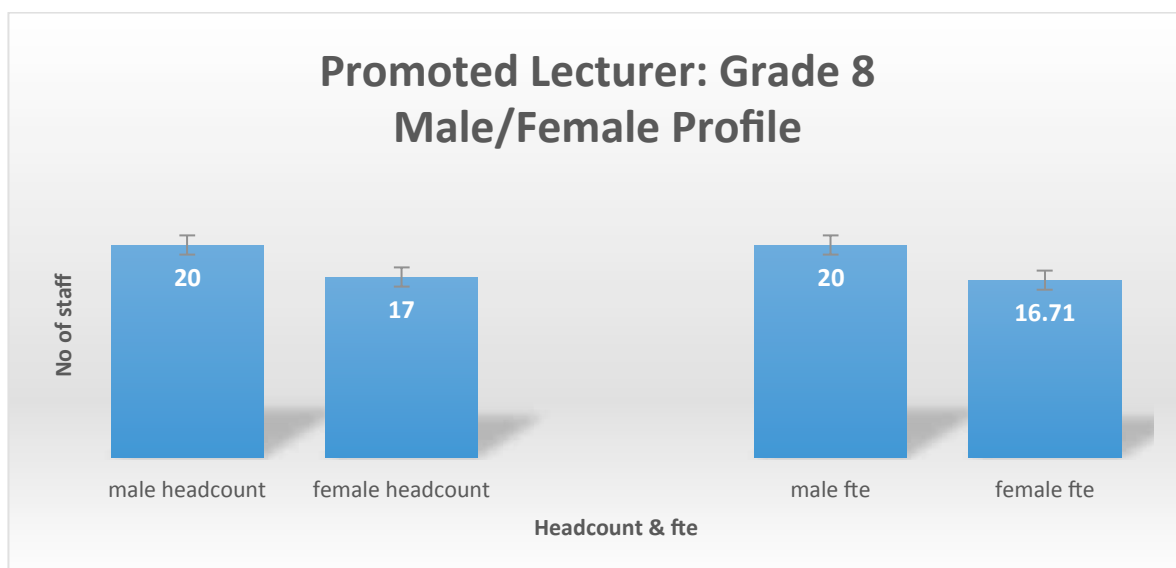
There is a clear male bias in the area of engineering/technical, with 9 of the 18 male CQMs (50.00%) working in this field. The number of female staff is not published due to small numbers.

There are both male and female staff covering the following subject areas: computing; creative arts; hospitality/sport; tourism; social sciences

There are only male staff covering media & essential skills and there are only female staff covering care; hair & beauty; service industries.

There are no Promoted Lecturers at Grades 9-13

Promoted Lecturer: Grade 14

The vast majority of staff at Promoted Lecturer Grade 14 are Faculty Managers (10 out of a total headcount in this Grade of 11). Given the small number of staff at this Grade and the fact that there is an uneven number of staff, there is near parity between the number of male (5) and female (6) staff. However, at this senior level, no staff work on a part-time basis.

Promoted Lecturer: Grade 14
Male/Female Profile

No of staff

| male headcount | female headcount | | male fte | female fte |

Values shown on bars: 5, 6, 5, 6

Headcount &fte
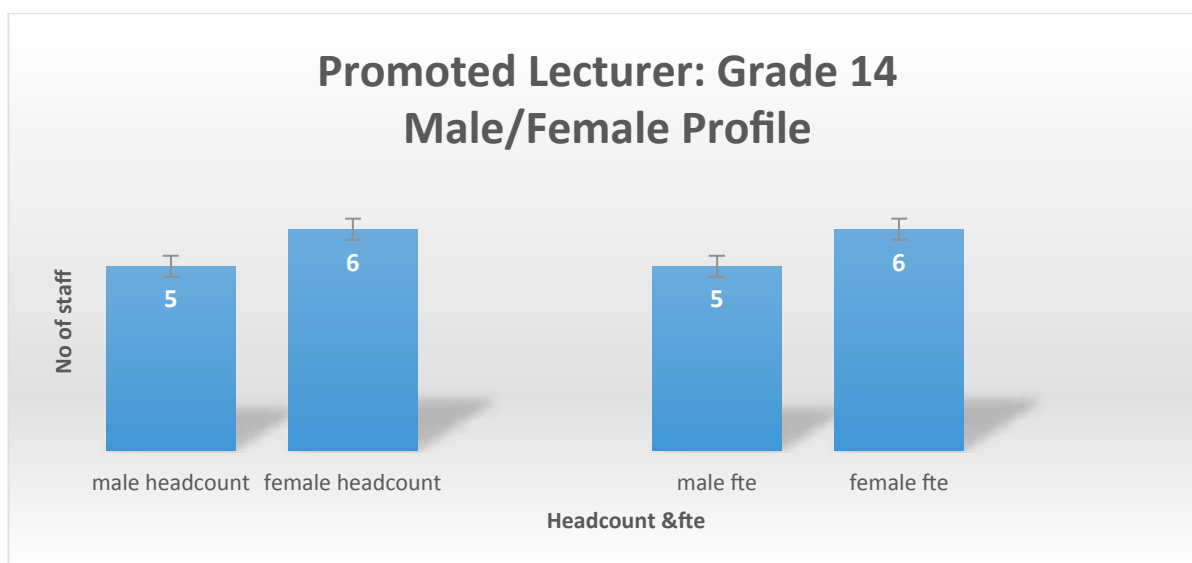
In terms of the subject areas covered by the faculty managers, there are more male than female staff in engineering/Technology (due to small numbers no further details are given).

Care, Hair & Beauty, Hospitality & Sport are covered by female staff

Social sciences/learning opportunities, computing and business management/tourism are covered by male staff.

Summary: Lecturing Staff

The Lecturing staff analyses illustrate that the College has a clear predomination of men at all Lecturing levels with the exception of Grades 1 (the lowest Grade) and Grade 14 (the highest Grade).

New Lecturing staff start at Grade 1 and then automatically move up the un-promoted Lecturing scale – so the fact that there are more female than male staff in this Grade means that more female than male staff have been recently appointed – going against the general trend of there being more male than female Lecturing staff.

It is also notable that the majority of staff working on a part-time basis are women who are in the un-promoted lecturing grades. At senior levels, no staff work on a part-time basis.

In terms of the types of jobs undertaken by staff in lecturing roles, there are clear clusters of women undertaking traditionally "female" jobs, largely in administration, care and communication areas, with male staff being involved in more technical/engineering-related areas.

Conclusion

The College employs more women (344; 57.05%) than men (259; 42.95%).

The majority of women are employed in support roles (207 female support staff out of a total female staff of 344; 60.17%, compared with 89 male support staff out of a total male staff of 259; 34.36%). Conversely, the majority of male staff are employed as lecturing/academic staff: 170 male lecturing staff out of a total male headcount of 259 (65.64%), compared with 137 female lecturing staff out of a total female headcount of 344 (39.83%).

According to "Occupational Segregation in Scottish Higher Education Institutions: Disability, Gender and Race", Equality Challenge Unit (ECU), June 2014 p12, the majority of Professional services and support staff in Scottish Higher Education Institutions (HEIs) are female (63.1%) as opposed to (36.9%) male. In terms of academic staff, 58.2% are male and 41.8% are female.

The College would appear to be broadly similar in that majority of its support staff are female and majority of its academic staff are male.

As regards the types of work undertaken by staff (horizontal segregation), it is clear that there is a gender divide - irrespective of whether employees are support or lecturing staff – with men largely undertaking work in technical and engineering areas. Women are largely focussed around administration, advisory, information, communication and care-related areas.

This would appear to be similar to the types of work undertaken by men and women in Scottish HEIS, according to Occupational Segregation in Scottish Higher Education Institutions: Disability, Gender and Race", Equality Challenge Unit (ECU), June 2014 p13, where men are grouped into academic areas/engineering/technician/maintenance types of posts and women are grouped into non-academic areas/welfare/administration/secretarial posts.

As regards the level at which staff work (vertical segregation), it is clear that there is a predominance of female staff grouped in the lower support grades 1-5, largely carrying out administrative work (101 out of a total female support staff of 207; with there being an overall total (lecturing and support) female headcount of 344).

This compares with the majority of male staff being grouped at lecturer Grade 4 (105 out of 170 male lecturing staff; with there being an overall total of 259 male staff (lecturing and support). By comparison, in the lower support grades 1-5, there are 21 male staff, with there being a total male support staff of 89.

It should be noted that the lowest grades – and salaries - for staff in the College are in support roles, with grade 1 being the lowest support grade.

These factors could explain the reason for the College's overall gender pay gap (mean =14%).

According to the ILO's "Women at Work: Trends 2016, p39 "women are more likely to be concentrated in lower paid occupations and sectors than men" and this would seem to fit with the College having 101 of its 207 (48.79%) female support staff being in posts in Grades 1-5, compared with 21 of its 89 (23.60%) male support staff.

It is notable that there are increasingly more male staff as the seniority of the (support staff) grade increases until at the most senior support level (SMT), there are more male (4) than female staff (2).

For lecturing/academic staff, there is a predominance of male staff at all levels, except for Grade 1 (the lowest grade) and Grade 14 (the highest grade). As new Lecturing staff start at Grade 1 and then automatically move up the un-promoted Lecturing scale, this means that more female than male staff have been recently appointed. This seems to go against the general trends for there to be more male than female lecturing staff.

However, given the predominance of male Lecturing/academic staff, it should be noted that there are (slightly) more female staff (6) than male staff (5) at the highest Grade.

The College has more male full-time staff (225) than female full-time staff (202). The majority of full-time male staff are employed as lecturers (155), as opposed to support staff (70). However, more full-time female staff work in a support role (118) than a lecturing one (84).

Given that there is a full-time gender pay gap (mean = 11%), this would seem to indicate that a contributing factor to the full-time gender pay gap lies with more men working full-time than women and more women than men being in support roles.

However, at higher support staff grades (with higher salaries), more women work full-time than part-time. This would seem to explain why the *full-time* gender pay gap is slightly less than the *overall* gender pay gap, which includes part-time employees.

In terms of part-time work, it is clear that more women than men work on a part-time basis and that this applies to both support (women = 89; men = 19) and lecturing staff (women = 53; men = 15). However, there are more women working part-time in support roles than in lecturing roles, where support staff salaries are lower. It should be noted that there is a cluster of women (54) working part-time in the support Grades 1-5, the lowest paid support Grades.

This means that the part-time gender pay gap (mean = 23%) could be explained by the number of female staff who work part-time, in lower paid support jobs.

Overall, of the 603 staff in the College, 176 staff work on part-time-basis (29.19%). Of these 176 part-time staff, 19.32% is male (34) and 80.68% (142).

Only 13.13% of the male staff in the College (34 male staff out of a male headcount of 259) work part-time, compared 41.28% of the female staff (142 part-time female staff out of female headcount of 344).

Of the part-time staff, there are both more male and female employees working in support roles than in lecturing roles.

It can be seen clearly that in percentage terms, more male staff work part-time in a support role (19 out of a male support headcount of 89; 21.35%) than in a lecturing role (15 out of a male lecturing headcount of 155; 9.68%)

There is less of a disparity for female staff, although there are still more women in support posts working part-time (89 out of female support headcount of 207; 43.00%) than women in Lecturing posts (53 out of a female lecturing headcount of 137; 38.69%).

According to "Women at Work: Trends 2016", International Labour Organisation (ILO), p17,"women are more likely to work shorter hours for pay or profit". ILO, pXV, also says that "women continue to work fewer hours in paid employment, while performing the vast majority of unpaid household and care work". This could present one reason why there are more women than men at the College who work on a part-time basis.

There is also a noticeable vertical segregation in the College in terms of part-time work, in that it is mainly female staff in lower support grades/un-promoted lecturing grades who work part-time whereas at senior grades there are either very few, or no, staff working part-time. These factors contribute to the gender pay gap.

According to the ILO, "Women at Work: Trends 2016" p 54 "many higher paid, higher-skilled jobs are simply unavailable on a part-time basis, and there are significant obstacles to movement from part-time to full-time jobs due to the related skills requirement. This is also linked to the higher administrative costs involved in hiring two or more higher-skilled part-time workers in lieu of one full-time worker, which might also explain why part-time work tends to cluster in the low skilled professions…" The ILO goes on to say "the higher share of women in part-time employment contributes to the crowding of women into a narrow range of sectors and occupations, leading to greater occupational segregation."

Next steps

According to the Scottish Government:

"Occupational segregation is one of the barriers which prevents women and men from fulfilling their potential in the labour market, and consequently contributes to the pay gap. Women tend to be concentrated in the lower paid jobs…..and the lower grades within an organisation.

Tackling occupational segregation is not simply a question of progressing gender equality in Scotland; it is also beneficial to Scotland's overall social and economic well-being. We need to ensure that the pool of talent and skills available to employers is not inhibited by stereotypical perceptions of what women and men 'do', and that everyone's skills are being utilised to the maximum potential."

The Scottish Government goes on to attribute some of the causes of occupational segregation as being:

"Inflexible working - Women with children face constraints in terms of finding work that is potentially both commensurate with their skills and aspirations as well as flexible and convenient in terms of their childcare and other caring responsibilities. A lack of options forces many women into part-time, low-paid work.

Under-valuing of roles and occupations that are perceived to be "women's work". In addition to considering how to encourage more women and men to consider non-traditional occupations, we must also consider what action can be taken to address the low value attached to "women's work"."

Source: http://www.gov.scot/Topics/People/Equality/18500/OccSeg accessed 18 July 2016

The Equality Challenge Unit in its "Occupational Segregation in Scottish HEIs", June 2014 document p54 states "A lack of flexible working opportunities is one of the underlying barriers to the ability for staff with caring or other requirements to overcome occupational segregation."

The International Labour Organisation, in its "Women at Work: Trends 2016" report p66 says that "a job that prevents workers from balancing their work commitments with the need to care for their family members is not a decent job" and that "work family balance was the top work-related issue for women……with the greater burden of family responsibility borne by women….was ranked as the number one barrier to women's leadership".

The report (p66) goes on to highlight that: some women accept occupational downgrading in order to work reduced hours to meet family responsibilities; a lack of adequate paid parental leave, family-friendly flexible working arrangements and affordable childcare often force women to leave the labour market; women working full-time are less likely to be able to put in longer hours and are more likely to take leave to care for their family.

The learning from the information set out in this document is: it is clear that occupational segregation exists within the College and that it contributes to the College's overall gender pay gap being 14% (mean) and part-time gender pay gap being 23% (mean). In order to address these issues, it is suggested that the Equality & Diversity Strategy Group (EDSG) sets up Focus Groups to look at:

Why there is such a predominance of women in lower graded support functions?

   Why do women do the job they are in?

   What would encourage women/men to undertake a different kind of role?

What are the barriers to women applying for "male" jobs and men applying for "female" jobs?

   Would changes in the type of vocabulary used in recruitment/job adverts make a difference in terms of occupational stereotyping?

Why do so many women work part-time?

   why do so many men not?

    why do staff at senior levels not work part-time?

   what would it take to change the part-time statistics for the College?

Are there work/life balance issues and if so, what are they and how could they be addressed?

In addition to focus groups, the College could also look at revising its family-friendly and leave policies to expand the range of options that are available to all staff.

The College's next steps from this report will feed into key actions in its Equality Outcomes Report.

Occupational Segregation – Race/Ethnicity Report 2016

1. Introduction

1.1 The purpose of this paper is to provide the Committee with an opportunity to consider the Occupational Segregation – Race/Ethnicity Report 2016.

2. Background

2.1 Under the Equality Act 2010 and the Public Sector Equality Duty, the College is required to publish its gender pay gap report by 30 April 2017.

2.2 One of the specific duties of the Public Sector Equality Duty is for public bodies to report on occupational segregation by gender, race and disability.

2.3 Occupational segregation is defined as "a term that is used to describe employment patterns where workers with certain characteristics tend to be grouped in certain jobs".

2.4 There are two main dimensions to occupational segregation:

- **Horizontal Segregation** whereby workers with certain characteristics are clustered in certain **types** of jobs across an organisation;
- **Vertical Segregation** whereby workers with certain characteristics are clustered at certain **levels** of jobs within an organisation's hierarchy.

2.5 This report is focussed on race/ethnicity and has been compiled using data at July 2016. This date was used due to the reporting limitations of our current HR system in order for there to be appropriate time to produce and analyse the information.

2.6 The information contained in this report will also be used to inform the College's mainstreaming and outcomes report and new set of Equality Outcomes, both of which are due to be published by 30 April 2017.

3. Key Points to Note

3.1 There is an extensive Executive Summary to this report, but It is worth highlighting the following:

- The overwhelming majority of those who disclosed their ethnicity are White Scottish (65.5%)
- 84.1% of staff are of White ethnicity
- 3.2% of staff are in a Black Minority Ethnic Category (BME)
- 12.7% of staff did not disclose the information
- In view of the low disclosure rate data that can be published is limited and is also of limited value
- 2.4% of BME staff are employed in lecturing roles, the majority in technology related areas
- There are no BME staff at very senior levels
- There are more male than female BME staff
- The main issue to deal with at this stage is encouraging disclosure.

4. Recommendation

4.1 It is recommended that the Committee consider and, if so minded, approve the note and approve the Occupational Segregation – Race/Ethnicity Report 2016.

Liz McIntyre
Principal

Elaine Hart
Vice Principal Human Resources

Occupational Segregation: Race/Ethnicity: 2016

Executive Summary

The purpose of this report is to meet one of the specific duties under the Equality Act 2010, to report on occupational segregation by gender, race and disability. This report focuses on race/ethnicity. Other reports focus on gender and disability. There is also a separate pay gap report.

The report presents a race/ethnicity analysis at North East Scotland College, which is compared with the ethnicity of Aberdeen City/Aberdeenshire and Scotland.

The overwhelming majority of College staff who disclosed their ethnicity are White Scottish (65.5%), with 84.1% of staff being in a White ethnic category. 3.2% of staff are in a Black Minority Ethnic (BME) category and 12.7% of staff did not disclose any information/preferred not to say to which ethnic category they belonged. In view of the large number of staff who did not disclose their ethnicity, the staff numbers in the report must be interpreted with care and the ethnicity profile of the College should only be treated as indicative.

The report defines the two main dimensions to occupational segregation: horizontal (i.e. the *types* of jobs in which workers with certain characteristics are clustered); and vertical (i.e. the *levels* at which workers with certain characteristics are clustered). However, given that only 3.2% of College staff disclosed themselves as BME, the occupational segregation data that can be published is very limited, as individual members of staff could otherwise be identified. Again, because of the very small number of BME staff, it is of little value to compare BME with non-BME occupational segregation.

The report does detail that of the College's staff, 2.4% are BME staff who are employed on lecturing terms and conditions, with 0.8% being BME staff employed on support staff terms and conditions. The majority of the BME lecturing staff work in technology-related areas. The numbers are too small to provide more information regarding BME support staff as individuals could otherwise be identified.

A pay gap analysis was carried out between BME staff and White ethnicity staff, but was not published. This is because of the small number of BME staff as well as the number of staff who did not disclose any information about their ethnicity.

However, given that there are more BME staff on lecturing terms and conditions than support staff terms and conditions, it is perhaps not surprising that the (mean and median) hourly rate of pay for BME staff is higher than the (mean and median) hourly rate for White ethnicity staff. However, care must be taken not to make inferences from small numbers.

The report also outlines that none of the College's 3.2% BME staff is employed at very senior levels – although care must be exercised when making inferences from small numbers.

The College employs more male than female BME staff and of the small number of BME staff in the College, 79.0% work on a full-time basis.

As a result of this analysis, it has become clear that one of the main issues lies around disclosure: the small number of staff who have disclosed a BME ethnicity; as well as the large number of staff who did not disclose their ethnicity. In view of this, the College has taken steps to address this situation by re-issuing its Equal Opportunities form, but this time has included additional information on why it is important to disclose such information and how the information would be used to address issues. Next steps will include analysing this updated information and identifying any further actions that need to be taken.

The College will also review its recruitment processes to determine what could be done to attract candidates from BME backgrounds.

Other suggested next steps include:

Working with the Staff Equality Group to examine why there are so few – in particular female - BME staff and to identify if there are any particular issues preventing this group of people from working at Nescol.
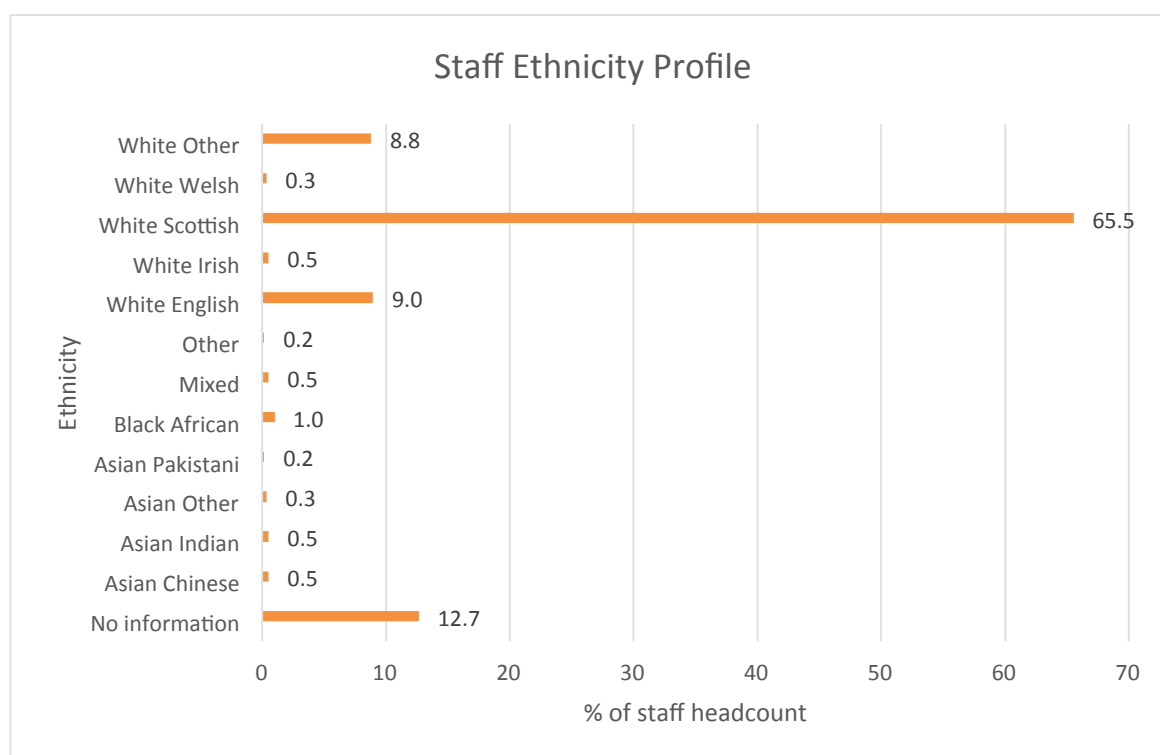
Consulting with external race/ethnicity organisations

The College's next steps will feed into its Equality Outcomes report.

Staff Ethnicity Profile

At July 2016, the College had a staff headcount of 592. This date was used, given the limitations of the current HR system, which is being replaced, in order to allow enough time for the data to be analysed.

As can be seen from the chart below, the overwhelming majority of the College staff who disclosed their ethnicity are White Scottish (388; 65.5%), with White English (53; 9.0%) and White Other (52; 8.8 %) being the next largest categories where an ethnic category was disclosed.

Staff Ethnicity Profile

Ethnicity	% of staff headcount
White Other	8.8
White Welsh	0.3
White Scottish	65.5
White Irish	0.5
White English	9.0
Other	0.2
Mixed	0.5
Black African	1.0
Asian Pakistani	0.2
Asian Other	0.3
Asian Indian	0.5
Asian Chinese	0.5
No information	12.7

Note: % figures are rounded to one decimal place and may not total 100

Please note that due to very small numbers for some ethnic categories, actual numbers of staff are not published as individual members of staff could be identified. For this reason, the overall numbers are presented here as a percentage of headcount.

It should be noted that where there were fewer than 5 staff, no further breakdown of information is given in case individual staff could be recognised.

A total of 19 staff (3.2%) disclosed they were in a Black Minority Ethnic category, whereas 498 staff (84.1%) disclosed that they were in a White ethnic category. Of the 19 BME staff, 6 disclosed that they were Black African (31.6% of BME staff).

75 staff (12.7%) did not disclose any information/preferred not to say to which ethnic category they belonged.

BME/White ethnicity as % of headcount

12.7

3.2

84.1
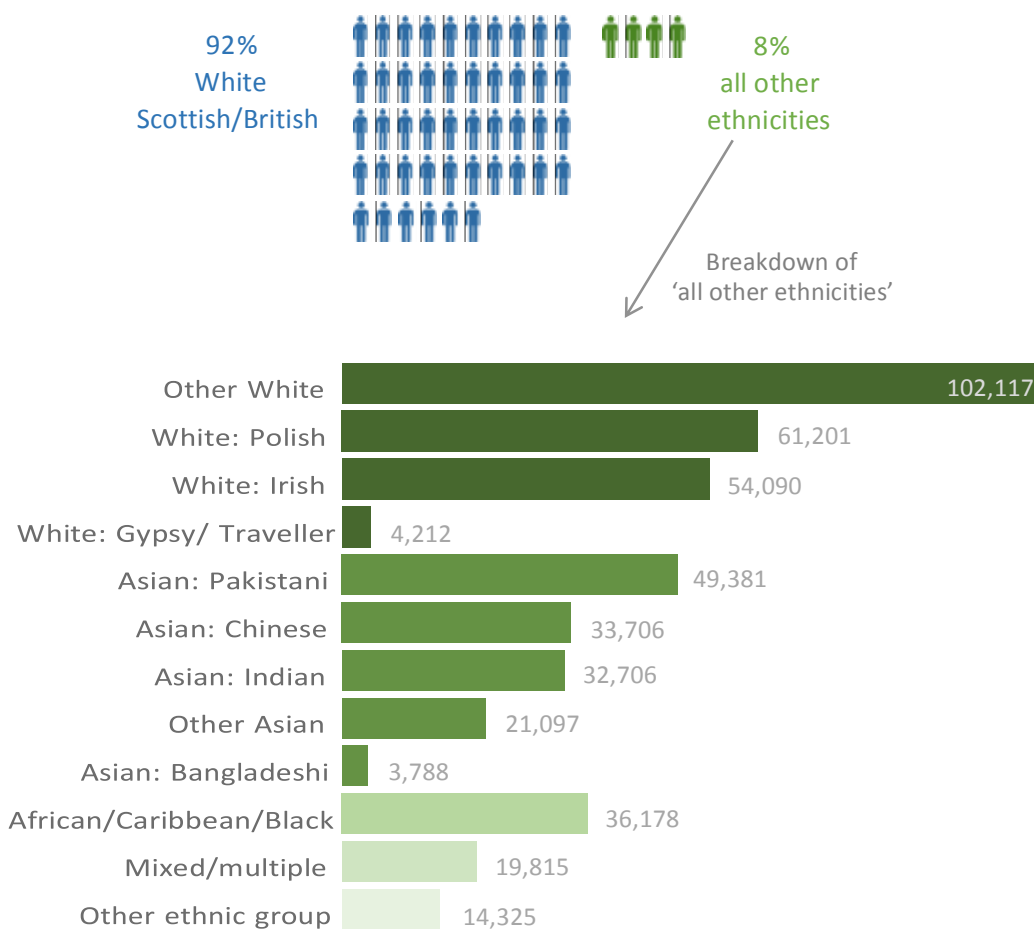
■ No information ■ Black & Minority Ethnic ■ White
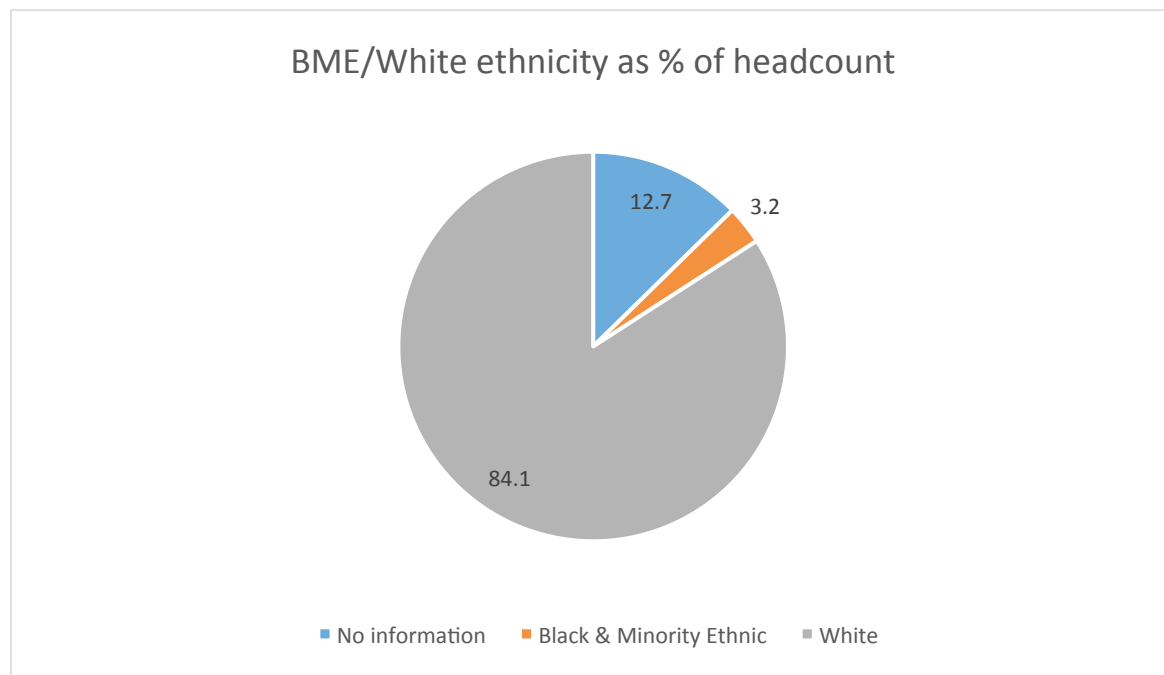
Note: % figures are rounded and may not total 100%

This compares with an ethnicity profile for Scotland (see following chart) where 92% of the population was White Scottish/British, according to Scotland Census information cited in the Scottish Government's "Race Equality Framework for Scotland 2016-2030".

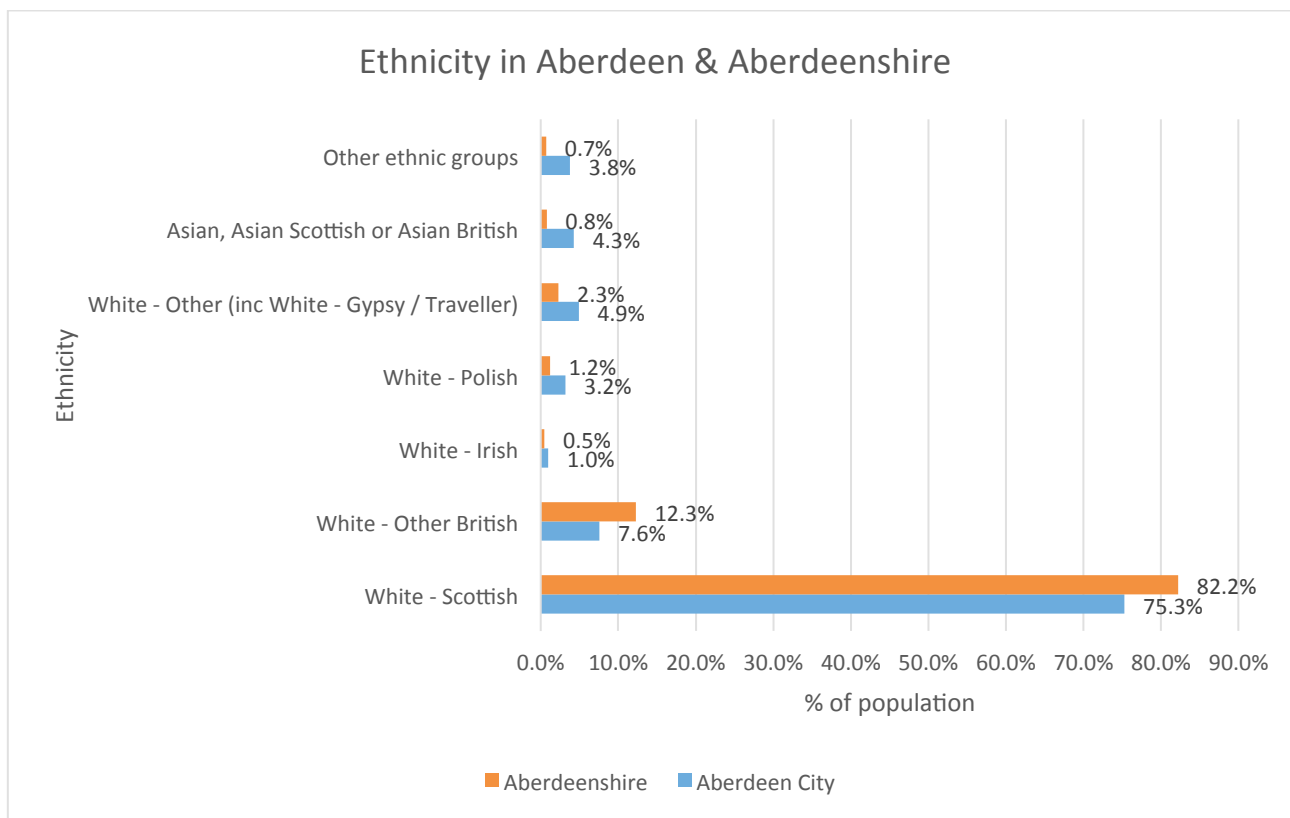Figure 1 : Ethnic breakdown of Scotland's population   2011 [1]

92%
White
Scottish/British

8%
all other
ethnicities

Breakdown of
'all other ethnicities'

Ethnic group	Count
Other White	102,117
White: Polish	61,201
White: Irish	54,090
White: Gypsy/ Traveller	4,212
Asian: Pakistani	49,381
Asian: Chinese	33,706
Asian: Indian	32,706
Other Asian	21,097
Asian: Bangladeshi	3,788
African/Caribbean/Black	36,178
Mixed/multiple	19,815
Other ethnic group	14,325

Source: Scottish Government: Race Equality Framework for Scotland 2016-2030 p6

An overview, on the Scottish Government website, of Equality Results from the 2011 Census Release 2, focussing on ethnicity, religion and disability states that "Despite its increased diversity, Scotland was still a much less ethnically diverse country than England in 2011: minority ethnic groups comprised 4 per cent of Scotland's population compared with 15 per cent in England"

Source: http://www.gov.scot/Publications/2014/03/7340

In terms of Aberdeen City and Aberdeenshire, the overwhelming majority of the population in these geographies is also in a White ethnic group, as illustrated in the following charts and tables.

Ethnicity in Aberdeen & Aberdeenshire

Chart showing % of population by ethnicity:

- Other ethnic groups: Aberdeenshire 0.7%, Aberdeen City 3.8%
- Asian, Asian Scottish or Asian British: Aberdeenshire 0.8%, Aberdeen City 4.3%
- White - Other (inc White - Gypsy / Traveller): Aberdeenshire 2.3%, Aberdeen City 4.9%
- White - Polish: Aberdeenshire 1.2%, Aberdeen City 3.2%
- White - Irish: Aberdeenshire 0.5%, Aberdeen City 1.0%
- White - Other British: Aberdeenshire 12.3%, Aberdeen City 7.6%
- White - Scottish: Aberdeenshire 82.2%, Aberdeen City 75.3%

Legend: Aberdeenshire, Aberdeen City

Source: National Records of Scotland

© Crown copyright 2013

Accessed via interactive chart at:

http://www.gov.scot/Topics/People/Equality/Equalities/DataGrid/Ethnicity/EthPopMig

The Aberdeen/shire figures are slightly different to those for Scotland as a whole, as can be seen from the following tables.

White ethnic groups by council area, Scotland, 2011

	All people	White: Scottish	White: Other British	White: Irish	White: Gypsy/ Traveller	White: Polish	White: Other white
Scotland	**5,295,403**	**84.0**	**7.9**	**1.0**	**0.1**	**1.2**	**1.9**
Aberdeen City	222,793	75.3	7.6	1.0	0.1	3.2	4.7
Aberdeenshire	252,973	82.2	12.3	0.5	0.1	1.2	2.2

Source: National Records of Scotland

© Crown copyright 2013

2011 Census output:
Accessed via: http://www.gov.scot/Topics/People/Equality/Equalities/DataGrid/Ethnicity/EthPopMig

As detailed in the previous table, Aberdeen City has a lower percentage of its population who are in a White Scottish category (75.3%) when compared with Scotland as a whole (84.0%), whereas Aberdeenshire has only a slightly lower percentage (82.2%). However, Aberdeenshire has a larger percentage of its population in the White Other British category (12.3%) than Scotland as a whole (7.9%) and Aberdeen City has a higher percentage of White Polish (3.2%) and Other White (4.7%) than both Scotland as a whole and Aberdeenshire.

Aberdeen City has a higher percentage of its population who are in a minority ethnic category when compared with Scotland as a whole, whereas Aberdeenshire has a lower percentage.

Minority ethnic groups by council area, Scotland, 2011

	All people	Mixed or multiple ethnic groups	Asian, Asian Scottish or Asian British	African	Caribbean or Black	Other ethnic groups
Scotland	**5,295,403**	**0.4**	**2.7**	**0.6**	**0.1**	**0.3**
Aberdeen City	222,793	0.7	4.3	2.3	0.3	0.6
Aberdeenshire	252,973	0.3	0.8	0.2	0.1	0.1

Source: National Records of Scotland

© Crown copyright 2013

2011 Census output

Accessed via: http://www.gov.scot/Topics/People/Equality/Equalities/DataGrid/Ethnicity/EthPopMig

According to the Scottish Parliament's SPICe Briefing: Ethnicity and Employment, 09 June 2015 (available online at: http://www.parliament.scot/ResearchBriefingsAndFactsheets/S4/SB_15-31_Ethnicity_and_Employment.pdf), "ethnic minority groups are more likely to live in Scotland's cities than elsewhere in Scotland. Ethnic minority groups make up 11.6 per cent of the population in Glasgow, 8.3 per cent in Edinburgh, and 8.1 per cent in Aberdeen. This compares with a figure of 4 per cent for Scotland as a whole. By contrast, the ethnic minority population in the most rural parts of Scotland, as well as in smaller cities and towns, is significantly lower."

This could explain the difference in the ethnicity figures for Aberdeen City and Aberdeenshire outlined above. It could also explain the ethnicity profile of the College being closer to that of Aberdeenshire. As the College is based in both Aberdeen City and in Aberdeenshire, a further analysis was conducted to see where College staff live (i.e. in Aberdeen City or Aberdeenshire).

This revealed that over 60% of staff employed by the College live in Aberdeenshire (and either travel into Aberdeen city campuses and/or work in Aberdeenshire campuses). This could then explain why the College ethnicity profile (of the staff who disclosed an ethnicity) would seem to fit more closely with that of Aberdeenshire than Aberdeen.

It should also be noted that 75 staff (12.7%) did not disclose any information/preferred not to say to which ethnic category they belonged – making this the second largest category next to White Scottish (65.5%) - and so the ethnicity profile for the College should, therefore, only be seen as indicative.

Occupational segregation

There are two main dimensions to occupational segregation: horizontal (i.e. the *types* of jobs in which workers with certain characteristics are clustered); and vertical (i.e. the *levels* at which workers with certain characteristics are clustered).

In view of the small number of staff who disclosed their ethnicity as being BME, the occupational segregation data – both horizontal and vertical- that can be published is very limited, as individual members of staff could otherwise be identified.

BME staff, by staff category	Number of staff	% of overall staff headcount
Lecturer terms & conditions	14	2.4%
Support staff terms & conditions	5	0.8%

In terms of vertical occupational segregation, BME support staff are in support staff grades 3-8 (with support staff grades going from Grade 1, the lowest grade, to Senior Management, the highest grade). No further breakdown can be given, due to small numbers in each grade, which could lead to staff being identified.

BME lecturing staff are in Grades 1-7 (un-promoted lecturing staff are in Grades 1-4, promoted lecturing staff are in Grades 6-8 and 14. There are no lecturing staff in Grade 5 and Grades 9-13).

11 Lecturing staff are on Grade 4 (the top of the unpromoted lecturing scale), of whom 9 work in STEM areas. No breakdown is given of lecturing staff in other grades as due to small numbers, staff could be identified.

This would illustrate that no BME staff are employed at the most senior levels in the College, although care must be taken not to make inferences from very small numbers.

In terms of horizontal occupational segregation, of the BME staff who are on lecturing terms and conditions, 78.6% (11 out of a total of 14) lecture in STEM-related areas. For BME support staff, there is no further breakout by grade/job category as the numbers in each category are very small and could lead to individual staff being recognised.

A pay gap analysis was carried out between BME staff and White ethnicity staff, but was not published. This is because of the small number of BME staff as well as the number of staff who did not disclose any information about their ethnicity, which would otherwise skew the figures.

However, given that there are more BME staff on lecturing terms and conditions than support staff terms and conditions, it is perhaps not surprising that the (mean and median) hourly rate of pay for BME staff is

higher than the (mean and median) hourly rate for White ethnicity staff. However, care must be taken not to make inferences from small numbers.

As outlined in the following chart, there are more male BME staff at the College (i.e. of the total number of BME staff, 13; 68.4% are male) than female BME staff (6; 31.6%).

% of BME staff, by gender

31.6

68.4

■ Male   ■ Female
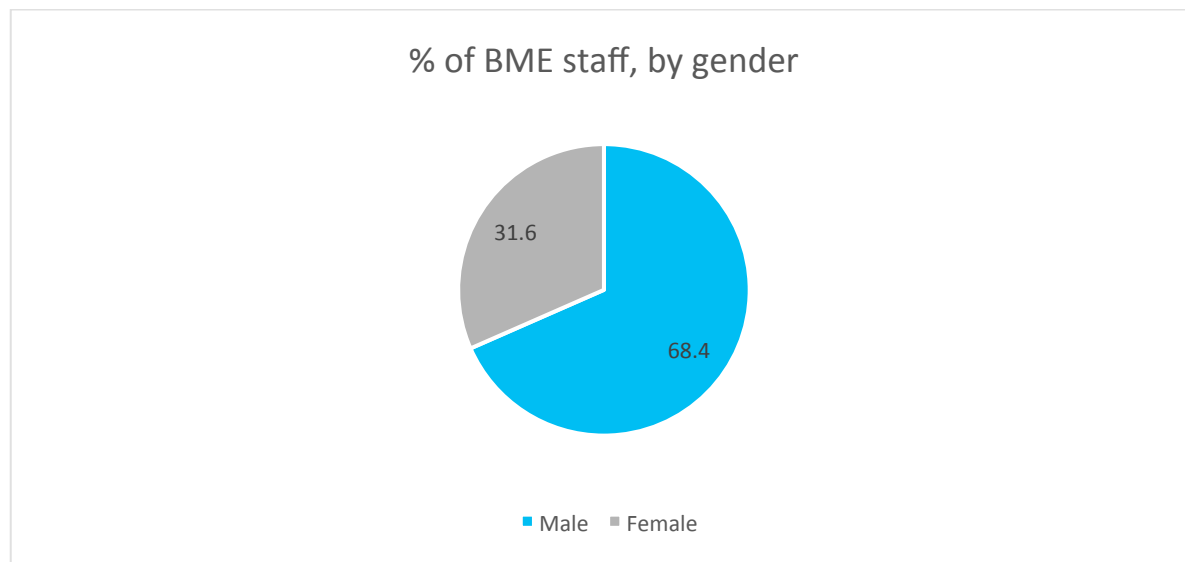
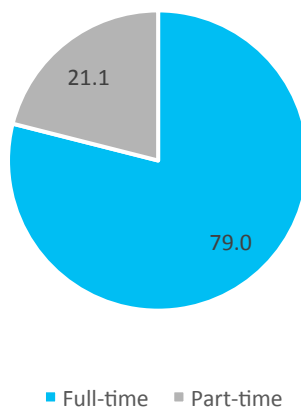*Note: % figures are rounded and may not total 100%*

However, as the total number of BME staff is small, care should be exercised when interpreting these figures.

There are more BME staff who work on a full-time basis (79.0% of BME staff) than a part-time basis, as can be seen from the following chart.

Again, as the total number of BME staff is small, care should be exercised when interpreting these figures.

% of BME staff working full-time compared with part-time

21.1

79.0

■ Full-time ■ Part-time

Note: % figures are rounded and may not total 100%

There is a 50/50 balance between the number of male and female BME staff who work on a part-time basis. No further details can be given as the actual number of staff involved is very small and could otherwise lead to them being identified.

Next Steps

Given that there is non-disclosure rate of 12.7% the College has taken steps to try and address this situation by re-issuing Equal Opportunities forms to staff, but this time it has included additional information to explain why the disclosure of this type of information is important and to explain how it will be used – to see if that will help to improve disclosure rates, so that the College has a more accurate picture of its staff ethnicity profile. Further analysis should be undertaken once the data have been collected.

The College should also examine its recruitment processes and procedures to see how any recruitment could be made more attractive and inclusive to potential BME candidates, particularly in light of the fact that 4.3% of the Aberdeen population belongs to an Asian ethnicity category and 3.8% of the Aberdeen population is from other BME backgrounds, compared with a total of 3.2% for the College across all BME categories.

The College should also analyse number of BME appointments compared with the number of applications and look at retention/progression patterns for staff to see if any action needs to be taken.

The College could also work with the Staff Equality Group to examine why there are so few – in particular female - BME staff and to identify if there are any particular issues preventing this group of people from working at Nescol.

Consultation could also take place with organisations such as CRER (Coalition for Racial Equality & Rights); Grampian Racial Equality Council; Aberdeen Multi Cultural Centre (http://www.abmc.org.uk/objective.php) to see how the College could:

- Take action to encourage a more diverse workforce across all grades and occupation-types within the College
- Foster better relations with regards to race equality between the College and the wider community in order to position the College as a BME employer of choice

The College's next steps will feed into its Equality Outcomes Report.

Occupational Segregation – Disability Report 2016

1. Introduction

1.1 The purpose of this paper is to provide the Committee with an opportunity to consider the Occupational Segregation – Race/Ethnicity Report 2016.

2. Background

2.1 Under the Equality Act 2010 and the Public Sector Equality Duty, the College is required to publish its gender pay gap report by 30 April 2017.

2.2 One of the specific duties of the Public Sector Equality Duty is for public bodies to report on occupational segregation by gender, race and disability.

2.3 Occupational segregation is defined as "a term that is used to describe employment patterns where workers with certain characteristics tend to be grouped in certain jobs".

2.4 There are two main dimensions to occupational segregation:

- **Horizontal Segregation** whereby workers with certain characteristics are clustered in certain **types** of jobs across an organisation;
- **Vertical Segregation** whereby workers with certain characteristics are clustered at certain **levels** of jobs within an organisation's hierarchy.

2.5 This report is focussed on disability and has been compiled using data at July 2016. This date was used due to the reporting limitations of our current HR system in order for there to be appropriate time to produce and analyse the information.

2.6 The information contained in this report will also be used to inform the College's Mainstreaming and Outcomes Report and new set of Equality Outcomes, both of which are due to be published by 30 April 2017.

3. Key Points to Note

3.1 There is an extensive Executive Summary to this report, but It is worth highlighting the following:

- 81.1% of staff do not consider themselves to have a disability
- 4.7% of staff (28) have disclosed a disability
- 14.2% prefer not to say
- In view of the low disclosure rate data that can be published is limited and is also of limited value
- Of the 28 staff who have disclosed a disability, the majority work full time (22)
- There is an equal balance in terms of gender
- The main issue to deal with at this stage is encouraging disclosure.

4. Recommendation

4.1 It is recommended that the Committee consider and, if so minded, approve the note and approve the Occupational Segregation – Race/Ethnicity Report 2016.

Liz McIntyre
Principal

Elaine Hart
Vice Principal Human Resources

Occupational Segregation: Disability: 2016

Executive Summary

The purpose of this report is to meet one of the specific duties under the Equality Act 2010, to report on occupational segregation by gender, race and disability. This report focusses on disability. Other reports focus on gender and race/ethnicity. There is a separate pay gap report.

The report presents a disability/no disability analysis at North East Scotland College, which is compared with the disability/no disability profile in Scotland.

The overwhelming majority of staff do not consider themselves to have a disability (480; 81.1%), with there being a low number of staff (28; 4.7%) who consider themselves to have a disability. A considerable number of staff (84; 14.2%) either prefer not say whether they have a disability or have given no information regarding disability. In view of the large number of staff who did not disclose whether they do/do not have a disability, the staff numbers in this report must be interpreted with care and the disability profile of the College should be treated as indicative.

The report defines the two main dimensions to occupational segregation: horizontal (i.e. the *types* of jobs in which workers with certain characteristics are clustered); and vertical (i.e. the *levels* at which workers with certain characteristics are clustered). However, given the low number of staff (4.7%) who disclosed themselves as having a disability, there is very little information that can be published as individual members of staff could otherwise be identified. Due to small numbers of staff with a disability, it is also of little value to compare occupational segregation between those with/those with no disclosed disability.

Of the 28 staff who have disclosed that they have a disability, the majority work on a full-time basis (22; 78.6% of those with a disclosed disability).

There is an equal balance in terms of gender between the number of male (14) and female staff (14) who consider themselves to have a disability and there are equal numbers of staff with a disability who are employed on lecturing terms & conditions (14) and support staff terms and conditions (14).

In terms of a pay gap between staff who have a disability and staff who do not, the data have not been published. This is because of the small number of staff who disclosed they have a disability and the considerable number who did not disclose any information at all.

However, in terms of the mean hourly rate of pay, staff who disclosed a disability have a fractionally higher rate of pay than staff who do not have a disability. The median hourly rate for staff with a disability is also higher than for staff who do not have a disability. However, care must be exercised when interpreting these figures due to the small number of staff who disclosed a disability and the considerable number of staff who did not disclose any information. Given that caveat, from the information available it would appear that disability does not seem to have an effect on rates of pay.

The analysis from this report shows that one of the main issues lies around the small number of staff who disclosed a disability as well as a lack of disclosure. In view of this, the College has taken steps to address this situation be re-issuing its Equal Opportunities form, but this time has included additional information on what constitutes a disability and also offered staff the opportunity to meet up with HR to see if any reasonable adjustments could be made to support them. Next steps will

include analysing this information and identifying any adjustments that can be made to further support staff with disabilities.

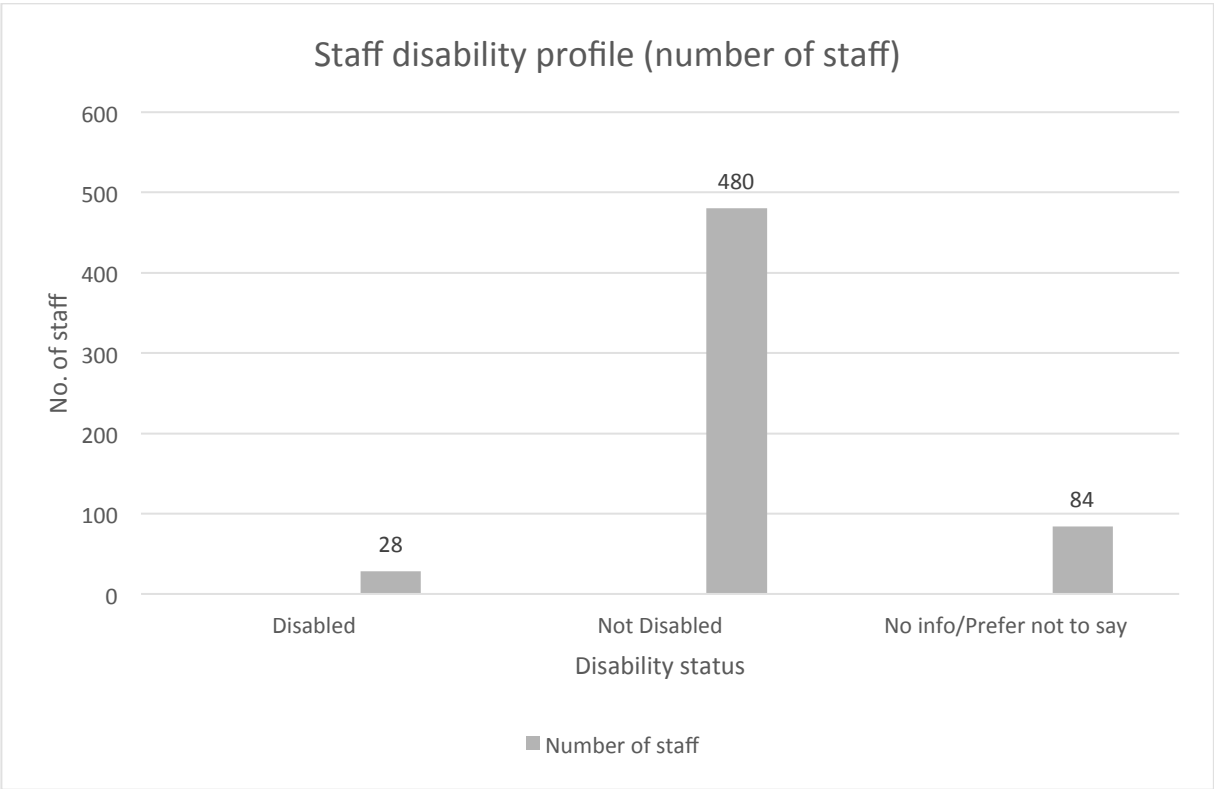The College will also review its recruitment processes as a Disability Confident Employer

The College's next steps will feed into its Equality Outcomes report.
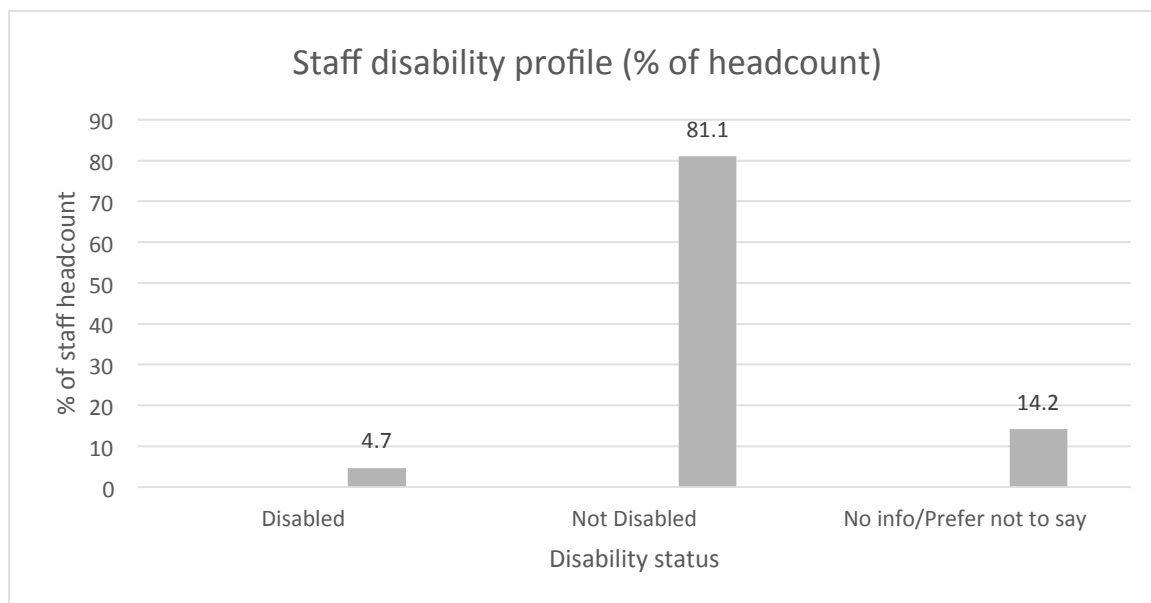
Staff disability profile

At July 2016, the College had a staff headcount of 592. This date was used, given the limitations of the current HR system, in order to allow enough time for the data to be analysed.

It should be noted that where there were fewer than 5 staff, no further breakdown of information was given in case individual staff could be recognised.

As can be seen from the charts below, the overwhelming majority of staff do not consider themselves to have a disability (480; 81.1%).

Staff disability profile (number of staff)

No. of staff

Disability status	Number of staff
Disabled	28
Not Disabled	480
No info/Prefer not to say	84

■ Number of staff

Staff disability profile (% of headcount)

Note: % figures are rounded to one decimal place and may not total 100

These charts also illustrate the College has a low number of staff (28; 4.7%) who consider themselves to have a disability and show that a considerable number of staff (84; 14.2%) either prefer not say whether they have a disability or have given no information regarding disability.

Consequently, in view of the large number of staff who did not disclose their disability status, the staff numbers in the report must be interpreted with care and the disability profile of the College should only be treated as indicative.

According to the Scottish Government's "Analysis of Equality Results from 2011 Census" p42 (http://www.gov.scot/Resource/0046/00460679.pdf)

"The 2011 Census in Scotland asked all people: 'Are your day-to-day activities limited because of a health problem or disability which has lasted, or is expected to last, at least 12 months'. One in five (20 per cent) people reported a long-term health problem or disability; this was the same as in 2001 despite an ageing population.

It should be noted that the Scottish Health Survey (SHeS) showed that 32 per cent of adults and 19 per cent of children (aged under 16) in Scotland reported a limiting long-term condition or disability in 2012. However, the question wording used in the SHeS differs from the above."

The Government report goes to state, p46, "that the majority (52 per cent) of people in Scotland thought that their general health was 'very good' in 2011. A further third (30 per cent) thought that their health was 'good' and 12 per cent thought it was 'fair'. Only 6 per cent of the population thought that their health was either 'bad' or 'very bad'.

These figures would seem to indicate – although the questions posed by the census and the Scottish Health Survey are different to the questions asked in Staff Equality form – that the number of staff disclosing a disability is not at the level for Scotland as a whole. According to p107 of the Analysis of Equality Results from 2011 Census: "the proportion of people living in urban and rural areas of

3

Scotland was similar for those who had a limiting long-term health problem or disability and those who did not."
The figures for Scotland as a whole include all age groups and not just those of working age, as is the case at the College. As the College figures also include a large proportion of staff who did not disclose their disability status, it is difficult to make any comparisons with the wider Scottish figures – except to say that the majority of College staff (who live in both rural and urban areas) and the majority of the Scottish population are not disabled.

Disability profile by gender
Number of staff

14   14

■ Male ■ Female
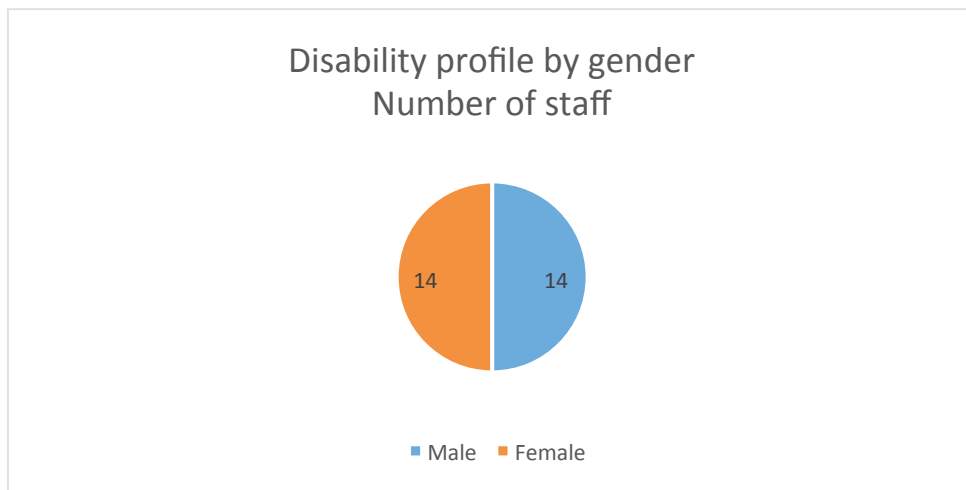
As can be seen from the chart above there is an equal balance in terms of gender between the number of male and female staff who consider themselves to have a disability.

Of the 28 staff who have disclosed that they have a disability, the majority work on a full-time basis (22; 78.6% of those with a disclosed disability), with 6; 21.4% working on a part-time basis. However, due to the small number of staff who have disclosed a disability, care should be taken when interpreting these figures.
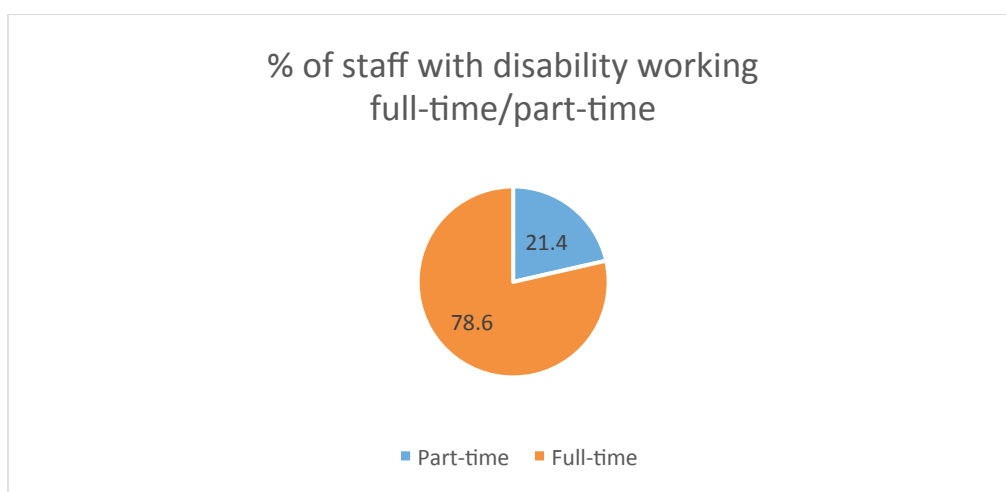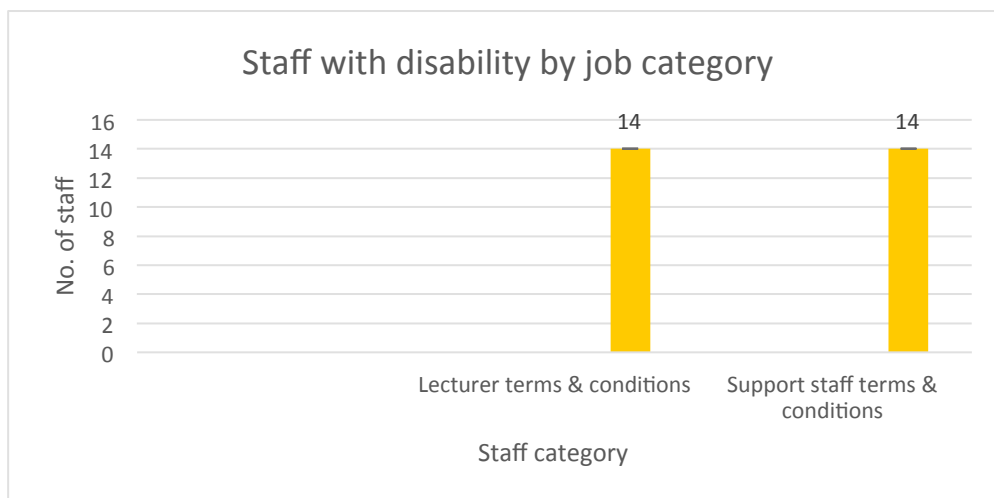
% of staff with disability working
full-time/part-time

21.4

78.6

■ Part-time ■ Full-time

Note: % figures are rounded and may not total 100%

4

Occupational segregation

There are two main dimensions to occupational segregation: horizontal (i.e. the *types* of jobs in which workers with certain characteristics are clustered); and vertical (i.e. the *levels* at which workers with certain characteristics are clustered).

In view of the small number of staff who disclosed that they have a disability, the occupational segregation data – both horizontal and vertical- that can be published is limited, as individual members of staff could otherwise be identified.

There are equal number of staff with a disability who are employed on lecturing terms & conditions (14) and support staff terms and conditions (14).

In terms of vertical occupational segregation, support staff with disabilities are employed in Grades 3 - Professional Officer (with support staff grades going from Grade 1, the lowest Grade, to Senior Management, the highest Grade). Lecturing staff with disabilities are employed in Grades 2-14 (un-promoted lecturing staff are in Grades 1-4, promoted lecturing staff are in Grades 6-8 and 14. There are no lecturing staff in Grade 5 and Grades 9-13).

Further break outs are not published as individual staff could otherwise be identified.

As regards horizontal segregation, of the staff with disabilities who are on lecturing terms and conditions, 57.1% (8 out of 14) are in STEM-related areas, although care must be taken not to make inferences from small numbers. Overall, given the small numbers of staff involved, no other breakdown is given as individual staff could otherwise be identified.

In terms of a pay gap between staff who have a disability and staff who do not, the data have not been published. This is because of the small number of staff who disclosed they have a disability and the considerable number who did not disclose any information at all.

 However, in terms of the mean hourly rate of pay, staff who disclosed a disability have a fractionally higher rate of pay than staff who do not have a disability. The median hourly rate for staff with a disability is also higher than for staff who do not have a disability. However, care must be exercised when interpreting these figures due to the small number of staff who disclosed a disability and the

considerable number of staff who did not disclose any information. Given that caveat, from the information available it would appear that disability does not have an effect on rates of pay.

Next steps

Given that there is non-disclosure rate of 14.2% the College has taken steps to try and address this situation by re-issuing Equal Opportunities forms to staff, but this time it has included additional information to explain what constitutes a disability.

In previous Equal Opportunities data gathering exercises, some comments had been made by staff that they did not know if their particular condition would mean that they were disabled or not. Given this lack of clarity, an additional sheet of information has been sent out with the Equal Opportunities form (summarised from the Government's Office for Disability Issues: Equality Act 2010**:** Guidance: Guidance on matters to be taken into account in determining questions relating to the definition of disability) to explain in more detail what constitutes a disability.

The following statement was also included at the end of the explanatory information sheet:
If you have a disability, the College would work with Occupational Health where appropriate, to see if it could make any reasonable adjustments to support you. If you would like HR to contact you for a confidential discussion about any disability-related adjustments, please mark this on the Equal Opportunities form.

Contact details for the Staff Equality Group were also given in case people wanted to discuss any Equal Opportunity matter in more detail.

Further analysis should be undertaken once the data have been collected to see if this has had any impact of the number of staff who disclose that they have a disability.

There should also be further investigations regarding disability-related adjustments that could be made for staff.

The College should also review its recruitment processes as a Disability Confident Employer.

The College's next steps will also feed into its Equality Outcomes Report.

Equal Pay Statement and Policy 2017

1. Introduction

1.1 The purpose of this paper is to provide the Committee with an opportunity to consider the College's Equal Pay Statement and Policy.

2. Background

2.1 Under the Equality Act 2010 and the Public Sector Equality Duty, the College is required to publish an Equal Pay Statement/Policy.

2.2 The proposed Statement and Policy is attached as Appendix 1.

3. Recommendation

3.1 It is recommended that the Committee consider and, if so minded, approve the Equal Pay Statement and Policy.

Liz McIntyre
Principal

Elaine Hart
Vice Principal Human Resources

Equal Pay Statement and Policy: 2017

Statement

North East Scotland College is committed to the principle of equal pay for work of equal value for all its employees. The College believes that staff should receive equal pay for work that is rated as equivalent and of equal value regardless of: age; disability; ethnicity/race; gender reassignment; marital/civil partnership status; pregnancy; religion or belief (including no religion or belief); sex (gender); sexual orientation.

Definitions and Legislative Framework

The law relating to equal pay is governed by the Equality Act 2010, including the (Specific Duties) (Scotland) Regulations 2012.

"Work rated as equivalent" is defined as work which has achieved the same/or similar number of points under the College job evaluation scheme.

"Work of equivalent value" is defined as work which is not similar but is broadly of equal value under headings such as skills and decisions when compared using the College job evaluation scheme.

Objectives and Values

Our objectives are to eliminate unfair, unjust and unlawful practices and to operate fair and just remuneration practices for staff across all protected characteristics. We will monitor pay statistics annually and take appropriate remedial action should the need arise.

The College has implemented a transparent pay and grading system and uses the FEDRA job evaluation system (specifically designed for the FE and HE sectors) to ensure that its grading and pay outcomes are equitable and free from bias.

To ensure a fair system of pay, the College works in partnership with recognised staff representatives and consults with the Local Joint Negotiating Committees. The College has signed the National Recognition and Procedures Agreement and as such will abide by the outcome of National Collective Bargaining.

The values of the College are embedded in its Equality & Diversity Policy and are implemented via the College's Equality Outcomes. The College will work to reduce any horizontal and vertical occupational segregation and gender pay gap which currently exist, by means which are detailed in its Equality Outcomes.

Complaints
The College commits to responding promptly to any grievances or complaints on Equal Pay.

Responsibilities
The College's Senior Management and Board have a responsibility to promote an ethos and culture that reflects the commitments in this statement and policy.

Monitoring and Review
This Equal Pay Statement and Policy will be reviewed and monitored by the Vice Principal HR to ensure that it remains effective.

Equality Impact Assessment (EIA) Form

Part 1. Background Information. (Please enter relevant information as specified.)

Title of Policy or Procedure. Details of Relevant Practice:	Equal Pay Statement & Policy
Person(s) Responsible.	Vice Principal HR
Date of Assessment:	12/12/2016
What are the aims of the policy, procedure or practice being considered?	Please see the Objectives and Values section of the statement & policy

Who will this policy, procedure or practice impact upon?	The Policy applies to all staff within NESCol.

Part 2. Public Sector Equality Duty comparison (Consider the proposed action against each element of the PSED and describe potential impact, which may be positive, neutral or negative. Provide details of evidence.)

Need	Impact	Evidence
• **Eliminating unlawful discrimination, harassment and victimisation.** • **Advancing Equality of Opportunity** • **Promoting Good relations.**	This Policy provides a framework to ensure that remuneration practices in the College are fair and just for all staff, across all protected characteristics, thus eliminating unlawful discrimination The aim is to take away any negative impact, associated with pay, on anyone with a protected characteristic	Equality Act 2010 compliance

Part 3. Action & Outcome (Following initial assessment, describe any action that will be taken to address impact detected)

Assistance will be given by HR and Management for any reasonable adjustments in applying this Policy

Sign-off, authorisation and publishing	
Name:	Elaine Reid
Position:	Senior HR Business Partner
Signature:	
Date:	12/12/2016
Where will impact be published?	Along with Equal Pay Statement & Policy, as part of Mainstreaming Report

HR Priorities and Strategy Implementation

1. Introduction

1.1   The purpose of this paper is to update the Committee on progress regarding the College's 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. Recommendation

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

Liz McIntyre
Principal

Elaine Hart
Vice Principal Human Resources

HUMAN RESOURCES AND ORGANISATIONAL DEVELOPMENT PRIORITIES 2016-17

JOINT HR AND OD PRIORITIES

Priority	Priority	Commentary	Start/End Date	RAG	Current Status
Develop and implement Employee Engagement Strategy and Action Plan	(red)	As agreed at the Leadership Team this is the next phase of the Vision and Values work.	S September 2016 E July 2017	(green)	Workshop to be held with key stakeholders and the Principal to determine the way forward with employee engagement. Further information will be provided at the meeting of the Committee.
Review of Induction and Probation Processes		Map current processes to develop a more streamlined, efficient and joined up approach between HR, OD and line managers. Incorporate into new Intranet/HR and Payroll Systems	S June 2016 E 31 October 2017		New Intranet will have an on-boarding area. Work is on-going to map processes and investigate the links between induction and probation and the new HR payroll system.

ORGANISATIONAL DEVELOPMENT PRIORITIES

Priority	Priority	Commentary	Start/End Date	RAG	Current Status
Leadership Development and Succession Planning	(red)	360 feedback pilot and development planning complete.	S 01 September 2016 E 30 June 2017		360 degree pilot was well received but further planning needed as to how to implement more widely as highlighted in the IIP report.
		360 reviews and the creation of individual development plans will be extended to all leaders throughout the academic year.	E 30 June 2017		This also links into the review of Performance Review.
				(green)	A programme of introductory leadership training is in place and the College has joined the North East Scotland Collaborative (NESC). See Agenda Item 7.1.
Deliver the IIP Action Plan	(red)	To work towards achieving Gold Standard following the completion of appropriate reviews.	E December 2018 Next interim review December 2016		See Agenda Item 7.1. IIP Health and Wellbeing Standard under consideration as an addition.
Performance Review	(yellow)	Following feedback received from the IIP review and internal audit, a full review of performance review processes to be undertaken.	31 March 2017		A series of consultation events to be arranged with key stakeholders.

HR PRIORITIES					
Priority	**Priority**	**Commentary**	**Start/End Date**	**RAG**	**Current Status**
HR and Payroll Systems Replacement Project	🟥	Approved.	S 01 Sept 2016 E 30 June 2017	🟩	A viable supplier was not found through the tender within the APUC Framework. There were four suppliers within the Framework and only two submitted bids. Neither supplier met an essential payroll element of the tender specification. We are now out for open tender which will close in April 2017.
Gender Pay Gap Reporting	🟥	It is necessary to prepare for the April 2017 statutory requirement to publish our gender pay gap information.	S September 2016 E April 2017	🟩	See Agenda Items 5.2 and 5.3.
Renewal of Protocol National contract	🟧	Due for renewal in July 2017.	S December 2016 E 31 July 2017		Work commencing to re-let the contract.
Implementation of outcomes from National Collective Bargaining	🟧	This section will be updated as the outcomes become clearer.	On-going		

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

NORTH EAST
SCOTLAND
COLLEGE

National Collective Bargaining and Workforce for the Future Update

1. Introduction

1.1   The purpose of this paper is to update the Committee on the current status of National Collective Bargaining and Workforce for the Future. It should be noted that the information is subject to update and change and further information can be provided orally at the meeting.

2. Support Staff

2.1   Following negotiations, the management side pay offer was accepted by the trade unions and the dispute was settled.

2.2   The final position is:

- **Pay Award 2016-17**
  o   An uplift of £550 for all support staff employees, inclusive of the £100 already paid as an interim payment in April 2016.

- **Annual Leave**
  o   The membership of the National Joint Negotiating Committee (NJNC) Support Staff Side subcommittee on annual leave will be refreshed.
  o   The subcommittee will provide a report and recommendations to the Support Staff Side Table by the end of June 2017 on a unitary and common package of overall annual leave, inclusive of flexible and fixed days.
  o   The subcommittee will clarify the implementation of the 2015 Pay Agreement "to provide a minimum of 27 days leave, pro rata, with no impact on the maximum entitlement from April 2015".

- **Future Pay Negotiations**
  o   Future Cost of Living pay negotiations should be conducted through the NJNC Central Table.

- **Workforce for the Future**
  o   Both parties are committed to working collaboratively on the Workforce for the Future.

2.3   This award will be paid in January 2017. The £100 already paid will be consolidated in the pay scales on 01 April 2017. This means that the overall increase at the end of the pay year for 2016-17 is £550. However, at the NJNC Lecturing Staff Side Table, EIS are in dispute over the application of the £100. Should there be any change to the principles of application these will be applied by the NJNC Support Staff Side Table.

2.4   The support staff Unions will soon be putting forward their pay claim for 2017-18.

3. Lecturing Staff

3.1   Two Short Life Working Groups (SLWG) were established in September 2016.

- SLWG – Pay
- SLWG – To Jointly Develop an Agreement for a Harmonised Workforce for the Future.

3.2   The SLWGs have met on a number of occasions over the last three months, and their work and key outcomes to date will be reported to the next scheduled meeting of the Employers' Association on 18 January 2017.

3.3   No formal proposals have been agreed as the groups are not mandated to do this but the SLWGs have assisted in gaining clarity on the trade union's position with regard to pay and terms of conditions. The management side continues to convey the message that pay and terms and conditions are inextricably linked and should be progressed as a total package whilst the EIS maintains that issues of pay and terms and conditions should be discussed as separate matters. The work of the separate SLWGs will require to be completed by 26 January 2017.

3.4   The EIS have submitted their pay claim for 2017-18 being a consolidated flat rate rise of £1,000.

4.   Workforce for the Future

4.1   A Strategic planning event of the Workforce for the Future Group also involving management side representatives was scheduled to take place on 10 January 2017.

5.   Recommendation

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

Liz McIntyre
Principal

Elaine Hart
Vice Principal Human Resources

Report on Organisational Development Activity

1. Introduction

1.1 The purpose of this report is to provide the Committee with an update on the key activities of the Organisational Development Team.

2. Investors in People (IIP)

2.1 In November 2015 we were assessed against the new IIP standards and achieved accreditation at Silver. We have now opted for smaller annual visits building to a final audit at the end of three years (2018). This is easier to manage from a budget perspective and allows us to have regular independent feedback on our progress. Although we are being visited annually we can only upgrade our accreditation to Gold (should we meet the standard) at the end of the three year period.

2.2 Our first annual assessment commenced in September with an online questionnaire. This was completed by 31.7% of staff. The results indicated that we had improved performance against all indicators. The biggest improvement had been on recognising and rewarding high performance although this remains our lowest scoring indicator. A copy of the full report is attached as Appendix 1.

2.3 IIP have provided tabulated information which provides a benchmark against the education sector generally. The table shows that we are behind on each of the elements but have closed the gap since our last audit. It is important to note that the other organisations used for benchmarking include a cross section of education institutions across the UK and not the Further Education Sector in Scotland which has undergone a period of significant change in recent years. Therefore we should not be unduly concerned that we appear to be behind on benchmarking data. We should, however aim to match or exceed the benchmark by the end of the audit period (2018)

2.4 The IIP site visit took place 20 and 21 November 2016. 23 staff were interviewed during the visit. A full report is available. However in summary, staff spoken to are feeling "engaged, positive and have greater optimism than a year ago." There is a feeling that communication has improved and staff are feeling well informed. Leaders are seen as being more visible. The anxieties of a year ago have not been realised. Staff have seen a number of positive things happening and this has led to them feeling more confident. Overall trust has developed and this needs to be retained. Staff commented that they were looking forward to the arrival of the new Principal. The report indicated that those interviewed feel that we have come out of the merger and last few years OK and they are looking forward to building on this. Staff are keen to use their creativity as we move forward. There were also positive comments made about:

- Staff Excellence Awards
- Visons and Values roll out
- Social opportunities
- Fitness facilities
- Learning opportunities for family
- Formal and informal processes for managing mental health as well as the knowledge and understanding of related issues.

2.5   The report also indicated that the resilience of staff is being stretched and that we need to be aware of this. Recommendations for future work included:

- Continuing the development of leaders
- Keeping communication strategies fresh
- Developing reward and recognition strategies
- Updating and refreshing Performance Review
- Improving employee engagement
- Implementing better methods of succession planning.

2.6   We will be meeting IIP again in January for a forward planning meeting. This will enable us to finalise a new action plan for the forthcoming year.

3.   360 Review

3.1   The 360 Pilot which took place before the summer holiday was reviewed during the autumn term. Eight managers took part in the pilot. Of these four provided feedback on the pilot. Three line managers also provided feedback.

3.2   The majority of leaders said that they found the feedback from the 360 questionnaires and McQuaig survey useful. The opportunity to have a detailed discussion as well as written feedback was welcomed.

3.3   In practice the 360 was very time consuming to undertake. There was some concern from one of the managers about the potential impact of negative feedback but in practice as long as this is sensitively managed it should not be an issue and constructive suggestions for improvement would always be provided.

3.4   Some positive suggestions for improving the 360 were made by those taking part. A set of recommendations have been put to the Senior Management Team for consideration.

4.   Performance Review

4.1   The result of the audit of Performance Review carried out in November 2016 was disappointing. In 2015-16 online records indicate that 80% staff agreed initial objectives with their line managers. However Interim Reviews were only conducted for 57% of staff and final reviews for 44% of staff. This suggests that approximately half of the College workforce are not getting the benefit of discussing their performance with their line manager in a formal setting. It is extremely important that staff receive regular and meaningful feedback. It is possible that this is happening on an informal basis, but discussions with IIP auditors and staff anecdotally would suggest that this is patchy. It is clear that some managers are not implementing the current system of Performance Review, either through lack of time or lack of confidence in the system currently used.

4.2   Over the next three months we will therefore be conducting a series of consultation meetings with managers to identify the issues with the current system so that an improved and more meaningful approach can be implemented in due course.

5. Professional Development Days

5.1 The Programme for the Professional Development Day on 23 January 2017 offers a wide spectrum of events which will run on the Aberdeen and Fraserburgh Campuses.

5.2 In creating the programme we used information from the following:

- Organisational Development Annual Customer Satisfaction Survey
- Student Focus Groups
- Lesson Observation Reports
- The College Equality Outcomes
- Anecdotal feedback and requests from staff.

5.3 The resulting programme is designed to meet identified needs and the key themes for this year are:

- General learning and teaching skills
- Use of technology
- Equality awareness raising
- Providing support for students with identified needs.

5.4 An evaluation of the day will be carried out and taken into account for future Professional Development Days.

6. North East Learning Collaborative

6.1 The North East Learning Collaborative (NELC) is a body comprised of public sector organisations across the North East including both Aberdeen and Aberdeenshire Councils, Police Scotland, The Universities, NHS Grampian etc. as well as some voluntary organisations. Membership of NELC costs £3000 per annum for each organisation. NELC run a comprehensive programme of training courses – primarily aimed at leaders which staff employed at member organisations can attend. In addition there are initiatives to support coaching and mentoring across the various member organisations. Member organisations will also have access to online training and development programmes.

6.2 The College has decided to join NELC with effect from 2017. Membership of this Collaborative will allow us to access high quality training initiatives which we would not be able to offer internally due to our size and budget limitations. The collaborative also allows us to network with partner organisations which will inevitably support us in developing new ideas as we continue to develop the organisation in the future.

6.3 Membership of the Collaborative requires that College staff contribute to the training programme. During 2017 three Organisational Development Staff will begin contributing to this programme which will help develop the skills of these staff and thus strengthen the team.

7. Recommendation

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

Liz McIntyre   **Elaine Hart**
Principal   Vice Principal Human Resources

Investors in People

Interim Report

Feedback from November 2016 activity

North East Scotland College (NESColl)

Prepared By: Hilary Crick and Willie MacColl
On behalf of Investors in People Scotland

Project No: 16/1189
Date: November 2016

Contents   Page Number

Background

NESColl currently employs a total of 652 people, which includes agency staff, and has over 7,000 full-time students and 14,000 part-time students. You provide training across three major subject areas:

- Engineering, Science and Technology
- Creative Industries, Computing and Business Enterprise
- Service Industries

Your **Vision** states you want to transform lives and support regional development. You seek to do this through inspirational teaching and achievement of your **Values**:

- Commitment and Excellence
- Empowerment and Engagement
- Respect and Diversity

Your **Values** are delivered through your **Strategic Aims:**

- To create personal and business growth through learning
- To provide accessible programmes of study that lead to positive outcomes for students
- To achieve maximum impact from the available resources

In November 2015 NESColl achieved accreditation against IIP Generation 6 **Silver** accreditation.

Following this achievement you elected to move to a "rolling approach" and this feedback represents the outcome of the first phase of that activity.

Methodology

In September we ran the IIP on-line assessment survey. The results were analysed and shared with you as well as used to inform our on-site discussions.

On 20th and 21st November we visited your Aberdeen City, Altens and Fraserburgh Campus and met with a cross section of 23 of your people. The outcome of these discussions are now shared with you.

Outcome, Findings and Recommendations– with *quotes in italics* and **development suggestions in bold**
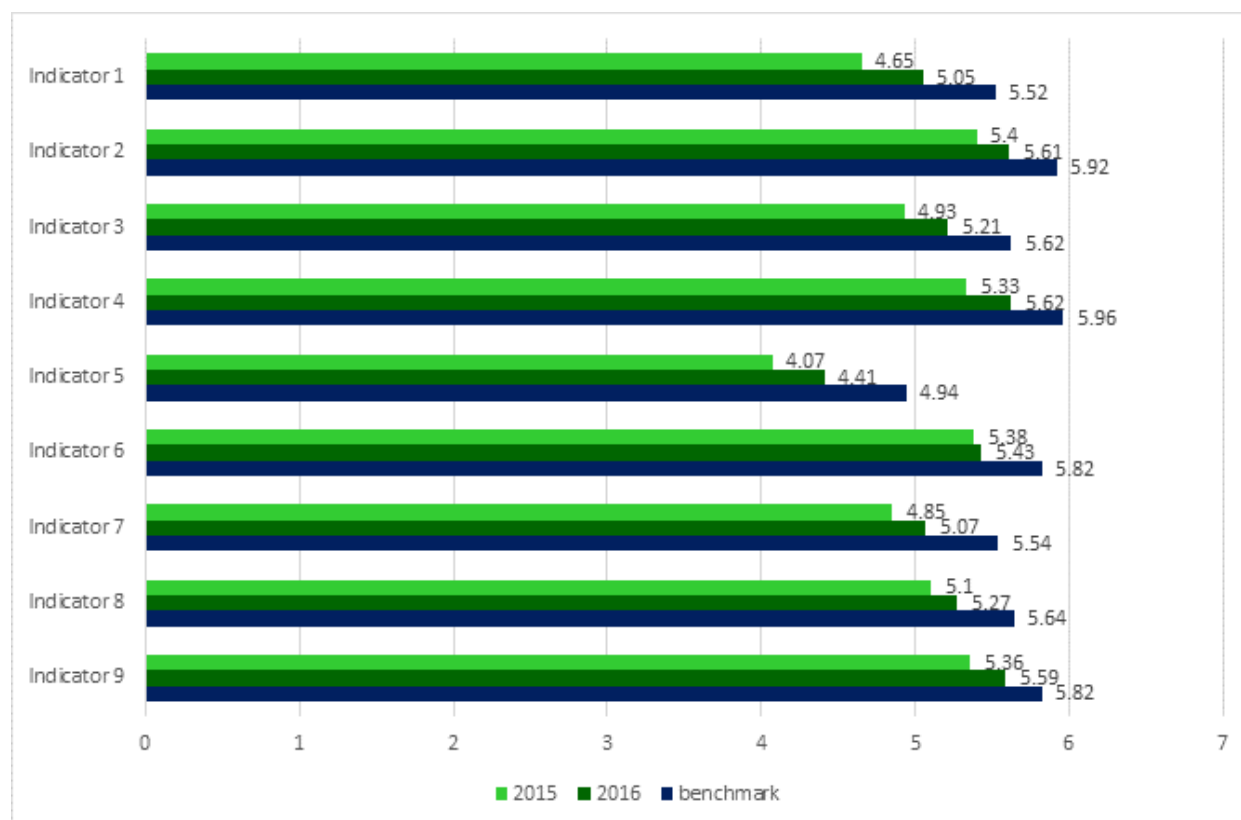
Outcome

Whilst this activity does not lead to any change in award status against the IIP Framework we conclude that you are moving closer to your desire to achieve IIP Gold and also Indicators 1 (Leading and inspiring people) and 2 (Living the organisation's value and behaviours) at the *High Performing* level.

Survey Results

As can be seen in the diagram below survey results indicate that peoples' agreement with the statements has risen in positivity against the previous survey, held 12 months ago and attracting a similar percentage completion (32% last year and 31.7% this time.) Additionally it can be seen that

whilst you are currently 'behind' other organisations in the education sector you are quickly 'closing the gap.'

Chart showing Indicators 1–9 with values for 2015, 2016 and benchmark:

Indicator	2015	2016	benchmark
Indicator 1	4.65	5.05	5.52
Indicator 2	5.4	5.61	5.92
Indicator 3	4.93	5.21	5.62
Indicator 4	5.33	5.62	5.96
Indicator 5	4.07	4.41	4.94
Indicator 6	5.38	5.43	5.82
Indicator 7	4.85	5.07	5.54
Indicator 8	5.1	5.27	5.64
Indicator 9	5.36	5.59	5.82

Overall Findings

Our onsite activity reflected the results of the survey and showed people felt engaged, positive and had a greater optimism than a year ago. The general atmosphere was upbeat, welcoming and confident, with people seeming more positive and relaxed.

Communication has continued and the visibility as well as the accessibility of the Leaders and Managers is seen as strong, with people describing a trusting relationship. A number of people referred to *Key Communications* messaging and *Newsroom* as effective; new recruits *"loved the inclusion of pictures."* and said how *"welcomed they felt"* by colleagues into the wider team. The people we met said they feel informed and as such have a clear and positive outlook. Comments included:

"The college is looking to the future….if they (continue to) reinvest and reinvigorate that would be a positive thing."

"The College is always ambitious – they have to remain the same if they want to improve. That gives me hope for the future."

"Staff are more confident….people are now able to see that the changes have been for the best – we are working on continuous improvement as a single college."

"This is a great college to be part of. We have always been good but I think we are even better now. We are getting results and achieving more."

The impending arrival of the new principal brings hope that the efforts of the recent past will continue (people accept change is here to stay) and will drive you down a road of a strong and sustainable future that embraces the technologies and creative thinking that you have commenced with regard to contemporary teaching (delivery and techniques). People are particularly keen to see a clear vision and clarity of purpose after prolonged period of change.

Comments with regard this included:

"I'm glad it's someone from outside with no preconceived ideas about the college, especially after the merger, who has understanding of a rural and city based college."

"I would like to see her drive the quality."

"Rob got everyone to buy into the values and vision…..He was good at telling it as it is and what we had to deliver…I hope she would continue to do that."

"I like the existing, supportive, approachable ways….a bit of the same would be good along with a bit more family friendly bits – people like flexibility."

"I like the new ways we are interacting with the senior team and how this continues."

"I think we are starting to see more innovation and I hope she will drive this, lead on it really."

Feedback against IIP Indicators

Reflecting on the findings of the last assessment, you are moving closer to your goal of achieving IIP Gold and clearly on a different place on the change curve. In the following section we have linked the comments made by your people to IIP Indicators. However, as can be seen below much of this feedback relates to more than one indicator. For example 'embracing change' impacts on values (2), job roles (6) and continuous improvement (8).

- Indicators 1 and 9: Visibility of the leadership and management teams has been strong – managers have obviously worked hard to maintain a rhythm and regularly be in touch with staff. **This has developed the levels of trust and therefore needs to be retained.**

- Indicator 3: People feel empowered – The CQM remit continues to evolve and strengthen. This role is key to current operations as well as succession. **We suggest there is a point at which you will need to review not only the role and responsibilities of CQMs but also how their Learning and Development is supported; if they are to be the next line of support in the faculty chain.** At present, they have no line management responsibilities but in practical terms they are assuming that role at times. This is done in a very open way, with the support of Faculty Managers, and is speeding up decision making at all levels.

- Indicators 2,6 and 8: People have embraced the changes and their awareness of the external environment makes it clear to those we spoke to that change is something that people have to be ready for. The teaching and support staff we met are energised and looking for opportunities to develop and to modernise further. **Your recently introduced meeting with faculty teams and senior management, held in November, February and May, were spoken about positively and we would encourage a similar process for support functions.**

"At the time of the merger, changes had to be made. Today people are relaxed, their fears have not been realised, teams see only improvements, the college and individuals are financially better off. It is the same job and the same students."

There's an enthusiasm….things were on hold (during the change)……folks' minds were on different things."

- **Indicators 2 and 5:** Many people spoke positively about the Excellence Awards and the recognition offered to staff through that. Some remain distant, yet are curious – their level of awareness was high and they are clearly 'looking over the wall'. **Consider ways to engage this group – one comment from within this cohort was the positive way students are involved – this may be a great lever to encourage those on the periphery to play their part.**

- **Indicators 1 and 7:** Leadership and Management Development – the pilot has run its course and for some good reasons, there has been a pause. **Those spoken to who were not involved, indicated an enthusiasm to become involved and to develop in this way. On a cautionary note – once a detailed plan has been developed, try to delegate the task directly to senior managers as one person or team cannot deliver this in a sustainable way**. Use their energies to coordinate.

- **Indicator 2:** Vision and Values – the work done around this is now yielding real benefits. Everyone we met talked about being a part of North East Scotland College and most confirmed that you are a *"united entity."* There was an acceptance that times are continuing to change and you need to continue to look for innovative solutions. **One point in relation to this is to consider if your current Values remain true to the change or if they need to slightly refreshed.**

- **Indicator 9:** Developing collaboration – this centred around the training with Aberdeen University, which was very positive and the changes the Foundation Apprentice programme will bring, requiring greater collaboration with various stakeholders.

- **Indicators 4 and 7:** People commented that *"informal 1:1 feedback and discussion is more effective at providing information on performance and opportunities than the RAG appraisal process."* **We suggest this needs to be reflected on and we would encourage you to look again at your current system for performance management and how effectively the process is being applied.**

- **Indicators 1,2,9:** People commented on the College investment and how the 'new' College is working: In respect of the investments made, it has contributed to the level of trust and optimism. Reflecting on those colleagues that left, some mentioned those that returned realising the opportunities elsewhere were not what they expected and also how others might be looking back and wondering whether their choice to leave was a good one. This again, gives a strong indication where people have moved on the change curve.

- **Indicators 6, 9 and 5:** Staff are looking for opportunities to be creative and to identify/use new technologies and techniques. The enthusiasm shown was only curbed by the time available and it was clear some opportunities are delayed given this factor. By having a forum and by perhaps reintegrating some central function to support this (e.g. central link to industry –single point of contact), the College's ambition to meet 21st century needs may be achieved more quickly. There is clearly something staff have the appetite and interest to do - again, it could easily be encouraged through the 70/20/10 approach and objectives could then stretch to each staff member looking for professional developments each year, one of

which was mandated to include a modern technique or technology that could be shared with others. **Maybe you could consider a specific award for the *most innovative*?**

Health, Wellbeing and Workloads

- We are aware of your desire to achieve the IIP Health and Wellbeing Award. This looks specifically at your strategy for social, physical and mental health and wellbeing. From our limited discussions with your people we feel that you have many informal and formal support processes in place. We were particularly impressed with the way people described attitudes to mental health as this is often an area that managers have difficulty in approaching. These attitudes are summed up in the words of one of your people.

"We have a great deal of experience at looking out for mental health issues with students and I think we are good at using these skills and knowledge to support colleagues."

- Among the subjects discussed while onsite were the issues of time and pressure. Those spoken to, were clearly meeting many demands to keep up with teaching and preparation but this was commented upon in a very positive way: People are prioritising their tasks in line with student and colleagues needs.

- Some teaching staff said that self-development was pushed into personal time. This perhaps underlines the opportunity to develop a **70/20/10 model,** so encouraging this type of approach and prioritisation.

- Our discussions highlighted that, for some individuals, teaching and support staff, resilience is being stretched and the impacts are felt when a staff member is ill and absent.

- People spoke with enthusiasm regarding social interaction and several commented that College merger had enabled them to make new friends.

- Fitness facilities and access to learning for family members was also spoken about with enthusiasm.

This said we suggest it is worth considering developing Health and Wellbeing agenda to reflect the College's desire to support staff and develop resilience. **In doing this we would encourage you to give consideration to WLB and flexibility of working arrangements as there is clearly a desire for this.**

To be reassured, teaching staff described working some evenings and weekends and each described how they were rewarded or compensated for this: They each described that time off for CPD or in lieu for work done was achievable but needed to be managed and coordinated, indicating there is scope within the system. Again, people spoke in positive and optimistic terms – quite a different position from the last assessment.

Recommendations

We have given several specific recommendations earlier in this feedback report. What we hope to achieve here is to identify key challenges that you need to be aware of and we recommend you prioritise for action:

- **Communication** – no organisation can ever do enough – **keep it fresh, keep it focussed, keep it coming in different formats (vary media).**

- **Reward and Recognition** – at the last visit we referred to the change curve – on a micro-level this is still in the middle stages and people in different places (depending on how close they are to the process) will be at different points on the curve. There is a great deal of positiveness and change is clear – the college needs to keep this level of energy in delivery and continue to look at ways to engage. As we mentioned to you **IIP Scotland are running a continuous improvement group in the NE and on 19 January 2017 the subject will be Reward and Recognition.**

- **Leadership Development**/Learning & Development – a lot has been done and some new concepts have been piloted (360). This is a lot for one person, or one department to deliver. Explore the concept of 70/20/10 and begin to develop that ethos (something that is already very familiar to colleagues): (1) how it is articulated and discussed (through meaningful PDP is the obvious way) and (2) encourage individuals to develop practices that reflect the approach while at the same time consider how the College can <u>overtly</u> move to the 10% and managers and peers can more noticeably work in the 20% band. Also, try to manage out pauses in pilot activity and develop stronger plans to avoid delays between stages.

- **Performance Management** – Your current PDP and appraisals process does not appear to be fully meeting the needs of staff. Informal 1:1 discussions is *"filling the gap"* for many but some commented that the system is falling short. **We suggest you act to address this as soon as possible.**

- **Engagement** – As National Negotiations continue, consider what messages the College itself wants to deliver to maintain the engagement that currently exists with staff. At present, the bulk of messaging is coming from the Unions. You may want some messages to be yours alone but you could also develop your level of engagement with those bodies and occasionally, consider sharing a platform/messaging with the Union to deliver key messages.

- **Succession Planning** – This needs to continue and develop. Good managers are doing this well but we suggest you review across the College.

Next Steps

We have already agreed a strategy, designed to drive performance and achieve IIP Gold by November 2018. We have also discussed options for us to assist you with further action planning as well as to present our findings to your senior team. We will await your instructions with regard to this; but I remind you that whilst Hilary will be away from 5th January till mid February, Willie is happy to progress this with you.

Hilary Crick and Willie MacColl
Investors in People Specialist
Investors in People Scotland

INVESTORS IN PEOPLE | Registered Specialist

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 01 August 2016 to 22 December 2016 are noted in the table below with comparative information for previous years.

Academic Year	2012-13	2013-14	2014-15	2015-16	2016-17
Total number of accidents North East Scotland College	77 of which 11 were reported to HSE	43 of which 4 were reported to HSE	45 of which 6 were reported to HSE	40 of which 8 were reported to HSE	9 of which 1 was reported to HSE

2.2 The accidents which were reported to the HSE under requirements of the Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) involved:

Injured person was prepping vegetables with a knife, hand slipped and he cut his finger. First aider dressed wound and he was referred up to local casualty to be re-dressed. Student returned to college. (Fraserburgh).

2.3 An analysis of the accidents in the period 01 August 2016 to 22 December 2016 shows that they involved the following:

Category	Total
Students	9
School Pupils	
Employees	
Contractors	
Members of the Public	
Total	**9**

2.4   The categories of accidents were as follows:

Injury	Total
Cut	2
Burn	1
Eye Ingress	
Twist	
Fracture	1
Sprain/Strain	1
Puncture	
Dizzy	
Bump/Knock	
Slip/Trip	1
Dislocation	
Bruise	3
Total	**9**

Breakdown by Site	
Aberdeen City Campus	4
Altens Campus	
Aberdeen Sports Village	
Craibstone Campus	
Fraserburgh Campus	5
Clinterty Campus	
Peterhead Maritime Centre	
Ellon Campus	
Inverurie Centre	
Macduff Learning Centre	
Total	**9**

3.   Work Placement Visits

3.1   The following table shows the number of visits which were undertaken in the period 01 August 2016 to 22 December 2016:

Number of Visits to be undertaken in this period	% of Visits Undertaken
83	100

4. Approved Contractor List

4.1 External contractor companies must be approved by the Head of Health, Safety and Security before carrying out work for the College. This is to ensure that all contractors comply with relevant health and safety standards and are generally a contractor the College is satisfied is of good standing.

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 2016 to 22 December 2016.

4.3 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.

No. of Approved Contractors	No. Removed from List
222	0

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 any inspections that fell below statutory limits in the period 01 August 2016 to 22 December 2016:

No. of Dust Samples Required	No. of Samples Completed	Results
3	3	All recorded levels were found to be below statutory limits

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 01 August 2016 to 22 December 2016:

No. of Food Hygiene Inspections Required	No. of Inspection Completed	Results
5	5	All Passed

7.   Recommendation

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

Liz McIntyre   **Elaine Hart**
Principal   Vice Principal Human Resources