

**NORTH EAST  
SCOTLAND  
COLLEGE**



**HUMAN RESOURCES COMMITTEE**

**Meeting of 30 September 2020**

## HUMAN RESOURCES COMMITTEE

### NOTICE

There will be a meeting of the Human Resources Committee of North East Scotland College on Wednesday 30 September 2020 at 1030 hours through the use of Microsoft Teams.

### AGENDA

Agenda Item		Paper
13-20	Apologies for Absence	
14-20	Declaration of any Potential Conflicts of Interest in relation to any Agenda Items	
15-20	Minute of Previous Meeting – 26 May 2020	X
16-20	Matters Arising from the Previous Meeting	X
	<b>Matters for Decision</b>	
17-20	Committee Terms of Reference	X
18-20	Programme of Business AY2020-21	X
	<b>Matters for Discussion</b>	
19-20	People Services Management Information – Equalities	X
20-20	People Services Enhancement Plan AY2020-21	X
	<b>Matters for Information</b>	
21-20	National Collective Bargaining Update	
22-20	Learning & Development Update	X
23-20	Learning Technologies Update	X
24-20	HR Policies Overview	X
25-20	<b>Any Other Business</b>	
26-20	<b>Summation of Business and Date of Next Meeting</b>	
	<b>Reserved Item of Business</b>	
	<b>Matter for Information</b>	
27-20	Voluntary Severance Update	
28-20	<b>Summation of Reserved Item of Business</b>	



**HUMAN RESOURCES COMMITTEE**

Draft Minutes of the meeting of the Human Resources Committee held on Tuesday 25 May 2020 at 0905 hours through the use of Microsoft Teams.

Agenda Item	
	<p><b>Present:</b> Ann Bell – Chair Angela Calderon Susan Elston John Henderson – Vice Chair Neil Cowie Ken Milroy Gwen Watt</p> <p><b>In attendance:</b> Kimra Donnelly, Director of People Services Pauline May, Secretary to the Board Susan Lawrance, Minute Secretary</p>
01-20	<p><b>Apologies:</b> Abha Maheshwari</p>
02-20	<p><b>Declaration of any Potential Conflicts of Interest in relation to any Agenda Items</b> There were no declarations of potential conflicts.</p>
03-20	<p><b>Minutes of Previous Meeting – 25 September 2019</b> The minutes were approved as a true and accurate record.</p>
04-20	<p><b>Matters Arising from the Previous Meeting</b> Members noted the Matters Arising Report. No further matters were noted.</p>
05-20	<p><b>Presentation- Supporting &amp; Guiding our Staff through COVID-19</b> The Committee received a presentation from K Donnelly.</p> <p>Members were provided with information on remote working, health &amp; wellbeing, the new Employee Assistance Programme, and support &amp; guidance to be provided for the 'new normal'.</p> <p>K Milroy commended N Cowie and K Donnelly for the approach adopted to strengthen partnership working with local Trade Union Representatives. K Donnelly advised that the College's Health &amp; Safety Team were liaising with the College's trade union representatives on reopening plans and campus layouts. Current considerations regarding Trade Union Representative attendance at future Board Meetings in an observer capacity were also noted, with operating arrangements to be discussed shortly by K Milroy, N Cowie and P May.</p> <p>A number of positive College developments arising in response to the COVID-19 pandemic and the need to introduce new approaches, practices and processes were highlighted. G Watt shared feedback from colleagues confirmed that they felt they had been supported well, with work by the People Services and Learning Technologies Teams particularly noted.</p>

	<p>Improved team working, especially those split between campuses, encouraged through the use of technologies was highlighted. G Watt also acknowledged the continuing positive relationship established through weekly LJNC meetings, adding that trade union representatives have been kept up-to-date on all developments since the lockdown commenced.</p> <p>A short discussion was held on challenges relating to the development of guidance for College staff returning to work, with Members acknowledging that some members of staff may be unable to return for some time due to health issues or caring responsibilities.</p> <p>The Chair thanked K Donnelly and the People Services Team for the significant amount of work undertaken.</p>
	<p><b>Matters for Discussion</b></p>
06-20	<p><b>People Services Enhancement Plan – Progress Update</b> Members noted a paper providing a progress update for the 2019-20 People Services Enhancement Plan.</p> <p>K Donnelly advised that it was proposed that the five areas of development should be carried over into AY2020-21 given that progress and full implementation had been negatively impacted in light of the COVID-19 pandemic. Members agreed that this was appropriate.</p> <p>It was agreed that a refreshed Enhancement Plan would be considered at the first meeting of the Committee in AY2020-21. It was suggested that partnership working with external organisations in relation to health and wellbeing should be included in the revised version of the Plan. It was noted that consideration would be given to further amendments to reflect any changed priorities in light of the COVID-19 pandemic.</p>
07-20	<p><b>People Services Management Information Report</b> The Committee considered paper providing annual management statistics on staff turnover and absence for the period January to December 2019.</p> <p>K Donnelly advised that significant progress had been made with increasing the functionality of the College's HR &amp; Payroll System. K Donnelly summarised key information contained in the Management Information Report and confirmed that there were currently no areas of concern.</p> <p>K Donnelly proposed changes in relation to what key management information is considered by the Committee and the appropriate timing linked to College reporting cycles. It was agreed that equalities reporting would now be considered annually at the Committee's Autumn meeting, with a new detailed People Services Annual Report considered at its Spring meeting.</p>
	<p><b>Matters for Information</b></p>
08-20	<p><b>National Collective Bargaining Update</b> K Donnelly provided a verbal update on developments relating to National Collective Bargaining.</p> <p>Information was noted in relation to recent Employers' Association meetings and developments regarding the EIS pay claim.</p>

	<p>The potential economic impact of the COVID-10 pandemic was noted, including how this may influence public pay policy.</p> <p>It was reported that a review of the NRPA was to be undertaken in light of the COVID-19 pandemic.</p> <p>Members were advised that the national job evaluation process was continuing, and that NESCol had been advised that it would be the third College to be progressed in due course.</p> <p>A short discussion was held regarding positive engagement with local trade union representatives.</p>
09-20	<p><b>Staff Wellbeing &amp; Support Survey</b> Members noted a paper providing information on the findings and recommendations of a recently conducted Staff Wellbeing &amp; Support Survey.</p> <p>The positive feedback recorded as part of the Survey was commended by Members, with K Donnelly adding that it demonstrated that the College's approach and messaging to date had been effective.</p> <p>It was reported that a second staff survey would be conducted either pre or post-Summer to check the impacts of the pandemic as the period of uncertainty extends.</p>
10-20	<p><b>Peer Support Programme</b> The Committee noted a paper providing information on the College's new Staff Peer Support Programme. It was agreed that progress with the Programme, including uptake, would be shared with the Committee at its next meeting.</p>
11-20	<p><b>Any Other Business</b> At the request of the Chair, an update in relation to College's use of the Government's Coronavirus Job Retention Scheme was provided. N Cowie advised that the College had submitted its application and received an acknowledgement from HMRC. K Donnelly added that the College's initial claim, for March 2020, had now been submitted.</p>
12-20	<p><b>Summation of Business and Date of Next Meeting</b> The Secretary gave a summation of the business conducted. The next meeting of the HR Committee is expected to be scheduled for September 2020 and will be confirmed when the Regional Board sets its Programme of Meetings for Academic Year 2020-21 at its June Meeting.</p>
	Meeting ended 0950 hours

Agenda Item	Actions from Human Resources Committee 26/05/20	Responsibility	Deadline
05-20	Establish arrangements to enable local trade union nominees to attend Regional Board Meetings as observers	K Milroy, N Cowie & P May	As soon as possible
06-20	Prepare refreshed People Services Enhancement Plan	K Donnelly	First AY2020-21 Committee Meeting

07-20	Prepare Equalities Management Information Report	K Donnelly	First AY2020-21 Committee Meeting
07-20	Prepare new People Services Annual Report	K Donnelly	Second AY2020-21 Committee Meeting
10-20	Prepare update on Peer Support Programme	K Donnelly	First AY2020-21 Committee Meeting

**Signed:**.....

**Date:** .....



## Agenda Item 16-20

### HUMAN RESOURCES COMMITTEE

An update on matters arising from the meeting of the Human Resources Committee held on 26 May 2020.

Agenda Item	
15-20	<p><b>Action:</b> Establish arrangements to enable local trade union nominees to attend Regional Board Meetings as observers.</p> <p><b>Status:</b> Arrangements discussed and approved by Regional Board at its meeting on 24 June 2020. Two trade union nominees identified by LJNC – one teaching staff one support staff. The nominees have received an induction from the Regional Chair and Secretary to the Board and will attend their first Board Meeting on 07 October 2020.</p>
06-20	<p><b>Action:</b> Prepare refreshed People Services Enhancement Plan.</p> <p><b>Status:</b> See Agenda Item 20-20.</p>
07-20	<p><b>Action:</b> Prepare Equalities Management Information Report.</p> <p><b>Status:</b> See Agenda Item 19-20.</p>
07-20	<p><b>Action:</b> Prepare new People Services Annual Report.</p> <p><b>Update:</b> At the previous meeting of the Committee it was agreed that a new Annual Report would be presented at the Committee meeting scheduled for Spring 2021. The timing of the preparation and presentation of the Annual Report is currently being considered and will be reconfirmed in due course.</p>
10-20	<p><b>Action:</b> Prepare update on Peer Support Programme.</p> <p><b>Status:</b> On the initial launch of the Peer Support Programme there were 21 staff members who volunteered their time to provide support for various topics.</p> <p>To date only a small number of staff have taken advantage of this but the Learning &amp; Development Team is continuing to promote the Programme. To enhance the Programme training on coaching methods for staff who volunteered to offer peer support.</p>



<b>HUMAN RESOURCES COMMITTEE</b> <b>Meeting of 30 September 2020</b>	
<b>Title: Committee Terms of Reference</b>	
<b>Author:</b> Pauline May, Secretary to the Board	<b>Contributor(s):</b> Kimra Donnelly, Director of People Services
<b>Type of Agenda Item:</b> <b>For Decision</b> <input checked="" type="checkbox"/> <b>For Discussion</b> <input type="checkbox"/> <b>For Information</b> <input type="checkbox"/> <b>Reserved Item of Business</b> <input type="checkbox"/>	
<b>Purpose:</b> To enable the Committee to review its Terms of Reference.	
<b>Linked to Strategic Goal:</b>	
<b>Linked to Annual Priority:</b>	
<b>Executive Summary:</b> Attached as Appendix 1 to this paper is the Committee's current Terms of Reference. The Terms were last considered by the Committee in September 2019.  Members are asked to review the attached and consider if the Committee's Specific Duties accurately reflect its main areas of focus. Some proposed updates are highlighted in the attached.	
<b>Recommendation:</b> It is recommended that the Committee review its Terms of Reference.	
<b>Previous Committee Recommendation/Approval (if applicable):</b> None	
<b>Equality Impact Assessment:</b> <b>Positive Impact</b> <input type="checkbox"/> <b>Negative Impact</b> <input type="checkbox"/> <b>No Impact</b> <input checked="" type="checkbox"/> <b>Evidence:</b>	

HUMAN RESOURCES COMMITTEE	
1.1	<p><b>Membership</b>      A minimum of 5 Members, one of whom shall be appointed Committee Chair Principal One Staff and one Student Board Member</p>
1.2	<p><b>Quorum</b>            No less than one half of the members entitled to vote.</p>
1.3	<p><b>Remit</b></p> <p><b>General</b> The Committee shall make its recommendations to the Regional Board as appropriate. The Committee shall make its decisions and report these to the Regional Board. The Committee shall observe the Standing Orders in all its business.</p> <p><b>Specific Duties</b> The Committee has overall responsibility for the direction and oversight of all human resource matters relating to the function of the Regional Board as employer of the College's staff. The Human Resources Committee shall:</p> <ul style="list-style-type: none"> <li>• Monitor the implementation of the College's People Strategy</li> <li>• Monitor key performance indicators with regard to <u>People ServicesHR and OD</u> objectives and College staff <u>through the consideration of key management information reports</u></li> <li>• Monitor staff-related equality data</li> <li>• Ensure that the College maintains positive employer relations through the implementation of its approach to employee engagement</li> <li>• Ensure that the College promotes the physical and mental <u>health and wellbeing</u> of its staff</li> <li>• Maintain oversight of <u>Learning &amp; Development, including health and wellbeing and Learning Technologies, organisational and staff development</u> activities within the College</li> <li>• Approve the College's annual Equal Pay Statement and Policy, Occupational Segregation and Gender Pay Gap Reports</li> <li>• Approve College HR policies and procedures as appropriate</li> <li>• Monitor progress against the <u>People ServicesHR &amp; OD</u> Enhancement Plan</li> <li>• Undertake appropriate monitoring to ensure that the College meets all legislative duties in relation to human resources</li> <li>• Monitor progress against the implementation of the outcomes of National Collective Bargaining.</li> </ul>
1.4	<p><b>Meetings</b> The Human Resources Committee will normally meet twice per year.</p>
1.5	<p><b>Management Support</b> The following member of the Leadership Team provides objective, specialist advice to support the Committee to discharge its remit:</p> <ul style="list-style-type: none"> <li>• Director of People Services</li> </ul>



<b>HUMAN RESOURCES COMMITTEE</b> <b>Meeting of 30 September 2020</b>	
<b>Title: Programme of Business AY2020-21</b>	
<b>Author:</b> Pauline May, Secretary to the Board	<b>Contributor(s):</b> Kimra Donnelly, Director for People Services
<b>Type of Agenda Item:</b> <b>For Decision</b> <input checked="" type="checkbox"/> <b>For Discussion</b> <input type="checkbox"/> <b>For Information</b> <input type="checkbox"/> <b>Reserved Item of Business</b> <input type="checkbox"/>	
<b>Purpose:</b> To enable the Committee to consider its Programme of Business for AY2020-21.	
<b>Linked to Strategic Goal:</b>	
<b>Linked to Annual Priority:</b>	
<b>Executive Summary:</b> The attached Programme of Business details the proposed schedule of key items of Committee Business throughout academic year 2020-21.  To support the College with its equality mainstreaming reporting requirements, it is proposed that an additional meeting of the Committee is convened for March 2020. This is to provide Members with an opportunity to consider and approve staffing related reports which are to be externally published by the end of April 2020 under the requirements of the Equality Act 2010.	
<b>Recommendation:</b> It is recommended that the Committee <ul style="list-style-type: none"> <li>• approve the convening of an additional Committee Meeting on 10 March 2020</li> <li>• set the Programme of Business for AY2020-21, noting the caveat that additional items will be included to reflect in-year developments.</li> </ul>	
<b>Previous Committee Recommendation/Approval (if applicable):</b> None	

**Equality Impact Assessment:**

**Positive Impact**     

**Negative Impact**     

**No Impact**             

**Evidence:**

**HUMAN RESOURCES COMMITTEE – DRAFT PROGRAMME OF BUSINESS AY2020-21**

*Please note that the Programme of Business will be amended as required to include agenda items that arise throughout the academic year.*

<b>30 SEPTEMBER 2020</b>
<b>For Decision</b>
Committee Terms of Reference
Programme of Business AY2020-21
<b>For Discussion</b>
People Services Management Information – Equalities
People Services Enhancement Plan AY2020-21
<b>For Information</b>
National Collective Bargaining Update
Learning & Development Update
Learning Technologies Update
HR Policies Overview
<b>Voluntary Severance Update</b>

<b>10 MARCH 2021 PROPOSED ADDITIONAL MEETING</b>
<b>For Decision</b>
Staff Equality Profile 2020
Pay Gap Report
Occupational Segregation Report: Gender
Occupational Segregation Report: Disability
Occupational Segregation Report: Race/Ethnicity
Equal Pay Statement & Policy

<b>26 MAY 2021</b>
<b>For Decision</b>
<b>For Discussion</b>
People Services Enhancement Plan AY2020-21 – Progress Report
<b>For Information</b>
National Collective Bargaining Update
HR Policies Update
<b>Staffing Update</b>



<b>HUMAN RESOURCES COMMITTEE</b> <b>Meeting of 30 September 2020</b>	
<b>Title: People Services Management Information – Equalities Report</b>	
<b>Author:</b> Kimra Donnelly, Director of People Services	<b>Contributor(s):</b> Elaine Reid, Senior HR Business Partner
<b>Type of Agenda Item:</b> For Decision <input type="checkbox"/> For Discussion <input checked="" type="checkbox"/> For Information <input type="checkbox"/> Reserved Item of Business <input type="checkbox"/>	
<b>Purpose:</b> To provide the Committee with the College's annual staffing equalities data.	
<b>Linked to Strategic Goal:</b> <b>2. Develop the skills, talents and potential of all of the people who come to college either to learn or to work.</b>	
<b>Linked to Annual Priority:</b> <b>14. Develop and deliver actions that will embed a whole college ethos of environmental and social sustainability.</b>	
<b>Executive Summary:</b> The Equalities Report attached in Appendix 1 highlights the following areas for noting and possible further exploration:  1. <u>BAME Applicants &amp; Appointments</u> In 2018, 8.1% of applicants were of a BAME ethnicity, and 5.6% of people appointed were of a BAME ethnicity. In 2019, 8.7% of applicants were of a BAME ethnicity, but 0.0% of those appointed were of a BAME ethnicity.  Proposed Action – Further review of the data to indentify if there are particular areas where targeted training requires to be provided. All managers have been required to attend unconscious bias training, however it is proposed that a refresher course is delivered to all recruiting managers.  2. <u>Increased Head Count</u> – Since 2015 the College has seen a decrease in headcount. In 2019 the College headcount increased by 19. There is not one identifiable reason for the increase and all recruitment had approved business cases. However, 2019 was the first year that the College did not offer Voluntary Severance and after several years of contracting it is not unusual for there to be some growth.	

Proposed Action – Finance and People Service continue to work closely with managers in reviewing their staffing budget. COVID-19 will have a significant impact on the size and shape of the College going forward.

3. Revised Equal Opportunities Monitoring Questionnaire People Services are continuing to work with the HR&Payroll provider to develop reporting. Two issues that to highlight as result of this are:

- o Disability Information – Current reporting arrangements mean that approximately 81.8% of staff are in the category 'prefer not to say/not indicated'. This makes it very difficult to identify trends.
- o The College's Equal Opportunities Form, under the heading of gender, includes the options of: male; female; other; prefer not to say, but the new HR system only allows for "male" or "female", in line with HMRC requirements, however, this does not meet HR Equalities reporting requirements.

Proposed Action – Work is ongoing with the HR&Payroll provider to improve the College's reporting capabilities.

4. Part-Time Workers - The College continues to employ considerably more part-time female staff (130; 22.3% of overall headcount in 2019 - 128; 22.7% of overall headcount in 2018) than male staff (29; 5.0% of overall headcount in 2019 - 38; 6.7% of overall headcount in 2018).

Proposed Action – It is proposed that People Services take a 2-pronged approach to investigate this matter further: first it is proposed that an all-staff equality, diversity and inclusion survey is undertaken; and secondly, the information from this will be used to structure focus groups to understand why there is such a predominance of women working part-time and to determine if there are any actions the College should be taking to rectify this position.

Please note that the data contained in this report and Appendix 1 is based on December 2019 and compared to December 2018.

**Recommendation:**

It is recommended that the Committee discuss the information provided.

**Previous Committee Recommendation/Approval (if applicable):**

None

**Equality Impact Assessment:**

**Positive Impact**

**Negative Impact**

**No Impact**

**Evidence:**

## North East Scotland College Staff Equality Profile: 2019 compared with 2018

### Executive Summary

The Equality Act 2010 has a Public Sector Equality Duty (PSED), which is underpinned by Specific Duties for Scotland. The Specific Duties require the College to gather, use and publish employee information. This information needs to be *published* every 2 years (covering annual information). The last published information, which included an analysis of the data, covered the years 2018 and 2017.

However, the College gathers the information annually for internal purposes, so this report provides 2019 data – and compares it with 2018 data. Analysed information (covering 2019 and 2020), with benchmarking data, will be available for the next report, which will be published externally in April 2021.

From the College data in 2019 (when compared with 2018), it can be seen that there has been little change in protected characteristics make-up of employees in the College, in that: the majority of College staff are female; more women than men continue to work part-time; the greatest number of staff are in the 45-59 age group; the ethnicity profile of the College is predominantly “white”; the greatest number of staff are in a “no religion/belief” category, followed by “Christian”; and the largest marital status category is “married/civil partnership”.

The protected characteristics profile of leavers is also broadly consistent with the wider staff profile, eg, more women leave the College than men, which would be in line with the fact that College employs more women than men.

In terms of the *recruitment* of staff, the College continues to attract more applications from women than men. Although the College appointed more women than men in 2019, in 2018, it appointed more men than women.

In both 2018 and 2019, most applicants and people appointed were in a “no religion/belief” category, followed by “Christian” category, were in the age range 25-34 and had no disability.

An area of note is that in 2018, 8.1% of applicants were of a BAME ethnicity, but 5.6% of people appointed were of a BAME ethnicity. In 2019, 8.7% of applicants were of a BAME ethnicity, but 0.0% of the people appointed were of a BAME ethnicity. This is something that should be further examined by the College.

### Background

The Equality Act 2010 has a Public Sector Equality Duty (PSED) under section 149. This includes a general equality duty which requires listed authorities, including the College, to have due regard to the need to:

- eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Equality Act 2010
- advance equality of opportunity between people from different protected characteristic groups, considering the need to:
  - remove or minimise disadvantages suffered by people due to their protected characteristics.

- meet the needs of people with protected characteristics.
- encourage people with protected characteristics to participate in public life or in other activities where their participation is low.
- foster good relations between people from different protected characteristic groups, tackling prejudice and promoting understanding between people from different groups.

The Equality Act 2010 (Specific Duties) (Scotland) regulations 2012 (as amended), requires listed authorities to gather, use and publish employee information. The purpose of the specific duties is to assist public bodies, including the College, to meet the general equality duty.

The Specific Duties require the College to gather information on the composition of its employees and information on the recruitment, development and retention of employees with respect to, in each year, the number and relevant protected characteristics of such people. This information must be published every two years.

The information gathered must be used to improve the College’s performance in terms of the general equality duty.

Sources:

Equality and Human Rights Commission, “Employee Information and the Public Sector Equality Duty: A guide for public authorities in Scotland”, July 2016, available online at:

<https://www.equalityhumanrights.com/en/publication-download/employee-information-and-public-sector-equality-duty-guide-public-authorities>

Accessed: 27 January 2020

Equality Challenge Unit (now called Advance HE), “The public sector equality duty: specific duties for Scotland (revised), February 2017, available online at:

<https://www.ecu.ac.uk/publications/the-public-sector-equality-duty-specific-duties-for-scotland-revised/>

Accessed: 27 January 2020

The public sector equality duty: specific duties for Scotland 2019 interim reporting, Advance HE, 2019.

## **Introduction**

Although the College is required to publish its staff data every 2 years (covering annual information), the College produces the data annually, for internal purposes. This report provides staff data for 2019 compared with 2018.

It was reported in the College’s last staff equality report that the College has introduced a new HR system. Aspects of this system are still currently being implemented.

When this has been fully implemented, the College will introduce a revised Equal Opportunities Monitoring questionnaire, in line with standardised equality monitoring questions, as per the guidance from Advance HE, March 2018, available online at:

<https://www.ecu.ac.uk/publications/guidance-gathering-staff-equality-data-colleges/>

Accessed: 27 January 2020

The revised equal opportunities questionnaire (where staff will be able to directly input the information themselves) will be accompanied by further information on the reasons for collecting this information, in order to further reduce non-declaration rates. This will enable the College to better use the information to advance equality of opportunity between people from different protected characteristics groups.

It had originally been planned to introduce this revised monitoring questionnaire during 2019, but due to some issues with the new HR system, this has not yet happened and remains as an outstanding action.

## Staff Equality Overview by Protected Characteristics: 2019 and 2018

All figures relate to 31 December 2019 and are compared with figures as at December 2018.

As at 31 December 2019, the College had a headcount of 583, compared with a headcount of 564 as at December 2018.

### Gender

The College's Equal Opportunities Form, under the heading of gender, includes the options of: male; female; other; prefer not to say, but the new HR system only allows for "male" or "female", in line with HMRC requirements, but not in line with HR equalities reporting requirements. HR is looking at ways to address this in the system.

As at 31 December 2019, the gender profile for the College was:

Position status	Headcount			% of total headcount		
	Female	Male	Total	Female	Male	Total
Full-time	193	231	424	33.1	39.6	72.7
Part-time	130	29	159	22.3	5.0	27.3
Total	323	260	583	55.4	44.6	100.0

*Note: % figures rounded to one decimal place*

From this, it can be seen that the College continues to employ more women (323 in December 2019) than men (260 in December 2019) and that considerably more women (130 in December 2019) than men (29 in December 2019) work part-time.

A reduction in numbers can be seen when the 2019 male part-time figures (29) are compared with the 2018 figures (38). This could be explained by a number of male staff working part-time in the run up to their retirement.

As at 31 December 2018, the gender profile for the College was:

Position Status	Headcount			% of total headcount		
	Female	Male	Totals	Female	Male	Totals
Full-time	186	212	<b>398</b>	33.0	37.6	<b>70.6</b>
Part-time	128	38	<b>166</b>	22.7	6.7	<b>29.4</b>
<b>Totals</b>	<b>314</b>	<b>250</b>	<b>564</b>	<b>55.7</b>	<b>44.3</b>	<b>100.0</b>

*Note: % figures rounded to one decimal place*

These tables show that the College continues to employ more women than men and that considerably more women than men work part-time.

It should be noted that, for the purposes of this document, student interns on zero-hours contracts have not been included. This is due to the short-term, College course-related nature of the internship, and the inclusion of their numbers would not give a representative staff picture.

As this reports looks at the number of employees by protected characteristic, staff who have 2 posts have only been counted once, under the category of their main post.

## Age

The age profile for the College as at 31 December 2019 was:

Age Band	Headcount			% of total headcount		
	Female	Male	Total	Female	Male	Total
16-29	31	15	46	5.3	2.6	7.9
30-44	106	84	190	18.2	14.4	32.6
45-59	158	115	273	27.1	19.7	46.8
60-75+	28	46	74	4.8	7.9	12.7
<b>Total</b>	<b>323</b>	<b>260</b>	<b>583</b>	<b>55.4</b>	<b>44.6</b>	<b>100.0</b>

*Note: % figures rounded to one decimal place*

The age profile for the College as at 31 December 2018 was:

Age Band	Headcount			Headcount (%)		
	Female	Male	Totals	Female	Male	Totals
16 – 29	29	11	<b>40</b>	5.1	2.0	<b>7.1</b>
30 – 44	101	80	<b>181</b>	17.9	14.2	<b>32.1</b>
45 – 59	162	115	<b>277</b>	28.7	20.4	<b>49.1</b>
60 – 74	22	44	<b>66</b>	3.9	7.8	<b>11.7</b>
75+	0	0	<b>0</b>	0	0	<b>0.0</b>
<b>Totals</b>	<b>314</b>	<b>250</b>	<b>564</b>	<b>55.7</b>	<b>44.3</b>	<b>100.0</b>

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

These tables detail that the majority of staff continue to be in the 45-59 age group, showing that the College continues to have an older workforce profile.

## Ethnicity

The following table outlines the ethnicity profile for the College, as at 31 December 2019 compared with 31 December 2018.

Note that where there are fewer than 5 staff in any category, the figures are not published as staff could otherwise be identified.

It should be noted that a new category of “White British” was first used in 2018.

*Note: % figures are rounded to one decimal place; N/P = not published*

<b>Ethnicity</b>	<b>Total Number 2019</b>	<b>Total % of overall headcount 2019</b>	<b>Total Number 2018</b>	<b>Total % of overall headcount 2018</b>
<b>White: Scottish</b>	385	66.0%	359	63.7%
<b>White: British (used from 2018)</b>	53	9.1%	51	9.0%
<b>White: English</b>	36	6.2%	38	6.7%
<b>White: Welsh</b>	N/P	N/P	N/P	N/P
<b>White: Irish</b>	N/P	N/P	N/P	N/P
<b>White: Other</b>	43	7.4%	40	7.1%
<b>Mixed</b>	N/P	N/P	N/P	N/P
<b>Asian/Asian British: Indian</b>	6	1.0%	5	0.9%
<b>Asian/Asian British: Chinese</b>	N/P	N/P	N/P	N/P
<b>Asian/Asian British: Other</b>	N/P	N/P	N/P	N/P
<b>Black/Black British: African/Caribbean</b>	N/P	N/P	6	1.1%
<b>Other</b>	N/P	N/P	N/P	N/P
<b>Prefer not to say/Not indicated</b>	44	7.5%	50	8.9%

This table shows that the College staff continue to be overwhelmingly in a “white” ethnicity category.

## Disability

The disability profile for the College as at December 2019 (out of a headcount of 583) was:

	<b>Total Number</b>	<b>Total % of overall headcount</b>	<b>Male</b>	<b>Female</b>
<b>Disability</b>	40	6.9%	17	23
<b>No disability</b>	66	11.3%	34	32
<b>Prefer not to say/Not indicated</b>	477	81.8%	209	268

*Note: % Figures have been rounded to one decimal place*

It should be noted that there is a high percentage of staff who are in the “prefer not to say/not indicated category” and consequently it is difficult to infer any significance from these figures.

When the protected characteristics data were migrated from the College’s previous HR/payroll system, there was an issue with the data for this protected characteristic, due to it being recorded in a different way. In view of this, figures were not reported for 2018 as they would otherwise be misleading. This issue – and the non-declaration rates - will be resolved once the new Equal Opportunities Monitoring questionnaire is rolled out and a subsequent data cleanse exercise is carried out.

It should be noted the College continues to work closely with occupational health to provide support for *any* member of staff who has or who develops a health condition/disability which may impact on their ability to do their job and also provides support to staff via an Employee Assistance Programme.

### **Religion or belief (including no belief)**

The following table outlines the religion or belief (including no belief) profile for the College at 31 December 2019 and 31 December 2018.

Where there are fewer than 5 staff in a category, the actual number of staff is not published.

<b>Religion</b>	<b>Total Number 2019</b>	<b>Total % of overall headcount 2019</b>	<b>Total Number 2018</b>	<b>Total % of overall headcount 2018</b>
<b>Christian</b>	207	35.5%	213	37.8%
<b>Buddhist</b>	N/P	N/P	N/P	N/P
<b>Hindu</b>	5	0.9%	5	0.9%
<b>Jewish</b>	N/P	N/P	N/P	N/P
<b>Muslim</b>	N/P	N/P	N/P	N/P
<b>Atheist</b>	N/P	N/P	N/P	N/P
<b>Other</b>	20	3.4%	N/P	N/P
<b>No Religion/Belief</b>	225	38.6%	219	38.8%
<b>Prefer not to say/ Not indicated</b>	116	19.9%	113	20.0%

*Note: % figures are rounded to one decimal place; N/P = Not published*

This table illustrates that the greatest number of staff who declared their religion/belief are in a “no religion/belief category”, followed by a “Christian” category.

## Marital Status

The following table details the marital status profile for the College at December 2019 and December 2018:

Marital Status	Total Number of Staff 2019	Total % of overall headcount 2019	Total Number of Staff 2018	Total % of overall headcount 2018
Married/Civil Partnership	334	57.3%	341	60.5%
Single/Cohabiting	178	30.5%	166	29.4%
Separated/Divorced	36	6.2%	35	6.2%
Prefer not to say/ Not indicated	27	4.6%	15	2.7%
Widow/er	8	1.4%	7	1.2%

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

This table shows that the greatest number of staff are in a “married/civil partnership” category.

## Pregnancy and Maternity

The following section details the number of pregnancies/maternity leaves for 2019 and 2018. However, where there are fewer than 5 staff, the information is not published as staff could otherwise be identified.

It should be noted that the timing of maternity leave has an impact on when the member of staff returns to work, eg, if a member of staff’s maternity leave *begins* in October 2019, they would be less likely to return to work before the end of 2019. The figures below should, therefore, be interpreted in this light.

There were 9 pregnancies/maternity leaves at various points during 2019. Five members of staff came back to work during 2019. The number of staff not returning to work was less than 5, so no details are published. There were fewer than 5 flexible working requests, so no further details are published.

There were 8 pregnancies/maternity leaves at various points during 2018. Fewer than 5 came back to work during 2018, so the actual numbers are not reported.

Given this, no further information or breakdown (eg, regarding flexible working, returning to the same post) is published.

## Sexual orientation

The sexual orientation profile of the College as at 31 December 2019 and 2018 is detailed in the following table:

Where there are fewer than 5 staff in a category, the number of staff is not published. Given the small numbers in some categories – and for consistency purposes – no further breakout is given of this protected characteristic, as individual staff could otherwise be identified.

Sexual Orientation	Total number of staff 2019	Total % of overall headcount 2019	Total number of staff 2018	Total % of overall headcount 2018
Heterosexual	467	80.1%	446	79.1%
Bisexual	N/P	N/P	N/P	N/P
Lesbian	N/P	N/P	N/P	N/P
Gay	6	1.0%	7	1.2%
Prefer not to say/ Not Indicated	104	17.8%	105	18.6%

*Note: % figures are rounded; N/P = not published*

This table shows that the greatest number of staff continue to be in the “heterosexual” category.

### Transgender/Gender reassignment

In 2019 and 2018 fewer than 5 staff were in the transgender category, so actual numbers are not reported, as individual staff could otherwise be identified.

In 2019, 513 staff (98.3%) were in the “did not indicate/prefer not to say” categories.

In 2018, the College was not able to report on the “did not indicate/preferred not to say” category for transgender/gender reassignment because this category was not available in the HR/Payroll system at that time.

The College will address the non-declaration category in its new HR system as well as non-declaration rates when it revises its Equal Opportunities Monitoring questionnaire in line with the guidance from Advance HE.

### Retention of Staff

This section includes data on leavers, by protected characteristic, as well as information that can have an impact on retention, such as flexible working requests.

During 2019, 52 staff left the College, compared with 73 staff leaving the College in 2018.

#### Gender profile:

In 2019, the gender profile of leavers was:

Female	27
Male	25

In 2018, the gender profile of leavers was:

Female	39
Male	34

This would be consistent with the fact that the College employs more women than men.

**Age profile:**

The table below details the age profile of staff, compared with age profile of staff who left the College during 2019 and is compared with 2018:

The age profile for 2019 was:

Age group	Number of staff (at Dec 2019)	Number of leavers during 2019
16-29	46	10
30-44	190	14
45-59	273	19
60-75+	74	9

The age profile for 2018 was:

Age group	Number of staff (at Dec 2018)	Number of leavers during 2018
16-29	40	11
30-44	181	22
45-59	277	16
60-75	66	24

**Marital status:**

In 2019, the marital status of leavers was consistent with the wider staff profile in that the greatest number of leavers were in the “married/civil partnership” category (28 leavers; 53.8% of leavers), followed by “single/cohabiting” (19 leavers; 36.5% of leavers).

In 2018, the marital status profile of leavers was largely consistent with the wider staff profile in that the largest category of leavers was “married” (33; 45.2% leavers), followed by “single” (28; 38.4% leavers), then “divorced” (8; 11.0% leavers).

**Sexual Orientation:**

In 2019, the sexual orientation profile of leavers was consistent with the wider staff profile in that the majority were in the “heterosexual” category (40 leavers). The next largest category was “prefer not to say” (8 leavers).

In 2018, the sexual orientation profile of leavers was consistent with the wider staff profile in that the majority were in the “heterosexual” category (50 leavers). The next largest category was “prefer not to say/not indicated” (20 leavers).

Other categories are not reported due to small numbers.

**Transgender:**

In 2019, the majority of leavers were in the “not indicated/blank” category (49 leavers). This would be consistent with the wider staff profile (513 staff were in the “did not indicate/prefer not to say” category).

In 2018, the College was not able to report on this protected characteristic due to the way in which data were captured at that time in the new HR/Payroll system.

**Ethnicity:**

In 2019, the ethnicity profile of leavers was in line with the wider staff profile, in that the majority were in a white ethnicity category (41 leavers). The next largest category of leavers was “undisclosed/not indicated” (7 leavers).

In 2018, the ethnicity of leavers was in line with the wider staff profile, in that the majority were in a “white” ethnic category (59; 80.8% leavers). The next largest category was “prefer not to say/not indicated” (12; 16.4% leavers).

**Religion/Belief (including no belief):**

In 2019, the religion/belief of leavers was in line with the wider staff profile, in that the greatest number of leavers were in the “no religion/belief” category (31 leavers), followed by the “Christian” category (12 leavers) and “not indicated” category (7 leavers).

In 2018, the religion/belief profile of leavers, where there 5 or more leavers in a given category, was as follows:

- 29 – Christian (39.7%)
- 23 – No religion (31.5%)
- 18 – Not indicated (24.7%)

**Disability:**

Of the leavers in 2019, 44 did not indicate their disability status. There were fewer than 5 people in the other categories, so the numbers are not reported.

In 2018, the College was not able to report on this protected characteristic due to the way in which data were captured in the new HR/Payroll system.

**Reasons for leaving**

In 2019, the main reasons for staff leaving, where there are 5 or more leavers in a category, are as follows:

<b>Reason</b>	<b>Total</b>
Resignation	23
Retirement	13
Personal reasons	6

In 2018, the main reasons for staff leaving, where there are 5 or more leavers in a category, are as follows:

<b>Reason</b>	<b>Total</b>
Voluntary severance	22
Resignation	12
End of contract	10
Retirement	10

## **Flexible Working Requests**

Add in 2019, there were 25 formal flexible working requests. There were fewer than 5 refusals so the actual number is not published, in case staff could be identified.

In 2018, there were 20 formal flexible working requests, with there being fewer than 5 refusals.

## **Shared Parental leave**

The College had no requests for shared parental leave in either 2019 or 2018.

## **Recruitment**

In 2019, the College received 700 applications for its job vacancies, with 343 of those being shortlisted, resulting in 83 appointments.

In 2018, the College received 739 applications, with 301 of those being shortlisted, resulting in 71 appointments (4 jobs were on hold).

Unlike for staff data where, if there were fewer than 5 members of staff in a category, numbers were not published as staff could otherwise be identified, at the recruitment stage, all numbers are reported so that the data can highlight any potential – and otherwise unseen - bias within the recruitment process. The one exception to this is for transgender/gender reassignment figures, where due to very small reported numbers in the “different gender to the one assigned at birth” category, numbers are only reported at the application stage.

The tables in the following pages detail the applications, shortlisting and appointment numbers and percentages by protected characteristic category.

This should enable trends to be identified, eg, if 30% of applications are in a given category, proportionately, one would expect around 30% of those shortlisted and around 30% of those appointed also to be in that category.

The tables in the following pages illustrate that the College continues to receive more applications from women than men, although in 2018 more men were appointed (50.7% of appointments) compared with women (46.5% of appointments), whereas in 2019, more women were appointed (48.2% of appointments), compared with men (39.8% of appointments).

Most applicants in both 2018 and 2019 were of a white ethnicity. It is of note that in 2018, 8.1% of applicants were of a BAME ethnicity, but 5.6% of people appointed were of a BAME ethnicity. In 2019, 8.7% of applicants were of a BAME ethnicity, but 0.0% of the people appointed were of a BAME ethnicity.

With regards to marital status, there is a slightly different profile in 2019 when compared with 2018. In 2019, 43.0% of applicants were in a “married/civil partnership” category, with 38.6% of people appointed being in the same category. 37.3% of applicants were in a “single” category and 38.6% of people appointed were also in this category. However, in 2018 a greater percentage of people appointed were in a “married/civil partnership” category: whereas 42.6% of applicants were in that category, 62.0% of those appointed were married/in a civil partnership. This compares with 36.3% of applicants in 2018 being in a “single” category, with 26.8% of people appointed being “single”.

In both 2018 and 2019, most applicants and people appointed were in a “no religion/belief” category, followed by “Christian” category, were in the age range 25-34 and had no disability. However, of the people appointed in 2019, 10.8% had declared a disability, compared with 5.6% of those appointed in 2018.

#### *Pregnancy/maternity*

Pregnancy/maternity data are not collected during the recruitment process. These data are only collected for staff and are reported in the staff section of this report.

**Recruitment: Gender**

**2019**

There were a total of 700 applications; 343 shortlisted; 83 appointments

Gender category	Number of applications	% of applications	Number shortlisted	% of shortlisted	Number appointed	% of appointments
Male	269	38.4	132	38.5	33	39.8
Female	404	57.7	192	56.0	40	48.2
Other	1	0.1	1	0.3	1	1.2
Prefer not say	5	0.7	2	0.6	1	1.2
Blank/Not indicated	21	3.0	16	4.7	8	9.6

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

**2018**

	Applied No.	Applied %	Shortlisted No.	Shortlisted %	Appointed No.	Appointed %
Total	739	100	301	40.7	71	9.6
Gender - Male	329	44.5	150	49.8	36	50.7
Gender - Female	386	52.2	141	46.8	33	46.5
Gender - Other	5	0.7	4	1.3	0	0.0
Gender - Prefer not to say	1	0.1	1	0.3	0	0.0
Gender – Blank/not indicated	18	2.4	5	1.7	2	2.8

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

**Recruitment: Ethnicity**

**2019**

There were a total of 700 applications; 343 shortlisted; 83 appointments

<b>Ethnicity category</b>	<b>Number of applications</b>	<b>% of applications</b>	<b>Number shortlisted</b>	<b>% shortlisted</b>	<b>Number appointed</b>	<b>% appointed</b>
White	597	85.3	306	89.2	75	90.4
Black, Asian & Ethnic Minority (BAME)	61	8.7	16	4.7	0	0.0
Mixed	11	1.6	4	1.2	0	0.0
Other	14	2.0	4	1.2	1	1.2
Prefer not say	0	0.0	0	0.0	0	0.0
Blank/Not indicated	17	2.4	13	3.8	7	8.4

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

**2018**

	Applied No.	Applied %	Shortlisted No.	Shortlisted %	Appointed No.	Appointed %
Total	739	100	301	40.7	71	9.6
Ethnicity – White	632	85.5	269	89.4	66	93.0
Ethnicity – BAME	60	8.1	18	6.0	4	5.6
Ethnicity – Mixed	8	1.1	1	0.3	0	0.0
Ethnicity – Other	20	2.7	7	2.3	0	0.0
Ethnicity - Prefer not to say	0	0.0	0	0.0	0	0.0
Ethnicity – Blank/Not indicated	19	2.6	6	2.0	1	1.4

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

**Recruitment: Disability**

**2019**

There were a total of 700 applications; 343 shortlisted; 83 appointments

Disability category	Number of applications	% applications	Number shortlisted	% shortlisted	Number appointed	% appointed
No disability	566	80.9	279	81.3	66	79.5
Disability	79	11.3	35	10.2	9	10.8
Prefer not to say	12	1.7	3	0.9	0	0.0
Blank/Not indicated	43	6.1	26	7.6	8	9.6

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

**2018**

	Applied No.	Applied %	Shortlisted No.	Shortlisted %	Appointed No.	Appointed %
Total	739	100	301	40.7	71	9.6
Disability - No	590	79.8	247	82.1	62	87.3
Disability- Yes	95	12.9	37	12.3	4	5.6
Disability - Prefer not to say	15	2.0	4	1.3	0	0.0
Disability – Blank/Not indicated	39	5.3	13	4.3	5	7.0

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

## Recruitment: Sexual Orientation

### 2019

There were a total of 700 applications; 343 shortlisted; 83 appointments

Sexual orientation category	Number of applications	% of applications	Number shortlisted	% shortlisted	Number appointed	% appointed
Heterosexual/straight	595	85.0	294	85.7	68	81.9
Lesbian/Gay female	11	1.6	8	2.3	0	0.0
Gay male	20	2.9	8	2.3	1	1.2
Bisexual	17	2.4	9	2.6	2	2.4
Prefer Not to say	32	4.6	9	2.6	4	4.8
Other	2	0.3	0	0.0	0	0.0
Blank/Not indicated	23	3.3	15	4.4	8	9.6

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

### 2018

	Applied No.	Applied %	Shortlisted No.	Shortlisted %	Appointed No.	Appointed %
Total	739	100	301	40.7	71	9.6
Sexual Orientation –						
Heterosexual/straight	657	88.9	272	90.4	67	94.4
Sexual Orientation - Gay Women	4	0.5	2	0.7	0	0.0
Sexual Orientation - Gay Man	11	1.5	2	0.7	1	1.4
Sexual Orientation - Bisexual	9	1.2	1	0.3	0	0.0
Sexual Orientation - Prefer not to say	34	4.6	15	5.0	1	1.4
Sexual Orientation - Other	5	0.7	4	1.3	1	1.4
Sexual Orientation – Blank/Not indicated	19	2.6	5	1.7	1	1.4

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

**Recruitment: Transgender**

Due to small numbers in the “different gender to the one assigned at birth” category, transgender/gender reassignment figures are only reported at the application stage.

**2019**

Same gender assigned at birth	667
Different gender to the one assigned at birth	4
Prefer not to say	9
Blank/Not indicated	20

**2018**

In 2018, 4 declared that their gender was different to the one assigned at birth, 6 “preferred not to say”, 15 did not indicate, and the remaining 714 declared that their gender was the same gender they were assigned at birth.

**Recruitment: Religion or belief (including no belief)**

**2019**

There were a total of 700 applications; 343 shortlisted; 83 appointments

Religion/belief category	Number of applications	% of applications	Number shortlisted	% shortlisted	Number appointed	% appointed
Christian	242	34.6	124	36.2	30	36.1
Muslim	13	1.9	4	1.2	0	0.0
Hindu	9	1.3	2	0.6	0	0.0
No religion/belief	368	52.3	181	52.8	41	49.4
Other	3	0.4	3	0.9	0	0.0
Prefer Not to Say	44	6.3	16	4.7	5	6.0
Blank/Not indicated	21	3.0	13	3.8	7	8.4

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

**2018**

	Applied No.	Applied %	Shortlisted No.	Shortlisted %	Appointed No.	Appointed %
Total	739	100	301	40.7	71	9.6
Religion - Christian	248	33.6	91	30.2	21	29.6
Religion - Muslim	22	3.0	9	3.0	1	1.4
Religion - Hindu	10	1.4	3	1.0	1	1.4
Religion - No Religion	376	50.9	167	55.5	44	62.0
Religion - Prefer not to say	58	7.8	24	8.0	3	4.2
Religion - Other	3	0.4	2	0.7	0	0.0
Religion – Blank/Not indicated	22	3.0	5	1.7	1	1.4

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

**Recruitment: Marital status**

**2019**

There were a total of 700 applications; 343 shortlisted; 83 appointments

Marital category	status	Number of applications	% of applications	Number shortlisted	% shortlisted	Number appointed	% appointed
Married/Civil Partnership		301	43.0	157	45.8	32	38.6
Single		261	37.3	116	33.8	32	38.6
Divorced		34	4.9	21	6.1	4	4.8
Separated		18	2.6	7	2.0	1	1.2
Widowed		2	0.3	1	0.3	0	0.0
Prefer Not to Say		45	6.4	19	5.5	4	4.8
Blank/Not indicated		39	5.6	22	6.4	10	12.0

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

**2018**

	Applied No.	Applied %	Shortlisted No.	Shortlisted %	Appointed No.	Appointed %
Total	739	100	301	40.7	71	9.6
Relationship Status – Married/Civil Partnership	315	42.6	147	48.8	44	62.0
Relationship Status - Never Married/Single	268	36.3	95	31.6	19	26.8
Relationship Status - Divorced	46	6.2	22	7.3	2	2.8
Relationship Status - Separated	16	2.2	4	1.3	0	0.0
Relationship Status - Widowed	7	0.9	1	0.3	0	0.0
Relationship Status - Prefer not to say	51	6.9	18	6.0	3	4.2
Blank/Not indicated	36	4.9	14	4.7	3	4.2

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

**Recruitment: Age**

**2019**

There were a total of 700 applications; 343 shortlisted; 83 appointments

Age category	Number of applications	% of applications	Number shortlisted	% shortlisted	Number appointed	% appointed
16-24	89	12.7	23	6.7	5	6.0
25-34	203	29.0	96	28.0	24	28.9
35-44	187	26.7	93	27.1	20	24.1
45-54	130	18.6	80	23.3	20	24.1
55-64	43	6.1	29	8.5	4	4.8
65+	0	0.0	0	0.0	0	0
Blank/Not indicated	48	6.9	22	6.4	10	12.0

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

**2018**

	Applied No.	Applied %	Shortlisted No.	Shortlisted %	Appointed No.	Appointed %
Total	739	100	301	40.7	71	9.6
Age - 16-24	72	9.7	18	6.0	3	4.2
Age - 25-34	221	29.9	87	28.9	25	35.2
Age - 35-44	197	26.7	75	24.9	17	23.9
Age - 45-54	154	20.8	70	23.3	16	22.5
Age - 55-64	74	10.0	44	14.6	9	12.7
Age - 65+	0	0.0	0	0.0	0	0.0
Age - Not Stated	21	2.8	7	2.3	1	1.4

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

## Commentary on Staff Equality Profile data

This Staff Equality Report shows that there has been little change in the protected characteristic profile of College staff.

The College continues to employ more women (323; 55.4% of headcount in 2019 and 314; 55.7% of headcount in 2018) than men (260; 44.6% of headcount in 2019 and 250; 44.6% of headcount in 2018).

The College also continues to employ considerably more part-time female staff (130; 22.3% of overall headcount in 2019 - 128; 22.7% of overall headcount in 2018) than male staff (29; 5.0% of overall headcount in 2019 - 38; 6.7% of overall headcount in 2018). It should also be noted that the number of male part-time staff fell in 2019. This could be attributed to a number of men working part-time before they retire.

People Services will be taking a 2-pronged approach to looking at this matter: firstly, there will be an all-staff equality, diversity and inclusion survey; and secondly, the information from this will be used to structure focus groups to understand why there is such a predominance of women working part-time and to determine if there are any actions the College should be taking. These actions were delayed due to COVID-19, but will be picked up. The face-to-face meetings required for the focus groups will be arranged when it is safe to do so.

The majority of College staff are: in the age range 45-59 (273; 46.8% of headcount in 2019 and 277; 49.1% of headcount in 2018); in a "White: Scottish" category (385; 66.0% of headcount in 2019; 359; 63.7% of headcount in 2018); in a "no religion/belief" category (225; 38.6% of headcount in 2019 and 219; 38.8% of headcount in 2018), followed closely by the "Christian" category (207; 35.5% of headcount in 2019 and 213; 37.8% of headcount in 2018); and are in a "heterosexual" category (476; 80.1% of headcount in 2019 and 446; 79.1% of headcount in 2018).

The previous Staff Equality Profile (published as part of the Mainstreaming Report, in April 2019) identified that the College was taking action to increase the declaration rates of employee protected characteristics, by revising its equality monitoring questions, as per Advance HE's guidance. The revised equal opportunities questions (where staff will be able to check and input their own data themselves) will be accompanied by further information on the reasons for - and importance of - collecting this information, to enable staff to feel more comfortable with declaring their protected characteristics. These actions should help to reduce non-declaration rates further. This is still being addressed through the implementation of the HR/payroll system.

As regards the *retention* of staff, the leaver profile is largely consistent with the wider staff profile.

In terms of the *recruitment* of staff, the College continues to attract more applications from women than men. Although the College appointed more women (48.2% of appointments) than men (39.8% of appointments) in 2019, in 2018, it appointed more men (50.7% of appointments) than women (46.5% of appointments).

In both 2018 and 2019, most applicants and people appointed were in a "no religion/belief" category, followed by "Christian" category, were in the age range 25-34 and had no disability.

In 2019, the College noticed a change to a more even percentage of appointments in the “married/civil partnership” category (38.6% of people appointed) and the “single” category (also 38.6% of people appointed). This compared with 62.0% of appointments being in the “married/civil partnership” category in 2018 and 26.8% of people appointed being in the “single” category”

An area of note is that in 2018, 8.1% of applicants were of a BAME ethnicity, but 5.6% of people appointed were of a BAME ethnicity. In 2019, 8.7% of applicants were of a BAME ethnicity, but 0.0% of the people appointed were of a BAME ethnicity. This is something that should be further examined by the College.



<b>HUMAN RESOURCES COMMITTEE</b> <b>Meeting of 30 September 2020</b>	
<b>Title: People Services Enhancement Plan AY2020-21</b>	
<b>Author:</b> Kimra Donnelly, Director of People Services	<b>Contributor(s):</b>
<b>Type of Agenda Item:</b> <b>For Decision</b> <input type="checkbox"/> <b>For Discussion</b> <input checked="" type="checkbox"/> <b>For Information</b> <input type="checkbox"/> <b>Reserved Item of Business</b> <input type="checkbox"/>	
<b>Purpose:</b> To enable the Committee to consider the People Services Enhancement Plan for AY2020-21.	
<b>Linked to Strategic Goal:</b> <b>2. Develop the skills, talents and potential of all of the people who come to college either to learn or to work.</b>	
<b>Linked to Annual Priority:</b> <b>13. Ensure that our approach to self-evaluation links directly to an integrated planning framework leading to actions that will improve all business services and improve outcomes for learners.</b>	
<b>Executive Summary:</b> The May 2020 HR Committee agreed that People Services could carry over the People Services Enhancement Plan AY2019-20 into AY2020-21 due to the negative impacts of COVID-19. It was also agreed that the People Service Enhancement Plan was to be reviewed and updated to reflect actions and requirements due to COVID-19. A revised People Services Enhancement Plan for AY2020-21 is therefore attached as Appendix 1.  The People Services Enhancement Plan for AY2019-20 identified five areas for the Enhancement Plan:  1. HR&OD and Quality Restructure – This action was completed and therefore removed. This first area of development has been replaced with COVID-19 to ensure that the actions required and undertaken by People Services as a result of COVID-19 is monitored and reviewed.  2. Health & Wellbeing – This area of development has been updated to include a focus on the wellbeing of our staff during the extended period of remote working and professional and personal impacts of COVID-19.	

3. Workforce Planning – This has been updated to reflect that a draft framework has been prepared and the area for development is to now look at how we use this to support the future ambitions of the College.

4. Management Information – This area of development continues to be an area where People Services strives to improve. Actions required in this area have been updated to include provision of relevant staffing information to support managers in managing their staffing budgets in the current financial climate.

5. Enhance partnership working with the Students' Association – This area of development remains unchanged from AY2019-20.

**Recommendation:**

It is recommended that the Committee consider the information provided.

**Previous Committee Recommendation/Approval** (if applicable):

A progress update for the People Services Enhancement Plan AY2019-20 was presented to the HR Committee in May 2020.

**Equality Impact Assessment:**

**Positive Impact**

**Negative Impact**

**No Impact**

**Evidence:**

Enhancement of the services and information that People Services provides will enable the College to better support all staff, including those employees with protected characteristics.

## ENHANCEMENT PLAN

Please reference each Developmental Driver using the following coding:

**Annual Priority** – Reference to the codes within the Annual Priority Document (**AP**)

**Area for Improvement (from the self-evaluation)** – Reference back to the self-evaluation (**AI**) above

**Objective** (from a College Supporting Strategy) – See each strategy for reference code

**Re-establishing a previous strength or as a new development** – Reference back to Education Scotland Quality *How Good Is Our College? 2016* (HGIOC) **Corporate Operational Risk** – Reference back to the College Risk Register (**R**)

**Equality Outcome** – Reference to the Equality Outcomes and Action Plan (**E**)

No.	Area for Development (Developmental Driver)	Impact (The intended difference to be made)	Actions to be taken (Describe each activity you will undertake to have the desired impact)	By When & by Whom	Developmental Driver Code (e.g. AP1, AI1, E1, R1, FT1)	Update & Evaluation
1	COVID-19	To provide up-to-date, accurate and responsive guidance to managers and staff regarding COVID-19	<ul style="list-style-type: none"> <li>• Provide information, advice and guidance to the Leadership Team on staff related matters as required.</li> <li>• Provide information, advice and guidance to managers and staff as required.</li> </ul>	AY2020/21		
2	Heath & Wellbeing	To deliver activities and provide services that promote wellbeing and good mental health for staff. Focused support provided to staff working remotely and differently due to COVID-19	<ul style="list-style-type: none"> <li>• Develop a College wide statement of commitment to health &amp; wellbeing, health &amp; wellbeing strategy and an action plan to implement it.</li> <li>• Promote the Employee Assistance Programme to raise staff</li> </ul>	AY 2020/21	APs 7;14	

			<p>awareness and engagement.</p> <ul style="list-style-type: none"> <li>• Lead and promote on activities that keep staff connected while working remotely.</li> <li>• Lead and promote health &amp; wellbeing initiatives.</li> </ul>			
3	Workforce Planning		<ul style="list-style-type: none"> <li>• Progress with the draft Workforce Planning Framework</li> <li>• Data Analysis</li> <li>• Identify staff and skill requirements for the future shape of the College.</li> <li>• Lead on relevant processes such as voluntary severance to support the College in achieving financial stability.</li> </ul>	AY 2020/21	AP7; SO 5	
4	Management Information	Relevant and easily accessible HR management information will support managers in proactively managing their staff and preparing for future staffing requirement.	<ul style="list-style-type: none"> <li>• Continue to develop the Managers dashboard on the HR/Payroll system.</li> <li>• Produce relevant staffing information to support managers in managing their budgets.</li> </ul>	AY 2020/21	APs 4;7 SO5	.

5	Enhance partnership working with the Students' Association	To develop working practices that gain feedback from learners to improve the services People Services deliver.	<ul style="list-style-type: none"> <li>• Work with the Students' Association on Health &amp; Wellbeing and Equalities initiatives.</li> <li>• Invite views from the Students' Association on what training they believe our staff may benefit from.</li> <li>• Invite student representatives to one of our People Services team meetings to share ideas on how we can work closer together.</li> </ul>	AY 2020/21	AP12	
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<b>HUMAN RESOURCES COMMITTEE</b> <b>Meeting of 30 September 2020</b>	
<b>Title: Learning &amp; Development Update</b>	
<b>Author:</b> Kimra Donnelly, Director of People Services	<b>Contributor(s):</b> Susan Webster, Learning & Development Manager
<b>Type of Agenda Item:</b> For Decision <input type="checkbox"/> For Discussion <input checked="" type="checkbox"/> For Information <input type="checkbox"/> Reserved Item of Business <input type="checkbox"/>	
<b>Purpose:</b> To provide the Committee with an update on completed AY2019-20 and planned AY2020-21 Learning Development Team activity.	
<b>Linked to Strategic Goal:</b> <b>2. Develop the skills, talents and potential of all of the people who come to college either to learn or to work.</b>	
<b>Linked to Annual Priority:</b> <b>5. Deliver a year of “Digital” improving digital skills across our workforce in support of the delivery of innovative learning and teaching and effective business management systems.</b>	
<b>Executive Summary:</b> Appendix 1 provides a detailed report on the activity undertaken by the Learning & Development (L&D) Team, specifically in relation to:  Delivering a year of “Digital” improving digital skills across our workforce in support of the delivery of innovative learning and teaching and effective business management systems. Promoting talent management, innovative learning and teaching and excellence in leadership and business management through the development of a new and integrated approach to organisational development.  The Appendix also details the significant number of L&D initiatives that were put in place to support staff in response to the COVID-19 pandemic.  The L&D Team is continuing to develop and consolidate initiatives launched during the last academic year while initiating new projects for this academic year. These initiatives include an improved iCon system; development of a	

Health & Wellbeing Strategy and management training focused on remote working.

**Recommendation:**

It is recommended that the Committee note the information provided.

**Previous Committee Recommendation/Approval** (if applicable):

None

**Equality Impact Assessment:**

**Positive Impact**

**Negative Impact**

**No Impact**

**Evidence:** This report is for information only.

## **Learning and Development**

### **Update on activity for AY2019–20 and planned activity for AY2020-21**

#### **1. Introduction**

At the start of the last academic year there were two significant projects that the Learning and Development Team were set to focus on. These were to:

- A. Deliver a year of “Digital” improving digital skills across our workforce in support of the delivery of innovative learning and teaching and effective business management systems.
- B. Promote talent management, innovative learning and teaching and excellence in leadership and business management through the development of a new and integrated approach to organisational development.

Extensive work has been undertaken on both of these. However, the ongoing pandemic and requirement for College staff to work from home has meant that many of the actions undertaken were designed to specifically support colleagues within this context.

#### **2. Achievements during academic year AY2019–20**

##### 2.1. The Year of Digital

- An online training programme was created for teaching staff and designed to help them develop their own skills in teaching online. A considerable amount of work went into creating a programme which we hoped would mirror good practice, improve staff knowledge and understanding of effective online teaching and provide opportunities to broaden their skills and confidence in using a range of tools and technologies. A large part of the programme was designed to raise staff awareness of the importance of creating inclusive programmes and materials. The online programme included a range of online discussion forums and will be supported, in due course, by live “teach meets” to enable further sharing of skills. By 15 September 41% of teaching staff had completed the training and a further 35% were making their way through the materials.

##### 2.2. Promoting Talent Management

###### 2.2.1. Restructuring

The restructuring of the former Organisational Development and Quality teams was implemented following the October holiday 2019.

A series of meetings took place to ensure that the work conducted within the newly named Learning and Development Team & Quality Teams was effectively coordinated. This involved the transfer of responsibility for the delivery of teacher training (the Teaching in Colleges Today unit which forms part of the induction programme), assessor and verifier awards, developmental observations for new staff and lesson observations for staff undergoing TQFE to the Quality Team.

The new Learning and Development Team structure included two Learning and Development Advisor posts (each 0.6WTE). The first of the post holders was appointed in January 2020. The second has been appointed but is currently on maternity leave and will commence in post in January 2021.

### 2.2.2. Induction

3.

The Induction programme, which was redesigned for the start of the previous academic year, was evaluated at the end of 2018/19 and some minor modifications introduced to make the training more streamlined. As a consequence Induction operated extremely smoothly during the year, including for one cohort of staff who commenced during the College closure and which was all managed remotely. An evaluation conducted at the end of the academic year for staff who had joined prior to College closure indicated that the new programme was very well received. The Inspire to Teach Programme and induction training provided by the Learning Technologies and Digital Futures Team were both commented on as being particularly beneficial.

#### 3.1.1. Investors in People Audit

In January 2020 the College underwent an Investors in People Wellbeing Audit which included an online questionnaire (completed by 294 staff) and concluded with a series of focus groups (attended by 58 staff). Data collected from the audit allowed us to develop an action plan for improving wellbeing. This was subsequently modified during the spring to accommodate feedback from a Wellbeing Survey conducted at the start of the lockdown. The feedback and actions were shared with staff on COLIN.

#### 3.1.2. Actions taken to support staff during pandemic

A significant number of Learning and Development initiatives were put in place to support staff since the start of the Pandemic. These are as follows:

- Wellbeing pages on COLIN were updated and expanded to include a wide range of links to valuable resources.
- A programme of online courses was developed and a catalogue created which would allow staff to continue to develop themselves. This was felt to be particularly beneficial, in the early days, for any staff who did not have a large amount of work they could undertake at home. The programme included a range of courses designed to improve both work related skills (in particular IT skills) as well as some wellbeing options and was available for all College, Protocol and ASET staff. Working with Business Development we were able to signpost a number of courses which were credit rated and therefore would bring in funding for the College. 60 members of staff took advantage of the credit rated courses. A further 32 took the opportunity to update their compliance training.
  - A Health and Wellbeing Survey was conducted. 246 members of staff completed the survey which allowed us to gauge where things were working well and where additional support was required. Results were shared with staff on COLIN. The following actions were taken as a result of the survey:
    - The Health and Safety Team were asked to develop guidelines for setting up home workstations – these were made available on COLIN.
    - A Peer support programme was created. To date only a small number of staff have taken advantage of this but we are continuing to promote it for those who need it. Training on Coaching methods was provided for staff who were willing to offer support using this programme.
    - A Programme of Social and wellbeing activities was developed and facilitated by volunteers from across the College. This

culminated in a Wellbeing Day of online activities which took place on 23 June.

- A number of online discussion forums were developed to help staff share, discuss and hopefully resolve some of the common issues that they were facing during the College closure.
- Commentary regarding communication was passed to the Leadership Team who were able to accommodate this in their planning.
- Working with People Services an Employee Assistance Programme was launched. Work on this had begun well in advance of the pandemic. However, the implementation date was timely.
- Again working with People Services a new Staff Benefits Package was launched.
- A number of live webinars have been held to raise staff awareness of the range of wellbeing initiatives available.

### 3.1.3. Current activity and future planning

Work is ongoing to further develop and consolidate the initiatives launched during College closure and there are also a number of other projects underway.

- During the spring and summer work has been undertaken to improve the iCon system for Performance Management. The updated system is more streamlined and will be easier to access and use. iCon2 will be launched in October 2020.
- A Health and Wellbeing Strategy is being developed to guide our future actions and allow us to evaluate our performance.
- New Health and Wellbeing initiatives are being developed which will include a series of challenges (such as a step challenge), support to stop smoking and the identification and promotion of Health and Wellbeing Champions who will support us in driving forward the Health and Wellbeing message.
- Work is also underway to provide additional support and training for managers with the first courses ("Resilience for Managers and Managing a Mentally Healthy Workforce" due to run in the autumn).
- In the new year, we plan to return to work on developing a leadership training programme which has been paused due to staff shortages and other priorities created by the pandemic.



<b>HUMAN RESOURCES COMMITTEE</b> <b>Meeting of 30 September 2020</b>	
<b>Title: Learning Technologies Update</b>	
<b>Author:</b> Kimra Donnelly, Director of People Services	<b>Contributor(s):</b> Iain Henderson Learning Technologies Manager
<b>Type of Agenda Item:</b> For Decision <input type="checkbox"/> For Discussion <input checked="" type="checkbox"/> For Information <input type="checkbox"/> Reserved Item of Business <input type="checkbox"/>	
<b>Purpose:</b> To provide the Committee with an update on completed AY2019-20 and AY2020-21 Learning Technologies Team activity.	
<b>Linked to Strategic Goal:</b> <b>2. Develop the skills, talents and potential of all of the people who come to college either to learn or to work.</b>	
<b>Linked to Annual Priority:</b> <b>5. Deliver a year of “Digital” improving digital skills across our workforce in support of the delivery of innovative learning and teaching and effective business management systems.</b>	
<b>Executive Summary:</b> Appendix 1 details how the Learning Technologies Team have provided whole-College support throughout the COVID-19 lockdown and ongoing pandemic with webinars, help guides via the Digital Futures Toolkit and support & assistance via email and Teams. Data is also provided on the activity of the Learning Technologies Team and use of digital platforms across the College.	
<b>Recommendation:</b> It is recommended that the Committee note the information provided.	
<b>Previous Committee Recommendation/Approval (if applicable):</b> None	
<b>Equality Impact Assessment:</b> Positive Impact <input type="checkbox"/> Negative Impact <input type="checkbox"/>	

**No Impact**

**Evidence:** This report is for information only.

**Learning Technologies Team Achievement - AY2019-20**

During AY2019-20 the Learning Technologies Team continued to promote digital technologies including Blackboard, Collaborate, Office 365, Microsoft Teams and formative/summative assessment as well as train staff on their use.

The Development Day in January 2020 allowed staff to learn more about tools available and get inspiration from the various staff and external presenters. This was able to be put into practice by staff during Block 2 but then as the College entered lockdown staff had to quickly build their skills to meet this new way of teaching and working.

The Learning Technologies Team have provided whole-College support throughout the lockdown with webinars, help guides via the Digital Futures Toolkit and support & assistance via email and Teams. The team have seen these education and communication tools being used heavily across all areas with live teaching moving to Blackboard Collaborate Ultra and Microsoft Teams.

The Digital Futures toolkit continued to expand to provide on-demand resources for staff & students. 3,442 accessed the site with over 14,633 pages viewed.

During AY2019-20 an action was identified by the Learning & Development Action Team (LDAT) is to increase the usage of Blackboard Grade Centre across all curriculum areas. Usage statistics were been collated which identified only 1 curriculum area with zero usage. During the Development Day sessions 50 staff attended session on Blackboard Grade Centre. 33 staff were also trained on the Fraserburgh Campus last November. Out with these more formal sessions the Learning Technologies Team has provided advice over 100 staff about using the Grade Centre.

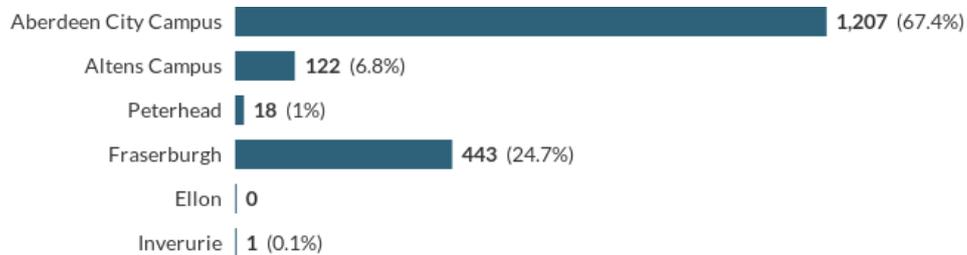
During the year the team promoted the new Blackboard Ultra course view and it is now being used by ASET and the Construction Team in Fraserburgh. A self-study training course for Ultra courses was created and over 100 staff have been enrolled so they can try out this new type of course.

Blackboard Ally was purchased in August 2019 and promoted during Block 1 to students and staff via Institution Page banners and links to resources. This tool will become increasingly important as the next phases of the Public Bodies Web Accessibility Regulations come into force in September 2020.

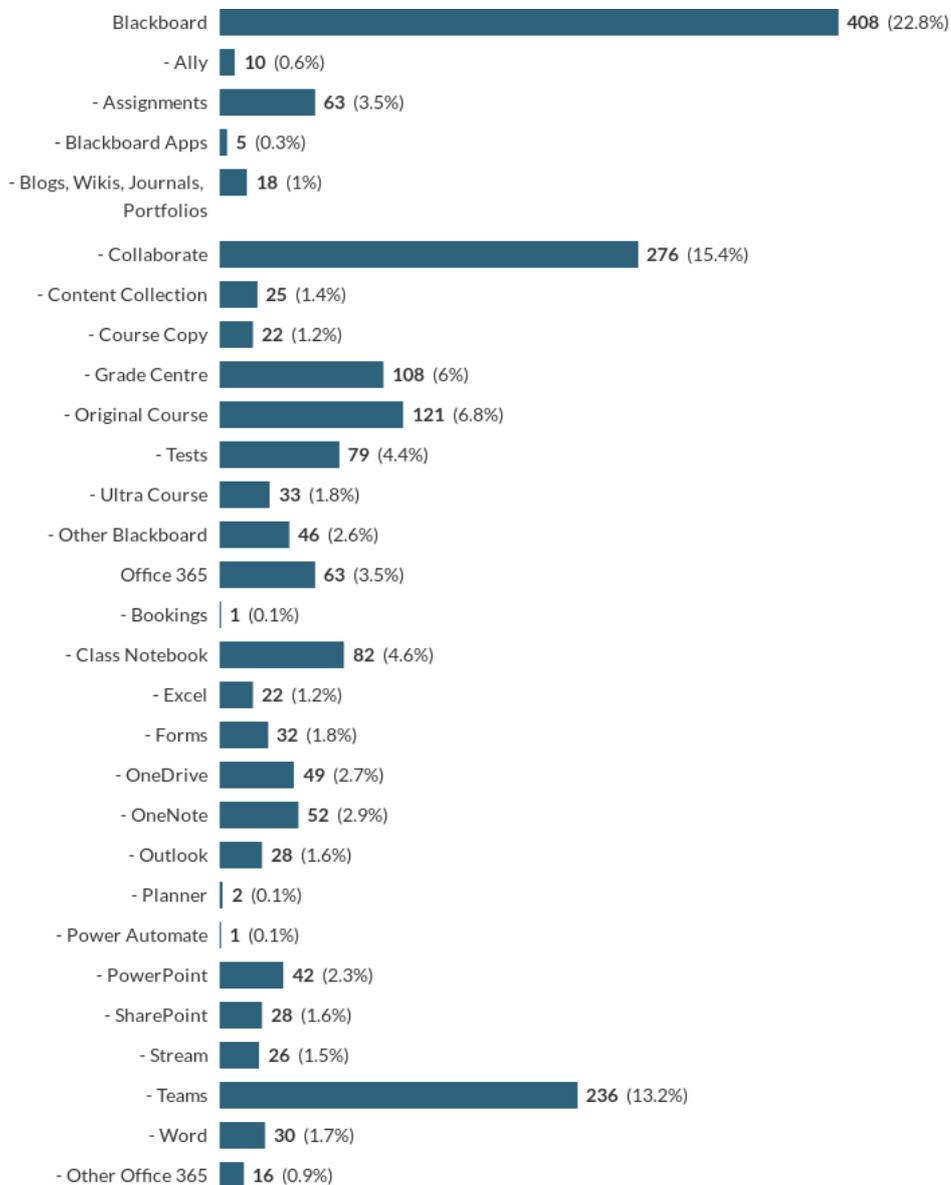
**Team Support Offered (AY2019-20)**

In November 2019 the team started collating information about the individual support, training & guidance offered to staff and which theme/topic it involved.

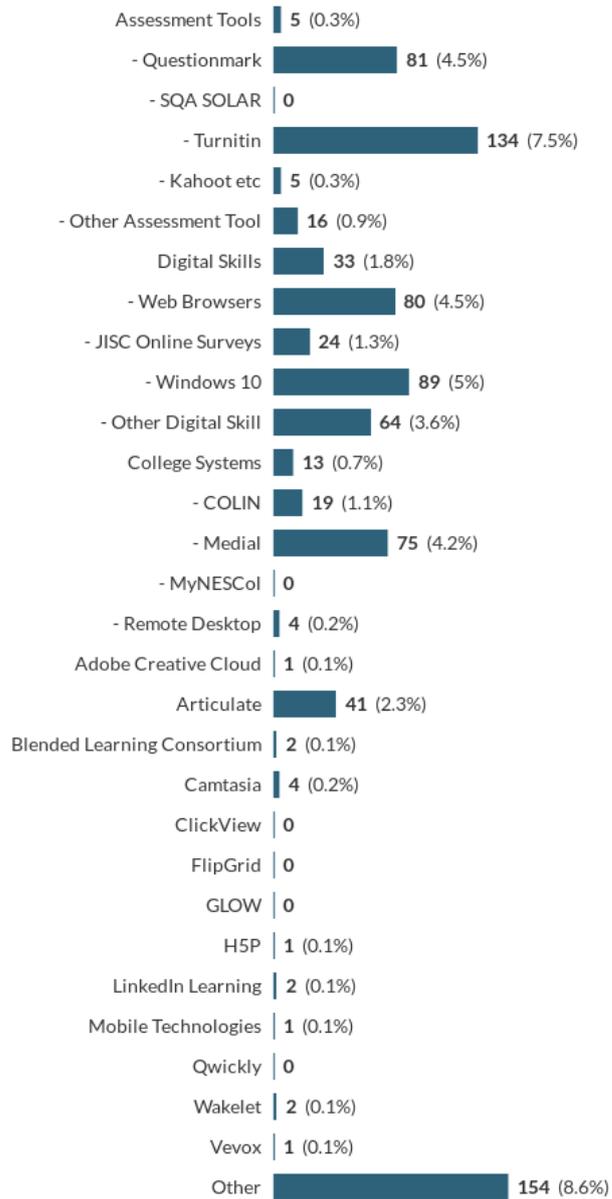
Until 31 July 2019 the team provided this support, training & guidance 1,791 times across all major campuses:



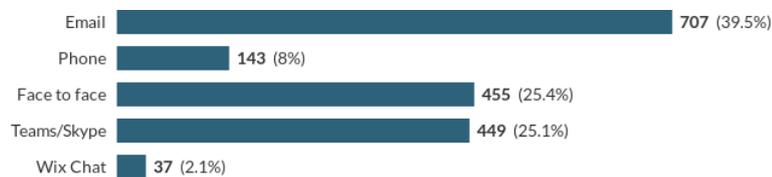
These covered a variety of topics and the breakdown is:



## Agenda Item 23-20 Appendix 1



Since the lockdown began in late-March the use of Teams for contacting the team has largely increased:



**System Usage (AY2019-20)**

**BLACKBOARD LEARN:**

Overall usage (from Google Analytics):

The overall page views in Blackboard have decreased in recent years since a lot of student informational content has moved from Blackboard to MyNESCol.

	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
<b>Page Views</b>	17,222,802	16,807,848	13,834,597
<b>Unique Page Views</b>	11,017,085	10,723,539	9,538,033

**Device usage Sessions:**

The desktop has remained the largest method of accessing Blackboard and mobile usage has remained steady but there has been a large drop in tablet usage.

	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
<b>Desktop</b>	1,551,152	1,490,764	1,513,087
<b>Mobile</b>	378,353	358,189	366,184
<b>Tablet</b>	51,630	43,690	16,723

**Browser usage (Top 5) Sessions:**

Chrome is still maintaining the lead with being the most widely used browser with Internet Explorer falling massively as this older browser is no longer supported.

<b>Browser</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
<b>Chrome</b>	951,791	948,648	1,005,693
<b>Internet Explorer</b>	197,514	118,678	8,239
<b>Safari</b>	367,567	338,308	333,285
<b>Firefox</b>	42,652	42,072	54,270
<b>Edge</b>	374,726	394,817	440,964

**Tool usage:**

The use of Blackboard Assignments has remained steady but there was a large increase in the use of tests, discussions, blogs and journals in Blackboard especially due to lockdown.

	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
Assignments:	75,094	73,377	74,902
Tests:	8,290	6,433	16,145
Discussions:	1,724	1,636	6,681
Blogs Posts:	8,878	6,128	9,417
Journal Entries:	29,606	30,880	40,446

**TURNITIN SUMMARY:**

The number of Blackboard courses (active classes) using Turnitin has continued to increase with more staff making use of the on-screen marking tools in Turnitin such as QuickMarks, Bubble Comments and inline text comments.

	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
<b>Active Classes</b>	3,260	3,647	3,990
<b>Submissions</b>	54,341	59,754	70,261
<b>Similarity Reports</b>	77,719	87,893	100,615
<b>QuickMarks</b>	132,724	168,831	180,072
<b>Bubble Comments</b>	44,269	48,036	72,931
<b>Inline Text Comments</b>	3,948	17,050	23,649

**BLACKBOARD COLLABORATE ULTRA:**

In late-July 2019 Blackboard was migrated from a Managed Hosting product to the new Learn SaaS platform as part of the contract renewal with Blackboard. This change brought Blackboard Collaborate Ultra to the College which became our main method of remote teaching delivery during lockdown.

In AY2019-20 8,650 Collaborate sessions were created and these had a total of 71,754 attendees. 3,319 recordings were also made during this time.

The busiest day with the largest number of attendees was the first day of lockdown (23 March) with 2,419 attending sessions that day.

**Ally Usage (AY2019-20)**

In the last academic year 13,173 alternative format files were downloaded by students and 68.47% of students who clicked to download an alternative format did download one. The most popular alternative format was Tagged PDF and HTML.

The curriculum areas with highest alternative format downloads included PT (Healthcare), PM (Hair & Beauty), PU (Social Care), PH (ESOL & Core Skills), RK (Social Science, Hospitality & Learning Ops) and RJ (Care, ESOL & Core Skills).

**LinkedIn Learning Usage (AY2019-20)**

Staff continue to use LinkedIn Learning for CPD and enhancing their Digital Skills.

During AY2019-20 251 staff used LinkedIn Learning and viewed over 1,081 hours of videos and 608 courses were fully completed.

The Top 10 courses (by hours viewed) were:

1. Word 2016 Essential Training
2. Windows 10 Essential Training (2015 Original Release)
3. Excel 2016 Essential Training
4. Mindfulness Practices
5. Customer Service Foundations
6. Photoshop CC 2019 One-on-One: Advanced
7. Excel Essential Training (Office 365/Microsoft 365)
8. Learning Office 365 (Microsoft 365)
9. Photoshop 2020 One-on-One: Fundamentals
10. Photoshop CC 2019 One-on-One: Mastery

The Number 1 course fully completed by staff was Learning Office 365 (Microsoft 365) followed by Mindfulness Practices

**Development Day**

The College's 'Year of Digital' was promoted during the Development Day held in January 2020, with further staff training sessions planned during 2020 to complement the Day's activities. 73% of College staff took part either by facilitating or attending a workshop on the Day.

This day provided excellent foundations for staff using digital tools which was extremely beneficial once the College went into lockdown.

**Recent Staff Webinars (AY20-21)**

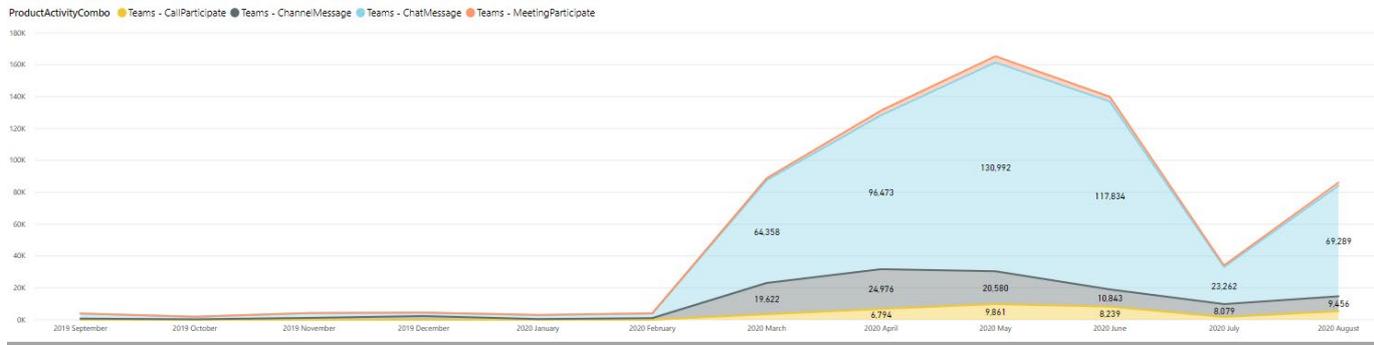
In Late-August/early-September the team delivered 32 webinars covering topics such as Blackboard Essentials, Blackboard Collaborate Ultra

Webinar Theme	Number of times the session occurred	Total attendees
Blackboard Essentials	5	28
Blackboard Collaborate	5	52
Microsoft Teams Beginner	3	24
Digital Accessibility	4	22
Turnitin	2	15
Microsoft Teams Beyond Beginner	3	33
Introduction to Blackboard Ultra Courses	3	17
Introduction to the new Blackboard Annotate tool in assignments	2	18
Managing Grades and Feedback	2	7
Tracking Engagement in blackboard	2	25
Blackboard e-assessment tools	1	6

The team plan to offer further webinars during Block 1.

**Teams Usage**

The usage of Teams increased dramatically during lockdown with messages in Chat peaking in May at over 130,000 chat messages sent and meetings peaked in the same month at nearly 4,000.



Year, Month	Calls	Channel Message	Chat Message	Meetings
2019, September	46	703	3,140	8
2019, October	11	307	1,536	9
2019, November	27	1,091	3,117	19
2019, December	13	2,326	2,130	7
2020, January	32	463	2,480	15
2020, February	43	969	2,965	53
2020, March	3,495	19,622	64,358	1,271
2020, April	6,794	24,976	96,473	3,000
2020, May	9,861	20,580	130,992	3,920
2020, June	8,239	10,843	117,834	2,971

**Agenda Item 23-20**  
**Appendix 1**

<b>2020, July</b>	1,707	8,079	23,262	1,071
<b>2020, August</b>	5,326	9,456	69,289	2,014

**Future Plans**

Due to remote learning and work-from-home continuing into AY2020-21 the Learning Technologies Team will continue to support the whole College remotely and build staff skills when using tools like Blackboard, Office 365, Microsoft Teams and Blackboard Collaborate.

The Team plan to continue to promote the use of the new Ultra course style in Blackboard but since the unit-level courses are not widely used this year then this may reduce the adoption rate this year.

The Team will be looking at promoting the use of e-assessment tools for formative & summative assessment and improving feedback to students – especially for those who are studying remotely.



<b>HUMAN RESOURCES COMMITTEE</b> <b>Meeting of 30 September 2020</b>	
<b>Title: HR Policies Overview</b>	
<b>Author:</b> Kimra Donnelly, Director of People Services	<b>Contributor(s):</b>
<b>Type of Agenda Item:</b> <b>For Decision</b> <input type="checkbox"/> <b>For Discussion</b> <input checked="" type="checkbox"/> <b>For Information</b> <input type="checkbox"/> <b>Reserved Item of Business</b> <input type="checkbox"/>	
<b>Purpose:</b> To enable the Committee to consider an update regarding the status of and planned People Services programme of review for the College's HR policies.	
<b>Linked to Strategic Goal:</b> <b>4. Deliver an excellent learning environment and experience leading to successful outcomes for all learners.</b>	
<b>Linked to Annual Priority:</b> <b>13. Ensure that our approach to self-evaluation links directly to an integrated planning framework leading to actions that will improve all business services and improve outcomes for learners.</b>	
<b>Executive Summary:</b> With agreement from the Trade Unions, People Services reviewed all of the College's HR policies to ensure that they were up-to-date and factually correct. This has been completed, with all HR policies are available to all staff on the College's intranet, COLIN.  It was also agreed that a programme to review all HR policies regularly be re-established and that this process would include consultation with the Trade Unions where a policy makes reference to potential impacts on staff terms and conditions.  Appendix 1 details the current status and next review date, alongside its designated approval route.  People Services currently have two polices with the Trade Unions for consultation – Homeworking, and Annual Leave.	

To ensure that the Committee can maintain an overview of the progress of HR policies, a status update will be included as a standing item at future meetings of the HR Committee.

As the Committee is scheduled to meet only twice during each academic year, Members may be asked to review and reapprove updated policies out with meetings to enable them to be republished in a timely manner. If this situation arises, the review and reapproval will be formally documented, with functionality of Microsoft Teams utilised to support the process.

**Recommendation:**

It is recommended that the Committee note the information provided.

**Previous Committee Recommendation/Approval** (if applicable):

None

**Equality Impact Assessment:**

**Positive Impact**

**Negative Impact**

**No Impact**

**Evidence:** This report provides data for information only.

**People Services Policy Review Dates and Approvals**

**Agenda Item 24-20  
Appendix 1**

<b>Policy Number</b>	<b>Policy Name</b>	<b>Review Date</b>	<b>Approval Required</b>	<b>Status</b>
HR02	Adoption Leave Policy	Mar-21	Executive Team	Live
HR03	Alcohol & Drugs Policy	Jun-21	Executive Team	Live
HR04	Annual Leave Policy & Procedure	Sep-20	Executive Team	Union Consultation
HR05	Bullying & Harassment Policy & Procedure	Oct-20	Executive Team	Live
HR06	Capability Policy and Procedure	Aug-20	HR Committee	Live
HR07	Disciplinary Policy and Procedures	Jan-21	HR Committee (NJNC)	Live
HR08	Equal Pay Statement and Policy	April-21	HR Committee	Live
HR09	Expenses Policy	Apr-21	Executive Team	Live
HR10	Flexible Working Policy	Sep-21	Executive Team (NJNC)	Live
HR11	Grievance Policy	Sep-21	HR Committee (NJNC)	Live
HR12	Health and Attendance	Sep-20	Executive Team	Live
HR13	iCon Policy	Apr-21	Executive Team	Live
HR14	Leave for Special Circumstances Policy	Jun-21	Executive Team	Live
HR15	LGPS Discretionary Functions Policy	Aug-21	Regional Board	Live
HR16	Long Service Policy	Oct-20	Executive Team	Live
HR17	Maternity Leave	Mar-21	Executive Team	Live
HR18	Paternity Policy	Mar-21	Executive Team	Live
HR20	Probation Policy	Dec-20	Executive Team	Live

<b>Policy Number</b>	<b>Policy Name</b>	<b>Review Date</b>	<b>Approval Required</b>	<b>Status</b>
HR21	PVG Policy	Apr-21	Executive Team	Live
HR22	Recruitment and Selection Policy	Mar-22	HR Committee	Live
HR23	Relocation Policy	Jul-21	Executive Team	Live
HR25	Shared Parental Leave Policy	Nov-21	Executive Team	Live
HR27	Staff Development Policy	Dec-20	Executive Team	Live
HR28	Staff Induction Policy	Dec-20	Executive Team	Live
HR29	TOIL Policy	Mar-22	Executive Team	Live
HR30	Whistleblowing Policy	Apr-22	Regional Board	Live
TBD	Homeworking Policy	TBD	Executive Team	Union Consultation
TBD	Early Retirement Policy	TBD	Regional Board	Under Development
TBD	Redundancy Policy	TBD	HR Committee	Under Development

Please note: Those policies that include a reference to NJNC will, in due course, be determined through sector-wide National Collective Bargaining arrangements.