



# **HUMAN RESOURCE COMMITTEE**

**Meeting of 28 Sept 2022**

## HUMAN RESOURCES COMMITTEE

### NOTICE

There will be a meeting of the Human Resources Committee of North East Scotland College on Wednesday 28 September 2022 at 1000 hours through the use of Microsoft Teams.

### AGENDA

Agenda Item		Paper
01-22	Apologies for Absence	
02-22	Declaration of any Potential Conflicts of Interest in relation to any Agenda Items	
03-22	Minute of Previous Meeting – 25 May 2022	X
04-22	Matters Arising from the Previous Meeting	X
	<b>Matter for Decision</b>	
05-22	Committee Terms of Reference	
06-22	Programme of Business for AY2021-22	
	<b>Matters for Discussion</b>	
07-22	People Services Annual Report - Management Information	X
08-22	People Services Enhancement Plan	x
<b>09-22</b>	<b>Reserved Item - Staff Equalities Survey Update</b>	x
10-22	Staff Equalities Report (E Reid to present)	x
	<b>Matters for Information</b>	
11-22	National Collective Bargaining Update - verbal update	
12-22	Learning and Development Update	x
13-22	Learning Technologies Update	x
14-22	Equality, Diversity & Inclusion – Priority Actions 2022-23 (E Reid)	x
15-22	Draft Health and Safety Policy	
16-22	<b>Any Other Business</b>	
17-22	<b>Summation of Action and Date of Next Meeting</b>	
	<b>Reserved Item of Business</b>	
<b>09-22</b>	<b>Staff Equalities Survey Update (E Reid to present)</b>	

## Agenda Item 03-22

### HUMAN RESOURCES COMMITTEE

Draft Minutes of the meeting of the Human Resources Committee held on 25 May 2022 at 1400 hours via Microsoft Teams

Agenda Item	
	<p><b>Present:</b>  Susan Elston – Chair  Neil Cowie  Jim Gifford  John Henderson – Interim Regional Chair  Kirsten Koss  Gwen Watt</p> <p><b>In attendance:</b>  Kimra Donnelly, Director of HR &amp; Organisational Development  Susan Lawrance, Secretary to the Board  Lorraine Garden, Minute Secretary</p>
18-21	<p><b>Apologies:</b>  An apology was received from A Bell.  The Chair welcomed K Koss to the meeting.</p>
19-21	<p><b>Declaration of any Potential Conflicts of Interest in relation to any Agenda Items</b>  There were no declarations of potential conflicts.</p>
20-21	<p><b>Minutes of Previous Meeting – 29 September 2021</b>  The minutes were approved as a true and accurate record.</p>
21-21	<p><b>Matters Arising from the Previous Meeting</b>  Members noted the matters arising report as accurate and reflective, and no further matters were raised.</p>
	<p><b>Matters for Decision</b></p>
22-21	<p><b>Equal Pay Policy and Statement</b>  The Policy and Statement were noted and approved by the HR Committee. K Donnelly confirmed to a Committee Member that there have been no challenges either locally or nationally at this point.</p>
	<p><b>Matters for discussion</b></p>
23-21	<p><b>People Services Enhancement Plan AY2021-22 – Progress Report</b>  Members noted the paper providing a progress update for the People Services Enhancement Plan AY2021-22. K Donnelly provided updates in areas of the Plan as follows:</p> <p>Workforce Planning was highlighted as an ongoing piece of work. The work being done by the curriculum teams was emphasised in relation to business priorities and incorporation of data provided to managers.</p>

	<p>Skills Knowledge, this item is embedded in several ongoing items with the Learning &amp; Development team who are reviewing this area for future planning.</p> <p>It was noted that a blended format model of Hybrid Working for support staff has been successfully implemented. Lecturing staff focus groups have been held and work is ongoing with the Curriculum team to deliver guidance on flexibility for a hybrid model, whilst ensuring students remain a priority.</p> <p>Following recent Investors in People re-accreditation and Wellbeing surveys, it was noted that Staff &amp; Student Engagement is improving with much better student engagement highlighted.</p> <p>K Koss advised members that the hybrid working model has been well received by students. Following a query regarding part-time staff. K Donnelly advised business needs are being discussed with managers.</p> <p>N Cowie agreed the hybrid working model is working well, and highlighted the College's journey as a progressive employer and the benefits to the organisation of offering hybrid working in terms of recruitment going forward. G Watt confirmed that staff morale is high with hybrid working assisting staff's work/life balance.</p> <p>S Elston noted her thanks and asked that her appreciation be passed to everyone involved.</p>
24-21	<p><b>Equalities Action Plan</b></p> <p>Members noted a paper on the People Services Equalities Action Plan and the updates provided by K Donnelly.</p> <p>K Donnelly highlighted that a comprehensive list in relation to data and protected characteristics would be reported to the Committee at the next meeting in September.</p> <p><b>Action: It was agreed K Donnelly will provide an update on protected characteristics at the next meeting in September</b></p> <p>K Donnelly advised feedback training is taking place with managers to ensure ongoing development within the College. K Donnelly also advised the College is investigating using a disability mentor in relation to recruitment and employment processes.</p> <p>S Elston acknowledged the volume and commitment of the Equalities Committee, and thanked all concerned for their input.</p>
	<p><b>Matters for information</b></p>
25-21	<p><b>National Collective Bargaining – Verbal update</b></p> <p>Members were advised on the current industrial action including listed strike action days and action short of strike. The offer and counter-offer figures were noted and the positive ongoing discussions. N Cowie advised engagement with LJNC colleagues has been helpful and is ongoing. K Donnelly also gave an update on the number of NESCol staff participating in strike action.</p> <p>K Donnelly highlighted concerns to Committee regarding job evaluation project timelines, noting the revised March 2023 deadline. <b>Action: Update to be provided to September meeting on National Collective Bargaining.</b></p>

26-21	<b>LJNC Meetings – Verbal update</b> Members noted engagement through LJNC has assisted the positive ongoing dialogue and relationships between union representatives, executive team and others.
27-21	<b>Learning and Development Update</b> Members noted the report and the impressive events organised. K Donnelly advised Committee members that Learning and Development are being reviewed with regular updates to HR Committee when appropriate. S Elston endorsed the quality and amount of work included in the report and thanked the Team for the work undertaken.
28-21	<b>Learning Technologies Update</b> Members noted the report, with K Donnelly highlighting the upcoming renewal for blackboard.
29-21	<b>Local Recognition and Procedure Agreements (verbal update)</b> K Donnelly advised these were previously agreed with nationally and locally with both EIS and UNISON. Noted review process started on these with confidence the national framework currently being used will be approved going forward. <b>Action: Update for next HR Committee meeting to be provided.</b>
30-21	<b>LiP Report including Covid/Staff Wellbeing Update</b> S Elston noted the comprehensive report and offered her congratulations to all involved. K Donnelly highlighted the amount of work and actions in place to achieve the LiP Silver Award. <b>Action: S Webster to attend HR Committee in September to update Members on report actions update and how the information will be used.</b>  N Cowie acknowledged the hard work that has been done by the team to achieve this Award. The positive College culture with staff feeling enabled, empowered and trusted to do their job was also highlighted, noting this has been endorsed by positive feedback from students and staff.
31-21	<b>Payroll Audit:</b> S Elston observed this is the first time she has seen an Audit with no actions and asked that her appreciation be passed to the payroll team. J Gifford re-iterated his thanks for the excellent report.  K Donnelly confirmed the team had done an amazing amount of work to be in this position. K Donnelly highlighted to members the importance of succession planning.
32-21	<b>GTCS Registration update:</b> K Donnelly noted the process has already officially started with over 55% of staff now registered with GTCS, with work ongoing with next batch of registrations. Noted NESCol have always had high uptake but other Colleges do not have the same number of staff going through GTCS. K Donnelly highlighted registration is required as part of staff terms and conditions. N Cowie supplied members with further information on GTCS Registration requirements.
33-21	<b>Any Other Business</b> No other business was raised.
34-21	<b>Summation of Business and Date of Next Meeting</b> Summation of actions was provided by S Lawrance.

	<p>The next meeting date of the Human Resources Committee will be confirmed once the Programme of Meetings for AY2022/23 has been discussed at the Regional Board Meeting in June 2022. It is anticipated meetings will take place in September 2022 and June 2023 as per previous schedules. There may also be a January date included and this can be removed if not required.</p> <p>After discussion, Committee agreed to continue to meet through the use of Microsoft Teams.</p>
	<b>Reserved Item of Business</b>
35-21	<b>VS Update:</b>

<b>Agenda Item</b>	<b>Actions from Human Resources Committee 25/02/22</b>	<b>Responsibility</b>	<b>Deadline</b>
25-21	Update to be provided to September meeting on National Collective Bargaining.	K Donnelly	Sept 2022
29-21	Update to be provided to September meeting on LRPAs	K Donnelly	Sept 2022
30-21	S Webster to be invited to September meeting to provide update on actions from IIP Report	K Donnelly	Sept 2022

**Signed:**.....

**Date:** .....

## HUMAN RESOURCES COMMITTEE

An update on matters arising from the meeting of the Human Resources Committee held on 25 May 2022

Agenda Item	
25-21	<b>Action: Update to be provided to September meeting on National Collective Bargaining.</b>
	<b>Status: Complete</b> – verbal update to be given by K Donnelly on 28.09.22
29-21	<b>Action: Update to be provided to September meeting on LRPAs</b>
	<b>Update: In Progress</b> – Currently going through consultation with Trade Unions and Executive Team.
30-21	<b>Action: S Webster to be invited to September meeting to provide update on actions from IIP Report.</b>
	<b>Update: In Progress</b> – Update to be provided to May HR Committee meeting, noting a number of the actions have been integrated into Wellbeing Matters Group.

HUMAN RESOURCES COMMITTEE	
Meeting of 29 September 2021	
<b>Title: Committee Terms of Reference</b>	
<b>Author:</b> Susan Lawrance, 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> <p>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 2021.</p> <p>Members are asked to review the attached and consider if the Committee's Specific Duties accurately reflect its main areas of focus. The small amendment made to include the Health and Safety Policy has been highlighted in yellow.</p>	
<b>Recommendation:</b> <p>It is recommended that the Committee review its Terms of Reference.</p>	
<b>Previous Committee Recommendation/Approval</b> (if applicable): <p>None</p>	
<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>	

<b>HUMAN RESOURCES COMMITTEE</b>		
<b>1.1</b>	<b>Membership</b>	A minimum of 5 Members, one of whom shall be appointed Committee Chair Principal One Staff and one Student Board Member
<b>1.2</b>	<b>Quorum</b>	No less than one half of the members entitled to vote.
<b>1.3</b>	<b>Remit</b>	<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 People Services objectives and College staff through the consideration of key management information reports</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 health and wellbeing of its staff</li> <li>• Maintain oversight of Learning &amp; Development, including health and wellbeing and Learning Technologies, 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, including the Health and Safety Policy</li> <li>• Monitor progress against the People Services 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> <li>• Receive regular updates on Local Joint Negotiating Committee meetings.</li> </ul>
<b>1.4</b>	<b>Meetings</b>	The Human Resources Committee will normally meet twice per year, with additional meetings convened if required.
<b>1.5</b>	<b>Management Support</b>	<p>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>

**HUMAN RESOURCES COMMITTEE – PROGRAMME OF BUSINESS AY2022-23**

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

<b>28 SEPTEMBER 2022</b>
<b>For Decision</b>
Committee Terms of Reference
Programme of Business AY2022-23
<b>For Discussion</b>
People Services Management Information
People Services Enhancement Plan
Equalities Survey Update (Elaine Reid to present)
Equalities Report (Elaine Reid to present)
<b>For Information</b>
National Collective Bargaining Update - verbal
Learning & Development Update
Learning Technologies Update
Equalities Action Plan Update
<b>Draft Health and Safety Policy (late paper)</b>

<b>24 MAY 2023</b>
<b>For Decision</b>
Equal Pay Policy and Statement (reviewed annually)
Pension Discretionary Agreement
<b>For Discussion</b>
People Services Enhancement Plan – Progress Report
Nescol Equality Survey Report
Equalities Action Plan
IIP Action Plan update
<b>For Information</b>
National Collective Bargaining Update
HR Policies Update (if required)
Equalities Management Information

HUMAN RESOURCES COMMITTEE	
Meeting of 28 September 2022	
<b>Title: People Services Annual Report – Management Information</b>	
<b>Author: Kimra Donnelly</b> , Director of People Services	<b>Contributor(s):</b> Elaine Reid, Senior HR Business Partner, Alison Kerr, Senior HR Business Partner, Maureen McLean, HR Business Partner, Susan Webster Learning & Development Manager
<b>Type of Agenda Item:</b> <b>For Decision</b> <input type="checkbox"/> <b>For Discussion</b> <input type="checkbox"/> <b>For Information</b> <input checked="" type="checkbox"/> <b>Reserved Item of Business</b> <input type="checkbox"/>	
<b>Purpose:</b> To provide the HR Committee with People Services annual management information and data.	
<b>Linked to Strategic Theme:</b> <b>4. Delivering Excellence and Innovation</b>	
<b>Linked to Strategic Risk(s):</b> N/A	
<b>Executive Summary:</b>  Appendix 1 details the work that People Services have undertaken during January - December 2021. The report also outlines the achievements during that period.  The People Services Annual Report provides management information in relation to staff turnover and absence.  Work to improve management information is ongoing and People Services will continue to develop the information available to the Regional Board and to management. This will be facilitated by the upgrade to the HR Payroll system which will link it directly with Microsoft Office and Power BI. The project to upgrade the HR Payroll system has commenced and it is anticipated to be completed by the beginning of 2023.	

The People Services Annual Report also continues to be developed and it is planned in next year's report to incorporate some of the Learning & Development reporting, particularly around Leadership Development.

**Recommendation:** It is recommended that the Committee note the information provided.

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

**Equality Impact Assessment:**

**Positive Impact** ☐

**Negative Impact** ☒

**No Impact** ☐

**Evidence:** This Report if or information only



People Services Annual Report - 2021

# Contents

1. Introduction
2. Attracting, Recruiting, Rewarding & Retaining Staff - Management Information
3. Workforce Planning
4. Empowering, Engaging & Wellbeing
5. Equality & Diversity

Please note that this report relates to the period January- December 2021

# 1. Introduction

People Services sets and measures its priorities in line with the College Strategic Plan and People Services Strategy. These are detailed below:

## College Strategic Plan

The College Strategic Plan for 2021-23 was focused on five Strategic Themes and their accompanying Strategic Goals:

1. Being Agile and Responsive
2. Empowering People
3. Advancing Partnership Working
4. Delivering Excellence and Innovation
5. Leading Sustainability.

## People Strategy 2021-23

North East Scotland College's people are at the heart of the College. Our people are talented, innovative, work with integrity and are essential to achieving the College's ambitions.

It is People Services team's mission to continue to provide an excellent client-focussed service that is aligned to the College's strategic objectives, which are delivered through its People Strategy.

The College has identified six key themes that will be crucial in ensuring that its strategic ambitions relating to People Services are achieved:

1. Attraction, Recruitment, Reward & Retention
2. Empower & Engage
3. Performance & Development
4. Leadership & Management
5. Equality & Diversity
6. Wellbeing

# 2. Attracting, Recruiting, Rewarding, Retaining Staff: Management Information – 2021

## Staff on Furlough

The College took the difficult decision to furlough staff. The People Services team ensured that managers were briefed on the scheme and the process of informing staff was undertaken sensitively and efficiently. The furlough scheme ended on 30/09/2021.

Month	Number of staff Furloughed*
January	87
February	100
March	170
April	200
May	45
June	31
July	6
August	6
September	7
TOTAL	652

\*Data taken from HMRC submissions

### Headcount/FTE

Average monthly headcount and FTE fell from 586 (517.6 FTE) in 2020 to an average of 571 (506.5 FTE) in 2021.

Average Monthly Headcount & FTE – January – December 2021	Head Count	FTE
<b>All Staff</b>	571.0	506.5
<b>Department</b>	<b>Head Count</b>	<b>FTE</b>
Lecturer	299.1	269.4
Support	286.2	237.2
<b>Campus</b>	<b>Head Count</b>	<b>FTE</b>
Aberdeen City	351.0	306.1
Altens	66.3	62.1
Ellon	0.9	0.9
Fraserburgh	157.2	130.1
Peterhead	9.9	7.4

*Please note that the all staff headcount figures and the figures by campus and department do not tally. This is because some staff have 2 posts and are counted twice in the headcount by department and campus (as some staff have both lecturing and support posts and work in more than one campus) but are only counted once in the all staff headcount figures.*

*Please note that all figures are rounded and so may not tally.*

As at December 2021 headcount and FTE fell to 562 (500.5 FTE), compared with 579 (510.1 FTE) in December 2020.

<b>Snapshot Headcount &amp; FTE figures as at December 2021</b>	<b>Head Count</b>	<b>FTE</b>
<b>All Staff</b> (Note: 14 Employees with 2 Jobs)	562	500.5
<b>Department</b>	<b>Head Count</b>	<b>FTE</b>
Lecturer	294	263.5
Support	282	237.1
<b>Campus</b>	<b>Head Count</b>	<b>FTE</b>
Aberdeen City	344	301.8
Altens	66	61.9
Ellon	1	1.0
Fraserburgh	155	128.3
Peterhead	10	7.6

Note: Support staff includes Instructors; FTE figures are rounded and so may not tally

### Leavers

In 2020, there were 33 leavers, with this number rising to 40 members of staff leaving during 2021 (33.5 FTE) of which:

- 19 were lecturing staff (16.9 FTE)
- 21 were support staff\* (16.5 FTE)

\*Support staff includes Instructors

Note FTE figures are rounded

### Number of Leavers by Campus

<b>Campus</b>	<b>Head Count*</b>	<b>FTE</b>
Aberdeen City	30	25.4
Altens	2	1.8
Fraserburgh	6	4.6
Peterhead	2	1.6

### Number of Leavers by Age

Age of leaver	Head Count	FTE
<25	0	0.0
25-34	7	7.0
35-44	6	5.3
45-54	8	6.6
55-64	11	8.5
65 & Over	8	6.1

### Number of Leavers by Length of Service

Length of Service	Head Count	FTE
< 1 Year	1	1.0
1-5 Years	13	11.0
6-10 Years	5	4.6
11-15 Years	3	2.2
16-20 Years	10	8.2
21-25 Years	3	2.1
26-30 Years	3	2.5
31- 39 Years	2	1.8
40+ Years	0	0.0

Please note that all FTE figures in this section have been rounded and so may not tally

### The Top Reasons for Leaving

Reason Given	Number of Leavers
Retire	12
No opportunities/lack of progression/better prospects/new job	10
Resign (for various reasons including leaving area, personal reasons etc)	10

### Turnover

The overall staff turnover in 2021 was **7.0%**

*The total number of leavers in 2021 divided by the average monthly staff headcount in 2021 x 100 (rounded to one decimal place) i.e. 40/571 x100 = 7.0%*

This compares a staff turnover of 5.6% in 2020.

To give some perspective to the College's turnover figures, according to HR News, posted on 5 Oct 2021:

In the UK, the average employee turnover rate is around 15%

Source:

<https://hrnews.co.uk/recruitment-and-retention-found-wanting-as-employers-take-ad-hoc-approach/>

Accessed 9/6/2022

Personnel Today, 9 Feb 2022 cites:

Not-for-profit employers had the highest level of labour turnover in 2021, according to analysis by Cendex.

While total labour turnover for all companies was 14.4% over the course of the year, not-for-profits experienced total turnover of 18.1%, with voluntary labour turnover at 12.5%.

In private sector companies, Cendex found that total labour turnover was 11.7% and voluntary turnover 8.7%. People left the public sector more frequently during 2021, with total labour turnover at 15.6%.

Source:

<https://www.personneltoday.com/hr/not-for-profits-saw-most-employee-churn-in-2021/#:~:text=In%20private%20sector%20companies%2C%20Cendex,total%20labour%20turnover%20at%2015.6%25,>

Accessed 9/6/2022

CPDOnline, What is Staff Turnover, 21 April 2022, identifies that:

Statistics show that the overall average staff turnover rate in the UK is around 15%–17%

Source: <https://cpdonline.co.uk/knowledge-base/business/staff-turnover/>

Accessed: 9/6/2022

### Recruitment Data - Number of Vacancies, Applicants & Appointments

During 2021 43 posts were advertised.

Post Type	Vacancies	Applicants	Appointments
Support Staff	20	225	20
Lecturer	23	215	23
TOTAL	43	440	43

Campus	Vacancies
Aberdeen City	27
Altens	4
Fraserburgh	12 (1 Peterhead)
TOTAL	43

#### Number and Type of Vacancy Filled Internally and Externally

Post Type	Appointments	Internal	Protocol	External
Support Staff	20	3	2	15
Lecturer	23	10	3	10
TOTAL	43	13	5	25

#### Sickness Absence Data 2021

The overall number of working days lost to sickness absence fell in 2021 to 2,435, compared with 2961.5 working days in 2020. The number of working days lost to long-term sickness absence also fell in 2021 to 1,621, compared with 1899 working days in 2020.

Overall Absence (Number of Working Days Lost)	Long Term Absence (Number of Working Days Lost)
2,435	1,621

Absence Type	Number of Employees	Number of Days Lost
Anxiety/stress/depression/other psychiat	13	715
Back Problems	5	42
Other musculoskeletal problems - (exclud	13	145
Cold, Cough, Flu - Influenza	39	120
Chest & respiratory problems - (exclude	3	6
Headache / migraine	17	59
Benign and malignant tumours, cancers	3	118
Blood disorders (e.g. anaemia)	1	15
Heart, cardiac & circulatory problems	3	85
Ear, nose, throat (ENT)	8	34
Dental and oral problems	4	5
Eye problems	3	23

Gastrointestinal problems (e.g. abdomina	26	209
Genitourinary & gynaecological disorders	1	3
Infectious diseases	1	1
Injury, fracture	6	75
Pregnancy related disorders	2	23
Other known causes (nec) - not elsewhere	25	365
Unknown causes / Not specified	23	392

### 3. Workforce Planning

Workforce planning is the process used to ensure that the right people with the right knowledge, skills and behaviours are deployed throughout an organisation, typically over the next 3-5 years.

This involves developing an understanding of the current workforce, the environment in which it operates just now and in the future and identifying the necessary skills, capabilities and aptitudes that will be required to achieve its business outcomes.

In 2019/2020, People Services drafted a workforce planning framework. The draft framework was supported by more detailed templates/spreadsheets, which outlined the information that needs to be captured and analysed in order to determine the way forward and which are required in order to monitor and evaluate the efficacy of the actions taken.

In 2021, in order to give the College more effective and up-to-date information than would be obtained by manually manipulating data in spreadsheets, the College started working with its HR/Payroll system provider to determine how best to obtain the data required for workforce planning, automatically. Work is still on-going to determine how the data could be transferred to Power Bi, so that the data can be manipulated for analysis purposes. This would also enable the College to have on-going, real-time data.

### 4. Empowering, Engaging & Wellbeing

During the pandemic our priority was to ensure that the wellbeing needs of our staff were met. We reacted to our staff's needs and what was important to them in order to get them through this difficult time.

Details of initiatives are in the 2022-23 Learning & Development Board Report

The easing of Covid restrictions allowed us to look at our long-term goals for wellbeing. Our aim is to embed wellbeing in our practices and procedures to ensure that the wellbeing of our staff continues to be at the heart of all we do.

### Hybrid Working

In 2021, The College held focus groups with support staff teams to learn from staff experiences during the COVID pandemic. 44 support staff teams held structured focus groups to discuss the following:

***What impact did your home environment have on your ability to do your work?***

***How did you structure your work?***

***Was there anything you found difficult or could not do from home?***

***How did you find communicating/interacting with other people when working from home?***

***What impact did working from home have on the College?***

***Do you have any concerns about working on campus once the government removes the guidance to work from home where possible? If so, what are these concerns?***

**If you - or your team - were to work partly at home and partly on campus, or if some of your team worked only at home and others worked only on campus, how would that impact upon:**

- *providing cover in your team/department during the core working day?*
- *getting feedback on your work?*
- *providing the service needed for students/other colleagues during the core working day?*
- *how could it be done fairly for all staff, whilst providing the required service levels?*
- *how could it be made inclusive if some people were on campus but not others e.g team meetings/workload sharing?*

The outcome from these focus groups was then used to determine how the College would move forward with hybrid working for support staff, learning from the new ways of working that we adapted to, as a consequence of COVID.

The way in which the College moved forward for support staff was implemented in 2022, once staff were able, post-COVID, to work on campus and will be reported in the 2022 Annual report.

As the impact of COVID on teaching staff was different, separate focus groups were held in 2022 with teaching staff (the outcome from teaching staff focus groups will be reported in the 2022 annual report).

## Wellbeing

People Services actively supported and promoted the health and wellbeing of staff. This included:

## Occupational Health

During 2021, the College had:

- 100 Occupational Health referrals, of these 9 were for work station assessments and 9 were for pregnancy risk assessments.
- 191 flu jabs were administered at the following locations during October, November & December 2021:
  - City Campus – 95
  - Altens Campus – 30
  - Fraserburgh Campus – 60
  - ISOS premises - 6

Trends in relation to Occupational Health referrals are reported regularly to the College's Health & Safety Committee

## Employee Assistance Programme (EAP)

Care first, the College's EAP provider, details annual usage information for the period 1 April 2021- 30 April 2022. Usage, as a percentage of headcount (based on a headcount of 600) for this period was 3.17%:

There have been a total of 19 contacts to Care first during this period which represents an increase of 2 more contacts provided this period when compared to the previous annual report.

Of the total contacts 11% were calls with telephone information specialists, 53% were calls with telephone counsellors, 21% were face to face counselling sessions and 16% were online counselling sessions.

There were 8 employees that contacted the service for the first time during this period which is the same number of employees contacting the service when compared to the previous annual report.

There were 55 unique page views to the Lifestyle website during this period. 51% were views to the 'at home' section and 49% were views to the 'at work' section.

To put the College's EAP usage into some perspective, according to external sources, average EAP utilisation rates vary between around 2%-10% of headcount.

Sources:

<https://www.personneltoday.com/hr/employee-assistance-programmes-rated-high-impact-low-cost/>

<https://www.wellbeing4business.co.uk/are-eaps-worth-the-money/>

<https://www.peoplemanagement.co.uk/article/1746177/know-how-hard-employee-assistance0-programme-working>

<https://www.eapa.org.uk/wp-content/uploads/2020/10/20-0014-EAPA-UK-ROI-Report-2020-Web.pdf>

## Employee Benefits

In its report to Nescol, Sodexo outlined that for the period 1/3/2021 – 28/2/2022, staff spent £45,042 and saved £2,842, with the greatest spend being in March 2021 at £6,020 (with savings of £407). The greatest savings were in November 2021 at £431 (with a spend of £5,953). In this time period, there were 1,156 logins and 119 unique logins.

### Summary



## 5. Equality, Diversity & Inclusion

The Equality Act 2010 has a Public Sector Equality Duty (PSED), which includes a general equality duty requiring listed authorities, including the College, to have due regard 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.

With the PSED in mind, in 2021, the College worked its HR/Payroll provider to update its Equal Opportunities Monitoring questionnaire/protected characteristics categories. Staff were asked to update their protected characteristics information and it was explained why it was important to do so. The College also provided additional information on what constitutes a disability to encourage staff to declare this protected characteristic. These actions resulted in an improvement in non-declaration rates:

- The non-declaration rate for the "Race/Ethnicity" protected characteristic fell to 3.9% in 2021, compared with 7.4% in 2020
- The non-declaration rate for the "Disability" protected characteristic fell to 20.3% in 2021, compared with 78.4% in 2020
- The non-declaration rate for the "Religion/Belief" protected characteristic fell to 14.9% in 2021, compared with 19.9% in 2021
- The non-declaration rate for the "Sexual Orientation" protected characteristics fell to 8.9% in 2021, compared with 16.0% in 2020
- The non-declaration rate for the "Gender Reassignment/Transgender" protected characteristic fell to 21.4% in 2021, compared with 86.2% in 2020

Having low non-declaration rates enables the College to have a more accurate picture of the protected characteristics of its staff, which in turn will enable the College to determine if there are any actions it should be taking to advance equality of opportunity.

Further details are contained with the College's Staff Equality Profile 2021 report.

In 2021, the College also carried out a staff Equality, Diversity and Inclusion Survey. The overall outcomes and comments from this survey were used to inform the content of the College's Staff Development Day (held in February 2022, details of which will be included in the 2022 Annual Report).

A further analysis was also carried out by protected characteristics, to identify if there were any particular issues.

The full details are available in the Staff Equality, Diversity & Inclusion Survey Report

Actions to address any issues identified in these reports are included in People Services Equality Action Plan, to ensure they are followed up.

### Maintained Disability Confident Status

In May 2021 NESCol applied and attained Level 2 of the Disability Confident Scheme. As part of successfully attaining this level NESCol had to provide evidence of the following actions we currently do which supports the Disability Confident Scheme;

Providing paid internships or supported internships, or both	<ul style="list-style-type: none"><li>• Provide internship programmes with our IT Helpdesk</li></ul>
Engaging with JobCentre Plus, Work Choice providers or local disabled peoples user led organisations to access support when required	<ul style="list-style-type: none"><li>• Continue to work with Work Choice for support with those who are visually impaired.</li><li>• Continue to engage with JobCentre Plus for specific roles</li></ul>
Providing an environment that is inclusive and accessible for staff, clients and customers	<ul style="list-style-type: none"><li>• Physical attributes of all buildings</li><li>• Equality Impact Assessments (EIAs) undertaken throughout various projects and policy creations/updates</li></ul>
Including disability awareness equality training in our induction process	<ul style="list-style-type: none"><li>• Standard as part of our annual Induction programme along with ad-hoc training available for all staff.</li></ul>
Guiding staff to information and advice on mental health conditions	<ul style="list-style-type: none"><li>• Active sessions have been made available to all staff to attend to help sign post along with information regularly made available via NESCol's intranet.</li></ul>
Providing OH services if required	<ul style="list-style-type: none"><li>• NESCol currently uses International SOS for their OH services. This used regularly to help the business and staff members determine appropriate measurements and support mechanisms to put in place due to ill health.</li></ul>
Identifying and sharing good practices	<ul style="list-style-type: none"><li>• Support teams within the college sharing information, webinars, courses etc. on COLIN and via all staff email</li></ul>

The accreditation is valid until May 2024.

<b>HUMAN RESOURCES COMMITTEE</b> <b>Meeting of 28 September 2022</b>	
<b>Title: People Services Enhancement Plan</b>	
<b>Author: Kimra Donnelly</b>	<b>Contributor(s): People Services Teams</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 checked="" type="checkbox"/> <b>Reserved Item of Business</b> <input type="checkbox"/>	
<b>Purpose:</b> To enable the Committee to consider the progress made against the People Services Enhancement Plan for AY2021-22.  To enable the Committee to consider the People Service Enhancement Plan for AY2022-23.	
<b>Linked to Strategic Theme:</b> <b>4. Delivering Excellence and Innovation</b>	
<b>Linked to Strategic Risk(s):</b> 2.1 & 2.3	
<b>Executive Summary:</b>  An integral part of the College's self-evaluation process is the development of an annual enhancement plan.  Appendix 1 is People Services Enhancement Plan for AY 2021-22 detailing the progress made and any actions continuing into this academic year.  Appendix 2 is People Services Enhancement Plan for AY 2022-23 and this details the 7 strategic areas identified in the People Self Evaluation AY2022-23. The following 7 strategic areas were identified and included in the Enhancement Plan:  <ol style="list-style-type: none"> <li>1. Workforce Planning</li> <li>2. ResourceLink upgrade implementation</li> <li>3. One Stop Shop for Learning &amp; Development</li> <li>4. Embed wellbeing</li> <li>5. Review flexible working practices to support both social and environment sustainability</li> <li>6. Staff engagement – implement Investors In People recommendations</li> </ol>	

7. Implement People Services Equalities Action Plan.

The People Services Enhancement Plan is a live document and progress against this plan will be reported to the May 2023 HR Committee.

**Recommendation:** It is recommended that the Committee note the information provided.

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

**Equality Impact Assessment:**

**Positive Impact** ☐

**Negative Impact** ☐

**No Impact** ☒

**Evidence:**

These reports are for information only.

AREA FOR DEVELOPMENT			
Area for Development & Development Driver Code	Original Target Date and Progress	Update & Status of Action	Impact of Action
Implement Workforce Planning Framework	<p>Implementing the Workforce Planning Framework will inform the Colleges workforce structure based on current and future strategic objectives.</p> <p>AY 2021-22</p>	The Leadership Team have agreed the draft Workforce Planning Framework. Detailed business priority work has been done within the curriculum. The next step is to identify how the data will be sourced/shared with responsible managers. To avoid undertaking workforce planning via excel worksheets it was agreed to investigate if the data from the HR Payroll system could be imported into Power BI	<p>With the Framework agreed we can go into implementation once the data issue is resolved. This will be addressed with the upgrade to the HR/Payroll system.</p> <p>The business priority work in the curriculum has been essential to providing direction for future delivery but it is manual and very labour intensive.</p>
Enhancing the skills, knowledge and capabilities of academic staff to enable them to meeting the challenges of future requirements	<ol style="list-style-type: none"> <li>1. Create a series of Learning Pathways for teaching staff which will allow lecturers to develop beyond their basic competencies and prepare those, who wish to progress, for their future careers.</li> <li>2. Carry out a skills gap analysis to identify the key areas for academic development for lecturers beyond TQFE.</li> <li>3. Design and populate an online Learning and Teaching Hub which will contain good quality training materials designed to advance the skills and knowledge of teaching staff.</li> <li>4. Develop a coordinated programme designed to advance the skills and knowledge of teaching staff which will include training events, discussion groups, support mechanisms (such as coaching and mentoring) and inter College communications.</li> <li>5. Create a short life working group of key stakeholders to support the development of the pathways, materials and programme.</li> <li>6. Review is the impact and success of the Quality and HR restructure that took place prior to the pandemic</li> </ol>	Some of these projects were initiated but due to unforeseen staffing issues within L&D they have not progressed as hoped.	This priority will be carried over in to next A/Y

Hybrid Working Options	<ol style="list-style-type: none"> <li>1. Undertake a two stage review. First with support staff followed by lecturing staff.</li> <li>2. Hold focus groups to gain feedback from staff on what worked well and not so well while working from home.</li> <li>3. Develop proposals and revised flexible working policy and procedures.</li> <li>4. Ensure any proposals have a positive impact on learners and learner outcomes and are within NJNC guidelines.</li> </ol>	This is complete.	Both lecturing staff have returned to campus. Hybrid working has established with a clear direction that business needs and the learner experience is a priority.
Staff & Student Engagement	<ol style="list-style-type: none"> <li>1. Implement the Investors In People (IIP) Report recommendations.</li> <li>2. Continue to facilitate the cross campus IIP work group.</li> <li>3. Develop the Staff Health &amp; Wellbeing Framework that sits under the Student and Staff Health &amp; Wellbeing Strategy.</li> <li>4. Establish regular feedback, particularly around learning and teaching from student representatives to inform development programmes.</li> </ol>	<p>The cross service IIP working group has been established and a further IIP audit has demonstrated that we have continued to improve in staff engagement.</p> <p>The Health &amp; Wellbeing Framework is in draft form and will be reviewed for next steps.</p>	Significant work had been done to improve staff engagement and this is demonstrated by the Gold award from IIP. People Services are working closely with Student Association in relation to wellbeing initiatives. However, further work requires to be done in this area.
Equalities Action Plan	<ol style="list-style-type: none"> <li>1. Implement People Services Equalities Actions Plan</li> <li>2. Report regular updates to the Leadership Team and HR Committee</li> </ol>	Complete	The People Services Equalities Action Plan is a live document with Human Resources Committee overseeing its progress.

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. AI1, E1, R1, SO1.2, HGIOC 2.2)	Update & Evaluation
<i>You <b>must</b> include mainstreaming <b>equalities</b> and <b>sustainability</b> actions in your enhancement plan outlining how you will improve performance in your support department.</i>						
1	Workforce Planning	Implementing the Workforce Planning Framework will inform the College's workforce structure based on current and future strategic objectives.	Continue with the current work process for reviewing vacancies, business priorities and restructures. Operationalise the WFP Framework once the date is easily accessible, making it a realistic requirement for teams to review annually	Director of People Services	AI SO R	
2	System Reviews, Upgrades, and Implementation	HR & Payroll system upgrade - provide accessible management information both for day-to-day management and workforce planning. Create an engaging online on-boarding package for our new recruits.  There is a year remaining on the College's contract	Work through the implementation project plan for the HR & Payroll system.  Carry out a comprehensive review of our current system and other options that may be available.  Tender for a new system is the most	People Services Teams, with support for IT.	AI	

		for blackboard. A full review of options is required to ensure we have a system that is best fit for our learners and affordable for the College	efficient and cost effective way.			
3	One-Stop Shop for Learning & Development	Enhancing the skills, knowledge and capabilities of leaders, academic staff and support staff to enable them to meet the challenges of future requirements	<p>Create a series of Learning Pathways for teaching staff which will allow lecturers to develop beyond their basic competencies and prepare those, who wish to progress, for their future careers.</p> <p>2. Carry out a skills gap analysis to identify the key areas for academic development for lecturers beyond TQFE.</p> <p>3. Design and populate an online Learning and Development Hub which will contain good quality training materials designed to advance the skills and knowledge of support and teaching staff.</p>	<p>Director of People Services</p> <p>Learning &amp; Development Manager</p> <p>Learning Technologies Manager</p>	AI SO R	

			4. Develop a co-ordinated programme designed to advance the skills and knowledge of teaching and support staff which will include training events, discussion groups, support mechanisms (such as coaching and mentoring) and inter-College communications.			
4	Embedding Wellbeing	To support the College in being an organisation that delivers on the aim of taking the wellbeing of staff and students seriously.	<p>Develop and implement a Staff Wellbeing Framework under the College Wellbeing Strategy.</p> <p>Enable managers to incorporate staff wellbeing into their teams' day-to-day working environment.</p> <p>Work in conjunction with the Students Association and the Wellbeing Matters Group to ensure a co-ordinated approach and resources are best</p>	<p>Director of People Services</p> <p>HR Business Partners</p>	AI	

			used for wellbeing support for both staff and students.			
5	Review flexible working practices to support both social and environment sustainability	Continue to enhance the working practices that the College used during the pandemic. To support the College in being an employer of choice. Ensuring all initiatives meet business needs and improve the learner experience.	Consult and implement flexible working proposals.  Provide support/ training for managers in managing flexible teams.  Review hybrid working.	Director of People Services  HR Business Partners	AI	
6	Enhance staff engagement	Continue to improve staff engagement and wellbeing to make the College a positive and inclusive working environment.	Implement the recommendations from the IIP Audits. Working with the Wellbeing Matters Group to ensure a corporate approach in relation to engagement and wellbeing.	Director of People Services  Learning & Development Manager  Wellbeing Matters Group	SO	
7	People Services Equalities Action Plan	Ensuring People Services support and enable the College to embed equalities and demonstrate best practice.	To take forward findings and recommendations from recent equalities reports and the equalities survey. Particularly focusing	Director of People Services  HR Business Partners	EO R	

			on the College's recruitment practices			
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HUMAN RESOURCES COMMITTEE	
Meeting of 28 September 2022	
<b>Title: Staff Equalities Report</b>	
<b>Author: Elaine Reid, Senior HR Business Partner</b>	<b>Contributor(s): Kimra Donnelly, Director of People Services</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 and discuss the findings of the College's Staff Equalities Report, including the proposed actions.	
<b>Linked to Strategic Theme:</b> <b>2. Empowering People</b>	
<b>Linked to Strategic Risk(s):</b> 2,1 & 2.3	
<b>Executive Summary:</b>  <p>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 in relation to protected characteristics. This report is produced annually by the College, and in line with the Specific Duties, is published every 2 years (covering annual information) – the next published report will be in April 2023.</p> <p>This report (Appendix 1) details employee information (including recruitment and retention) by protected characteristics for the years 2021 and 2020.</p> <p>Please note this report was prepared in time for the May 2022 HR Committee, but due to the Director of People Services time constraints, it is now being presented to the September meeting of the HR Committee.</p>	
<b>Recommendation:</b> It is recommended that the Committee note the information provided.	

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

**Equality Impact Assessment:**

**Positive Impact**      ☒

**Negative Impact**      ☐

**No Impact**      ☐

**Evidence:**

# North East Scotland College Staff Equality Profile: 2021 compared with 2020

## 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 in relation to protected characteristics. This report is *produced* annually by the College and in line with the Specific Duties is *published* every 2 years (covering annual information) – the next *published* report will be in April 2023.

This report covers employee information (including recruitment and retention) by protected characteristics for the years 2021 and 2020.

Staff development is covered in a separate report.

In 2021, within the limitations of its HR/Payroll system, the College updated its Equal Opportunities Monitoring questionnaire/protected characteristics categories. Staff were asked to update their protected characteristics information and it was explained why it was important to do so. The College also provided additional information on what constitutes a disability to encourage staff to declare this protected characteristic. These actions have resulted in an improvement in non-declaration rates:

- The non-declaration rate for the “Race/Ethnicity” protected characteristic fell to 3.9% in 2021, compared with 7.4% in 2020
- The non-declaration rate for the “Disability” protected characteristic fell to 20.3% in 2021, compared with 78.4% in 2020
- The non-declaration rate for the “Religion/Belief” protected characteristic fell to 14.9% in 2021, compared with 19.9% in 2021
- The non-declaration rate for the “Sexual Orientation” protected characteristics fell to 8.9% in 2021, compared with 16.0% in 2020
- The non-declaration rate for the “Gender Reassignment/Transgender” protected characteristic fell to 21.4% in 2021, compared with 86.2% in 2020

Having low non-declaration rates enables the College to have a more accurate picture of the protected characteristics of its staff, which in turn will enable the College to determine if there are any actions it should be taking to advance equality of opportunity.

It should be noted that as a consequence of updating the protected characteristics categories, the data for 2021 and 2020 are not always directly comparable – as the legacy categories and the new categories are not always the same. It should also be noted that if staff did not update their protected characteristics, their information remained in the legacy categories.

As at 31 December 2021, the College had a headcount of 562, compared with a headcount of 579 as at 31 December 2020.

In terms of the protected characteristic of sex, the College continues to employ more female staff (55.7% of headcount in 2021; 55.8% of headcount in 2020) than male (44.3% in 2021; 44.2% in 2020). In 2021, the overall percentage of staff working part-time decreased to 27.8%, compared with 33.3% in 2020, with both the percentage of female staff decreasing (23.7% in 2021, compared with 27.3% in 2020) and the percentage of male staff decreasing (4.1% in 2021, compared with 6.0% in 2020). However, it is of note that it is still predominately female staff who work part-time in the College.

In 2021, the College, after having worked with its HR/Payroll provider, has become able to report on gender identity for the first time: with 45.9% being female and 32.2% being male. The non-declaration rate (across the “Prefer Not to Say” and “Blank/Not provided” categories) was 21.7%.

The College has an increasingly aging workforce with the percentage of staff in the 60-75+ age group rising to 15.8% in 2021, compared with 13.3% in 2020. This follows on from the percentage of staff in the 45-59 age group decreasing to 45.9% in 2021, compared with 47.8% in 2020. However, these figures illustrate the concentration of College staff being in the 45 years plus categories.

Overall, 92.5% of College staff were in White ethnicity categories in 2021; 1.6% of staff were in Asian, Asian Scottish/British ethnicity categories in 2021; and 1.1% were in Black, African, Caribbean ethnicity categories in 2021.

In 2021, in terms of the staff disability profile, 69.8% of staff declared that they do not have a disability and 10.0% declared that they do have a disability.

With regards to the protected characteristic of religion/belief, in 2021, 36.8% of staff declared that they were in a Christian religion category and 45.4% declared they were in a No Religion (inc agnostic or atheist) category.

In terms of the staff profile for other protected characteristics: for the Marriage and Civil Partnership protected characteristic, 57.5% of staff were in a “married” category in 2021 and; for the Sexual orientation protected characteristic, 87.7% of staff were in a “heterosexual/straight” category.

For the protected characteristic of gender reassignment, the College changed the question in its equal opportunities monitoring questionnaire in 2021 to: “Does your gender match your sex as registered at birth?”

This gave the following results: 76.5% of staff = “yes” and 2.1% = “no”.

The number of “no” responses in 2021 may possibly reflect where staff did not update this protected characteristic (in line with the new question) and where the “no” answer, given the limitations of the HR/Payroll system, was a legacy response to the previously asked question: transgender: yes/no/prefer not to say.

The staff leavers profile is largely in line with the wider staff profile, although, whereas in 2020, the greatest number of leavers was in the 30-44 age range, in 2021, the greatest number of leavers was in the 60-75+ age range – which would be more expected, as staff in this latter age range would generally be retiring. One area where the profile is different to the wider staff profile is the protected characteristic of “Religion/Belief”, where in 2021, the greatest number of leavers were in the “Christian: Other” category (17), followed by the “No Religion (inc agnostic or atheist)” category (16). However, the greatest number of staff are in the No Religion (inc agnostic or atheist) category.

With regards to the recruitment of staff, in 2021, the College received 440 applications for its job vacancies, with 181 of those being shortlisted, resulting in 43 appointments. This compares with 2020, when the College received a total of 398 applications for its job vacancies, with 153 being shortlisted, resulting in 25 appointments. Given the small numbers involved, particularly at the appointment stage, care must be taken when interpreting the numbers. However, they can be used indicatively.

The College continues to attract more applications from – and appoint – more females (53.4% of applications; 53.5% of appointments) than males (44.1% of applications; 46.5% of appointments) in 2021.

There is a change in sexual orientation recruitment profile in 2021, compared with 2020, with 7.0% of those appointed in 2021 being in a “Lesbian/Gay Female” category, compared with 0.0% in 2020 and 7.0% being in a “Bisexual” category in 2021, compared with 0.0% in 2020. The majority of those appointed continue to be in a “Heterosexual/Straight” category, although the percentage has fallen to 83.7% in 2021, compared with 96.0% in 2020.

Of note is the fact that the College continues to appoint proportionately fewer people from a Black, Asian, Ethnic Minority ethnicity category (10.7% of applicants were of Black, Asian, Ethnic Minority ethnicity, 6.1% of those shortlisted applicants were of Black, Asian, Ethnic Minority ethnicity and 2.3% of those appointed applicants were of Black, Asian, Ethnic Minority ethnicity) when compared with those in a White ethnicity category (82.1% of applicants were of a White ethnicity, 90.1% of those shortlisted were of a White ethnicity and 97.7% of those appointed were of a White ethnicity).

The report identifies next steps to address the points identified and also provides an update on progress against the actions identified in the previous Staff Equality Report.

## 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: 21 March 2022

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: 21 March 2022

Equality Act 2010 Public Sector Equality Duty (Section 149), available online at:

<https://www.legislation.gov.uk/ukpga/2010/15/section/149>

Accessed: 21 March 2022

Equality Act 2010 (Specific Duties) (Scotland) Regulations 2012, available online at:

<https://www.legislation.gov.uk/ssi/2012/162/contents/made>

Accessed: 21 March 2022

## Introduction

The College is required to publish protected characteristics data for its staff every 2 years (covering annual information) and use this data to meet the general equality duty.

This report provides staff data for 2021 compared with 2020.

In 2021, within the limitations of its HR/Payroll system, the College updated its Equal Opportunities Monitoring Questionnaire (via MyView – which is part of the HR/Payroll system where staff can update their protected characteristics information themselves). The equality monitoring questions/protected characteristics categories were revised, as far as possible, in line with the guidance from Advance HE, March 2018, available online at:

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

Accessed: 21 March 2022

Staff were asked to update their protected characteristics information and it was explained why it was important to do so (see Appendix for the email that was sent to all staff). Staff were also sent regular reminders, asking them to update their information if they had not already done so. The College also provided additional information on what constitutes a disability to encourage staff to declare this protected characteristic (see Appendix).

## Notes regarding the analysis

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.

As outlined earlier, the College has updated its equal opportunities monitoring questionnaire/protected characteristics categories. However, if staff did not update their protected characteristics, their information would remain in the legacy categories and would not be in the new categories.

Previously, the College's HR/Payroll system only allowed for sex/gender to be reported as male or female in line with HMRC requirements, so all gender analysis was done on the basis of sex/gender defined as male/female. However, in 2021, the College worked with its HR/Payroll provider to enable the College to report on gender identity. Consequently, the College can now report on sex and gender identity.

In previous reports, the various blank/unknown/not indicated/prefer not to say categories were grouped together under the heading "Prefer Not to Say/Not indicated". However, for 2021, "Prefer Not to Say" has been split out into a separate category and the other categories of "Blank", "Unaware", "Undisclosed", "Not disclosed", "Not provided" are presented as they are reported by the HR/Payroll system.

It should be noted that throughout this report, Nescol figures are rounded to one decimal place, so percentage figures may not total 100, due to rounding.

Generally, where there are fewer than 5 staff in a particular protected characteristic category, the actual number is not reported in case individual staff may be identifiable.

## **Staff Equality Overview by Protected Characteristics: 2021 and 2020**

All figures relate to 31 December 2021 and are compared with figures as at 31 December 2020.

As at 31 December 2021, the College had a headcount of 562, compared with 597 as at 31 December 2020.

### **Sex/Gender**

Previously, the College's HR/Payroll system only allowed for sex/gender to be reported as male or female in line with HMRC requirements, so all analysis was done on the basis of sex/gender defined as male/female. However, in 2021, the College worked with its HR/Payroll provider to enable the College to report on gender identity. Consequently, the College can now report on sex and gender identity.

### **Sex**

As at 31 December 2021, the profile for the College was:

	Headcount			% of total headcount		
Position status	Female	Male	Total	Female	Male	Total
Full-time	180	226	406	32.0	40.2	72.2
Part-time	133	23	156	23.7	4.1	27.8
Total	313	249	562	55.7	44.3	100.0

*Note: % figures rounded to one decimal place*

As at 31 December 2020, the profile for the College was:

	Headcount			% of total headcount		
Position status	Female	Male	Total	Female	Male	Total
Full-time	165	221	386	28.5	38.2	66.7
Part-time	158	35	193	27.3	6.0	33.3
Total	323	256	579	55.8	44.2	100.0

*Note: % figures rounded to one decimal place*

This indicates that there has been a slight increase in the percentage of full-time female staff (32.0% of headcount in 2021, compared with 28.5% in 2020) and a decrease in the percentage of part-time female staff (23.7% in 2021, compared with 27.3% in 2020). There has also been a slight increase in the percentage of full-time male staff (40.2% of headcount in 2021, compared with 38.2% in 2020) and a decrease in the percentage of male part-time staff (4.1% in 2021, compared with 6.0% in 2020).

The College continues to employ more female staff (55.7% of headcount in 2021; 55.8% in 2020) than male staff (44.3% in 2021; 44.2% in 2020).

## Gender identity

As this information has just become available, it is only reported for 2021

Gender Identity	Headcount	% of Headcount
Female	258	45.9
Male	181	32.2
Prefer not to say/Prefer to Self describe	10	1.8
Blank/Not provided	113	20.1
Total	562	100.0

## Age

The age profile for the College as at 31 December 2021 was:

Age Band	Headcount			% of total headcount		
	Female	Male	Total	Female	Male	Total
16-29	24	12	36	4.3	2.1	6.4
30-44	105	74	179	18.7	13.2	31.9
45-59	145	113	258	25.8	20.1	45.9
60-75+	39	50	89	6.9	8.9	15.8
Total	313	249	562	55.7	44.3	100.0

*Note: % figures rounded to one decimal place*

The age profile for the College as at 31 December 2020 was:

Age Band	Headcount			% of total headcount		
	Female	Male	Total	Female	Male	Total
16-29	28	13	41	4.8	2.2	7.1
30-44	104	80	184	18.0	13.8	31.8
45-59	160	117	277	27.6	20.2	47.8
60-75+	31	46	77	5.4	7.9	13.3
Total	323	256	579	55.8	44.2	100.0

*Note: % figures rounded to one decimal place*

This indicates that there has been an increase in the percentage of staff in the 60-75+ age group (15.8% in 2021, compared with 13.3% in 2020), with the largest percentage of staff still being in the 45-59 age group (45.9% in 2021 and 47.8% in 2020).

## Race/Ethnicity

The following table outlines the race/ethnicity profile for the College, as at 31 December 2021 compared with 31 December 2020.

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

Ethnicity	Total Number 2021	Total % of overall headcount 2021	Total Number 2020	Total % of overall headcount 2020

		(headcount = 562 )		(headcount = 579)
<b>White: Scottish</b>	400	71.2	388	67.0
<b>White: British</b>	62	11.0	54	9.3
<b>White: English</b>	25	4.4	34	5.9
<b>White: Welsh</b>	-	-	N/P	N/P
<b>White: Irish</b>	-	-	N/P	N/P
<b>White: Polish</b>	N/P	N/P	-	-
<b>White: Other</b>	31	5.5	40	6.9
<b>All White ethnicity categories (from 2021)</b>	520	92.5		
<b>Mixed or Multiple Ethnic Groups</b>	N/P	N/P	N/P	N/P
<b>Asian/Asian British (pre 2021)</b>	-	-	9	1.6
<b>Asian, Asian Scottish/British: Bangladeshi (used from 2021)</b>	N/P	N/P	-	-
<b>Asian, Asian Scottish/British: Chinese (used from 2021)</b>	N/P	N/P	-	-
<b>Asian, Asian Scottish/British: Indian (used from 2021)</b>	5	0.9	-	-
<b>Asian, Asian Scottish/British: Other (used from 2021)</b>	N/P	N/P	-	-
<b>All Asian, Asian Scottish/British ethnicity categories (from 2021)</b>	9	1.6	-	-
<b>Black/African/ Caribbean/British-African</b>	N/P	N/P	N/P	N/P
<b>Black, Black Scottish/British (used from 2021)</b>	N/P	N/P	-	-
<b>Black or Caribbean background: Other (used from 2021)</b>	N/P	N/P	-	-
<b>African, African Scottish/British (used from 2021)</b>	N/P	N/P	-	-

<b>All Black, African, Caribbean ethnicity categories (from 2021)</b>	6	1.1	-	-
<b>Other Ethnic: Arab, Arab Scottish/British (from 2021)</b>	N/P	N/P	-	-
<b>Other (pre -2021)</b>	-	-	N/P	N/P
<b>Prefer not to say/Not indicated (pre 2021)</b>	-	-	43	7.4
<b>Prefer not to say (from 2021)</b>	5	0.9	-	-
<b>Not provided/Blank (from 2021)</b>	17	3.0	-	-

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

In 2021, the College revised its ethnicity categories to be more in line with those used by Advance HE, as follows:

Asian,Asian Scottish/British:Bangladeshi
Asian, Asian Scottish/British:Chinese
Asian, Asian Scottish/British:Indian
Asian, Asian Scottish/British:Pakistani
Asian, Asian Scottish/ British:Other
African, African Scottish/British
African background: Other
Caribbean, Caribbean Scottish/British
Black, Black Scottish/British
Black or Caribbean background: Other
Other Ethnic: Arab,Arab Scottish/British
Other Ethnic: Other
Mixed or Multiple Ethnic Groups
White: British
White: English
White: Gypsy or Traveller
White: Scottish
White: Welsh
White: Northern Irish
White: Irish
White: Polish

White: Other
Prefer Not To Say

Consequently, some of the categories used in the 2021/2020 comparison table do not match exactly, so it is difficult to make direct year-on –year comparisons. It should also be noted that where staff did not update their protected characteristics information into a new category, their information would remain in a legacy category.

However, it is of note that the percentage of staff who were in the Prefer not say/Not indicated category in 2020 was 7.4% and that, although this one category has been changed in 2021 to 2 categories: “Prefer Not to Say” and “Not Provided/Blank”, the total non-declaration rate (across these 2 categories) in 2021 has fallen to 3.9%. The reduction in the non-declaration rate could also explain why there has been an increase in the declaration rates in some other categories, particularly in the White: Scottish category (71.2% in 2021, compared with 67.0%).

## Disability

The College disability profile as at 31 December 2021 was:

	<b>Total Number</b>	<b>Total % of overall headcount</b>	<b>Male (Number)</b>	<b>Female (Number)</b>
<b>Disability</b>	56	10.0	21	35
<b>No disability</b>	392	69.8	168	224
<b>Prefer not to say</b>	3	0.5	3	0
<b>Unaware/Blank</b>	111	19.8	57	54
<b>Total</b>	562	100.1	249	313

*Note: % Figures have been rounded to one decimal place; Due to rounding, percentage figures may not total 100*

The disability profile for the College as at 31 December 2020 was:

	<b>Total Number</b>	<b>Total % of overall headcount</b>	<b>Male (Number)</b>	<b>Female (Number)</b>
<b>Disability</b>	37	6.4	15	22
<b>No disability</b>	88	15.2	45	43
<b>Prefer not to say/Not indicated</b>	454	78.4	196	258
<b>Total</b>	579	100.0	256	323

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

There is a considerable difference between the 2020 and 2021 data.

This is because 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. This meant that the data presented for 2020 was problematic.

However, in 2021, the College revised its Equal Opportunities Monitoring Questionnaire and asked staff to update their protected characteristics information. The College also provided additional information to staff on what constituted a disability. This has resulted in the percentage of staff declaring they have a disability rising to 10.0% (compared with 6.4% in 2020) and the percentage of staff declaring they do not have a disability rising to 69.8% in 2021, compared with 15.2% in 2020. However, the Unaware/Blank category in 2021 is still high at 19.8% (although the Prefer Not to Say/Not Indicated rate in 2020 was 78.4%). The total non-declaration rate (across "Prefer Not to Say" and "Unaware/Blank" was 20.3% i.e. 114 staff out of 562) in 2021.

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 the College's newly introduced 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 2021 and 31 December 2020.

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

Religion	Total Number 2021	Total % of overall headcount 2021 (headcount =562 )	Total Number 2020	Total % of overall headcount 2020 (headcount = 579)
Christian (pre-2021)	-	-	215	37.1
Christian: Church of Scotland (from 2021)	29	5.2	-	-
Christian: Protestant (from 2021)	10	1.8	-	-
Christian: Roman Catholic (from 2021)	6	1.1	-	-
Christian: Other (from 2021)	162	28.8		

<b>All Christian religion categories</b> <b>(from 2021)</b>	207	36.8	-	
<b>Buddhist</b>	N/P	N/P	N/P	N/P
<b>Hindu</b>	N/P	N/P	N/P	N/P
<b>Jewish</b>	N/P	N/P	N/P	N/P
<b>Muslim</b>	N/P	N/P	N/P	N/P
<b>Atheist (pre 2021)</b>	-	-	N/P	N/P
<b>No Religion (inc agnostic or atheist)</b> <b>(from 2021)</b>	255	45.4	-	-
<b>No Religion/Belief (pre 2021)</b>	-	-	231	39.9
<b>Other (pre 2021)</b>	-	-	N/P	N/P
<b>Other religion</b> <b>(from 2021)</b>	N/P	N/P	-	-
<b>Other belief (eg veganism)</b> <b>(from 2021)</b>	N/P	N/P	-	-
<b>Prefer not to say/ Not indicated (pre 2021)</b>	-	-	115	19.9
<b>Prefer not to say ( from 2021)</b>	42	7.5	-	-
<b>Undisclosed/Blank (from 2021)</b>	42	7.5	-	-

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

In 2021, the religion/belief categories were revised to be more in line with Advance HE, as follows:

No religion (inc agnostic or atheist)
Buddhist
Christian: Church of Scotland
Christian: Protestant

Christian: Roman Catholic
Christian: Other
Hindu
Muslim
Jewish
Sikh
Other religion
Other belief (eg veganism)
Prefer not to say

Consequently, some of the categories used in the 2021/2020 comparison table do not match exactly, so it is difficult to make direct year-on –year comparisons.

However, there has been a reduction in the number of staff who did not declare their religion or belief. In 2020, 19.9% were in a “Prefer Not to Say/Not Indicated category”, whereas in 2021, 7.5% were in a “Prefer Not to Say” category and 7.5% were in an “Undisclosed/Blank” category. The total non-declaration rate across the “Prefer Not to Say” and “Undisclosed/Blank” categories in 2021 was 14.9% (84 staff).

## Marriage and Civil Partnership

The following table details the Marriage and Civil Partnership profile for the College at 31 December 2021 and 31 December 2020:

Marital Status	Total Number of Staff 2021	Total % of overall headcount 2021 (headcount = 562 )	Total Number of Staff 2020	Total % of overall headcount 2020 (headcount = 579)
Married/Civil Partnership (pre 2021)	-	-	324	56.0
Married (this single category was used from 2021)	323	57.5	-	-
Civil Partnership (this single category was used from 2021)	6	1.1	-	-
Single/Cohabiting (pre 2021)	-	-	173	29.9
Single (this category was used from 2021)	155	27.6		
Separated/Divorced (pre 2021)	-	-	38	6.6
Widow/er (pre 2021)	-	-	8	1.4

<b>Other (this category was used from 2021)</b>	47	8.4	-	-
<b>Prefer not to say/ Not indicated (pre 2021)</b>	-	-	36	6.2
<b>Prefer not to say (this category was used from 2021)</b>	16	2.8	-	-
<b>Unknown/Blank (this category was used from 2021)</b>	15	2.7	-	-

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

In 2021, the College revised its Marriage and Civil Partnership categories to be more in line with those used by Advance HE, as follows:

Married
Civil Partnership
Single
Other
Prefer not to say

Consequently, some of the categories used in the 2021/2020 comparison table do not match exactly, so it is difficult to make direct year-on-year comparisons. It should also be noted that legacy categories are now included in the “Other” category.

## **Pregnancy and Maternity**

This section details the number of pregnancies/maternity leaves for 2021 and 2020. However, where there are fewer than 5 staff, 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 2021, they would be less likely to return to work before the end of 2021. The figures below should, therefore, be interpreted in this light.

There were 15 pregnancies/maternity leaves at various points during 2021.

The number of staff that came back to work in 2021 after maternity leave was fewer than 5 so the exact number is not reported. In addition, the number of staff not returning to work after maternity leave was fewer than 5 so the exact number is not reported.

The number of flexible working requests after maternity leave was also fewer than 5, so the number is not reported. However all requests were granted.

There were 7 pregnancies/maternity leaves at various points during 2020. Ten members of staff came back to work during 2020. 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.

## Sexual orientation

The sexual orientation profile of the College as at 31 December 2021 and 2020 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, no further breakout is given of this protected characteristic, as individual staff could otherwise be identified.

<b>Sexual Orientation</b>	<b>Total number of staff 2021</b>	<b>Total % of overall headcount 2021 (headcount =562 )</b>	<b>Total number of staff 2020</b>	<b>Total % of overall headcount 2020 (headcount = 579)</b>
<b>Heterosexual or Straight</b>	493	87.7	473	81.7
<b>Bisexual</b>	6	1.1	N/P	N/P
<b>Lesbian (pre 2021)</b>	-	-	N/P	N/P
<b>Gay (pre 2021)</b>	-	-	6	1.0
<b>Gay or Lesbian (this category was used from 2021)</b>	12	2.1	-	-
<b>Prefer to Self-Describe (this category was used from 2021)</b>	N/P	N/P	-	-
<b>Other</b>	N/P	N/P	N/P	N/P
<b>Prefer not to say (this single category was used from 2021)</b>	21	3.7	-	-
<b>Not disclosed/Blank (this category was used from 2021)</b>	29	5.2	-	-
<b>Prefer not to say/ Not Indicated (pre 2021)</b>	-	-	93	16.0

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

In 2021, the College revised its Sexual Orientation categories to be more in line with those used by Advance HE, as follows:

Bisexual
Gay or Lesbian
Heterosexual or Straight
Other
Prefer to Self-Describe
Prefer not to say

Consequently, some of the categories used in the 2021/2020 comparison table do not match exactly, so it is difficult to make direct year-on –year comparisons. However, it is of note that the percentage of staff who were in the Prefer not say/Not indicated category in 2020 was 16.0% and that, although this one category has been changed in 2021 to 2 categories: “Prefer Not to Say” and “Undisclosed/Blank”, the total non-declaration rate (across these 2 categories) in 2021 has fallen to 8.9%. The reduction in the non-declaration rate could also explain why there has been an increase in the declaration rates in some other categories.

### **Gender reassignment/Transgender**

In 2021, the Equal Opportunities Monitoring Questionnaire for this protected characteristics was revised to be more in line with Advance HE. The question now asked is as follows:

“Does your gender match your sex as registered at birth?”

	Number	% of total headcount (headcount = 562)
Yes	430	76.5
No	12	2.1
Prefer Not to Say	7	1.2
Blank/Not indicated	113	20.1

In 2020, fewer than 5 staff were in the transgender category, so actual numbers are not reported, as individual staff could otherwise be identified. 499 staff (86.2%) were in the “did not indicate/prefer not to say” categories.

As the question asked in 2021 is different to the one asked in 2020, it is difficult make a direct year-on-year comparison. The number of “no” responses in 2021 may possibly also reflect where staff did not update this protected characteristic (in line with the new question) and where the “no” answer, given the limitations of the HR/Payroll system, was a legacy response to the previously asked question: transgender: yes/no/prefer not to say.

In 2020, 86.2% were in the “did not indicate/prefer not to say categories, whereas the total percentage of staff who did not declare this protected characteristic (across the “Prefer not to say” and “blank/not indicated categories) fell to 21.4% (ie 120 staff out of a headcount of 562) in 2021.

## 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 2021, 40 staff left the College and during 2020, 32 staff left the College.

### Sex/Gender profile:

#### Sex:

In 2021, the profile of leavers was:

Female	25
Male	15

In 2020, the profile of leavers was:

Female	18
Male	14

#### Gender Identity:

The College has only been able to report on this from 2021, due to the updating of the HR/Payroll system.

In 2021, the profile of leavers was:

Female	N/P
Male	N/P
Not Indicated/Blank	36
Total	40

N/P = not published, as staff could otherwise be identified

### Age profile:

The table below details the age profile of staff, compared with age profile of staff who left the College during 2021 and is compared with 2020.

The age profile for 2021 was:

Age group	Number of staff (at Dec 2021)	Number of leavers during 2021
16-29	36	3
30-44	179	10
45-59	258	12
60-75+	89	15

The age profile for the College in 2020 was:

Age group	Number of staff (at Dec 2020)	Number of leavers during 2020
16-29	41	4
30-44	184	10
45-59	277	9
60-75+	46	9

This shows that there has been a change in the age range of leavers. Whereas in 2020, the greatest number of leavers was in the 30-44 age range, in 2021, the greatest number of leavers was in the 60-75+ age range.

#### **Marriage and Civil Partnership status:**

In 2021, the Marriage and Civil Partnership status of leavers was consistent with the wider staff profile in that the greatest number of leavers were in the “married” category (24 leavers), followed by the “single” category (7 leavers).

In 2020, 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 (15 leavers), followed by “single/cohabiting” (11 leavers).

Other categories are not reported due to small numbers.

#### **Sexual Orientation:**

In 2021, the sexual orientation profile of leavers was consistent with the wider staff profile in that the majority were in the “heterosexual or straight” category (34 leavers).

In 2020, the sexual orientation profile of leavers was consistent with the wider staff profile in that the majority were in the “heterosexual” category (24 leavers). The next largest category was “prefer not to say” (6 leavers).

Other categories are not reported due to small numbers.

**Gender reassignment/Transgender:**

In 2021, the greatest number of leavers was in the “Not indicated/Blank” category (33). Other figures are not reported due to small numbers.

In 2020, the greatest number of leavers was in the “did not indicate/prefer not to say” category (24). Fewer than 5 leavers were in the transgender category, so actual numbers are not reported. These figures would be consistent with the wider staff profile.

**Race/Ethnicity:**

In 2021, the ethnicity profile of leavers was in line with the wider staff profile in that the majority of leavers were in a White: Scottish category (24). Other categories are not reported due to small numbers.

In 2020, the ethnicity profile of leavers was in line with the wider staff profile in that majority were in a White: Scottish category (13). The next largest categories of leavers were White: British (6) and White: Other (6). Other categories are not reported due to small numbers.

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

In 2021, the greatest number of leavers were in the “Christian: Other” category (17), followed by the “No Religion (inc agnostic or atheist)” category (16), which would indicate that the leaver profile is different to the wider staff profile, where the greatest number of staff are in the No Religion (inc agnostic or atheist) category. Other categories are not reported due to small numbers.

In 2020, the greatest number of leavers were in the “Christian” category (15), followed by “no religion/belief” (11) and “prefer not to say/not indicated” (5). This would indicate that the leaver profile is different to the wider staff profile, where the greatest number of staff are in the “no religion/belief” category, followed closely by the “Christian” category.

**Disability:**

In 2021, 32 leavers were in an “Unaware/Blank” category. Other categories are not detailed due to small numbers.

In 2020, 5 leavers had a disability, 9 leavers had no disability and 18 leavers did not indicate their disability status.

## Reasons for leaving

In 2021, the main reasons for leaving, where there are 5 or more leavers in a category are:

Reason for Leaving	Total
Resigned	21
Retired	11

In 2020, the main reasons for staff leaving, where there are 5 or more leavers in a category, are as follows:

Reason for Leaving	Total
Resigned	16
Retired	7
Contract Ended	6

## Flexible Working Requests

In 2021, there were 15 flexible working requests, all of which were approved.

In 2020, there were 23 formal flexible working requests and all requests were approved.

## Shared Parental leave

In 2021, the number of staff taking shared parental leave was less than 5, so the exact number is not detailed.

The College had no requests for shared parental leave in 2020.

## Recruitment

In 2021, the College received 440 applications for its job vacancies, with 181 of those being shortlisted, resulting in 43 appointments.

In 2020, the College received a total of 398 applications for its job vacancies, with 153 being shortlisted, resulting in 25 appointments.

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.

It should be noted that 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: Sex/Gender****2021**

There were a total of 440 applications; 181 shortlisted; 43 appointments

Gender category	Number of applications	% of applications	Number shortlisted	% of shortlisted	Number appointed	% of appointments
Male	194	44.1	79	43.7	20	46.5
Female	235	53.4	97	53.6	23	53.5
Other	0	0.0	0	0.0	0	0.0
Prefer not say	5	1.1	3	1.7	0	0.0
Blank/Not indicated	6	1.4	2	1.1	0	0.0

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

**2020**

There were a total of 398 applications; 153 shortlisted; 25 appointments

Gender category	Number of applications	% of applications	Number shortlisted	% of shortlisted	Number appointed	% of appointments
Male	104	26.1	47	30.7	8	32.0
Female	280	70.4	101	66.0	17	68.0
Other	1	0.3	1	0.7	0	0.0
Prefer not say	4	1.0	2	1.3	0	0.0
Blank/Not indicated	9	2.3	2	1.3	0	0.0

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

## Recruitment: Race/ Ethnicity

### 2021

There were a total of 440 applications; 181 shortlisted; 43 appointments

Ethnicity category	Number of applications	% of applications	Number shortlisted	% shortlisted	Number appointed	% appointed
White	361	82.1	163	90.1	42	97.7
Black, Asian & Ethnic Minority	47	10.7	11	6.1	1	2.3
Mixed	9	2.1	3	1.7	0	0.0
Other	14	3.2	1	0.6	0	0.0
Prefer not say	1	0.2	1	0.6	0	0.0
Blank/Not indicated	8	1.8	2	1.1	0	0.0

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

### 2020

There were a total of 398 applications; 153 shortlisted; 25 appointments

Ethnicity category	Number of applications	% of applications	Number shortlisted	% shortlisted	Number appointed	% appointed
White	343	86.2	137	89.5	24	96.0
Black, Asian & Ethnic Minority	28	7.0	7	4.6	0	0.0
Mixed	8	2.0	4	2.6	1	4.0
Other	7	1.8	3	2.0	0	0.0
Prefer not say	0	0.0	0	0.0	0	0.0
Blank/Not indicated	12	3.0	2	1.3	0	0.0

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

## Recruitment: Disability

### 2021

There were a total of 440 applications; 181 shortlisted; 43 appointments

Disability category	Number of applications	% applications	Number shortlisted	% shortlisted	Number appointed	% appointed
No disability	345	78.4	139	76.8	37	86.1
Disability	53	12.1	32	17.7	5	11.6
Prefer not to say	7	1.6	0	0.0	0	0.0
Blank/Not indicated	35	8.0	10	5.5	1	2.3

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

### 2020

There were a total of 398 applications; 153 shortlisted; 25 appointments

Disability category	Number of applications	% applications	Number shortlisted	% shortlisted	Number appointed	% appointed
No disability	335	84.2	129	84.3	24	96.0
Disability	28	7.0	14	9.2	1	4.0
Prefer not to say	6	1.5	2	1.3	0	0.0
Blank/Not indicated	29	7.3	8	5.2	0	0.0

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

## Recruitment: Sexual Orientation

### 2021

There were a total of 440 applications; 181 shortlisted; 43 appointments

Sexual orientation category	Number of applications	% of applications	Number shortlisted	% shortlisted	Number appointed	% appointed
Heterosexual/straight	376	85.5	156	86.2	36	83.7
Lesbian/Gay female	8	1.8	4	2.2	3	7.0
Gay male	12	2.7	6	3.3	1	2.3
Bisexual	13	3.0	7	3.9	3	7.0
Other	1	0.2	0	0.0	0	0.0
Prefer Not to say	23	5.2	6	3.3	0	0.0
Blank/Not indicated	7	1.6	2	1.1	0	0.0

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

### 2020

There were a total of 398 applications; 153 shortlisted; 25 appointments

Sexual orientation category	Number of applications	% of applications	Number shortlisted	% shortlisted	Number appointed	% appointed
Heterosexual/straight	337	84.7	127	83.0	24	96.0
Lesbian/Gay female	7	1.8	2	1.3	0	0.0
Gay male	10	2.5	5	3.3	0	0.0
Bisexual	5	1.3	2	1.3	0	0.0
Other	4	1.0	2	1.3	0	0.0
Prefer Not to say	19	4.8	10	6.5	1	4.0
Blank/Not indicated	16	4.0	5	3.3	0	0.0

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

## Recruitment: Gender Reassignment/Transgender

### Is your gender the same gender as the one you were assigned at birth?

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, to ensure anonymity.

#### 2021

	Number	% of applications
Same gender assigned at birth	424	96.4%
Different gender to the one assigned at birth	0	0.0%
Prefer not to say	8	1.8%
Blank/Not indicated	8	1.8%

#### 2020

	Number	% (of applications)
Same gender assigned at birth	369	92.7
Different gender to the one assigned at birth	1	0.3
Prefer not to say	6	1.5
Blank/Not indicated	22	5.5

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

### 2021

There were a total of 440 applications; 181 shortlisted; 43 appointments

Religion/belief category	Number of applications	% of applications	Number shortlisted	% shortlisted	Number appointed	% appointed
Christian	128	29.1	56	30.9	13	30.2
Muslim	17	3.9	4	2.2	0	0.0
Hindu	13	3.0	4	2.2	0	0.0
No religion/belief	233	53.0	100	55.3	26	60.5
Other	6	1.7	0	0.0	0	0.0
Prefer Not to Say	34	7.7	13	7.2	3	7.0
Blank/Not indicated	9	2.1	4	2.2	1	2.3

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

### 2020

There were a total of 398 applications; 153 shortlisted; 25 appointments

Religion/belief category	Number of applications	% of applications	Number shortlisted	% shortlisted	Number appointed	% appointed
Christian	125	31.4	48	31.4	3	12.0
Muslim	9	2.3	3	2.0	0	0.0
Hindu	3	0.8	0	0.0	0	0.0
No religion/belief	219	55.0	91	59.5	21	84.0
Other	3	0.8	1	0.7	0	0.0
Prefer Not to Say	24	6.0	6	3.9	1	4.0
Blank/Not indicated	15	3.8	4	2.6	0	0.0

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

## Recruitment: Marriage/Civil Partnership/Marital status

### 2021

There were a total of 440 applications; 181 shortlisted; 43 appointments

Marital status category	Number of applications	% of applications	Number shortlisted	% shortlisted	Number appointed	% appointed
Married/Civil Partnership	211	48.0	88	48.6	24	55.8
Single/Never married	157	35.7	64	35.4	16	37.2
Divorced	23	5.2	7	3.9	1	2.3
Separated	7	1.6	3	1.7	0	0.0
Widow/er	3	0.7	3	1.7	0	0.0
Prefer Not to Say	25	5.7	12	6.6	2	4.7
Blank/Not indicated	14	3.2	4	2.2	0	0.0

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

### 2020

There were a total of 398 applications; 153 shortlisted; 25 appointments

Marital status category	Number of applications	% of applications	Number shortlisted	% shortlisted	Number appointed	% appointed
Married/Civil Partnership	170	42.7	73	47.7	13	52.0
Single/Never married	147	36.9	45	29.4	8	32.0
Divorced	22	5.5	12	7.8	2	8.0
Separated	12	3.0	6	3.9	1	4.0
Widow/er	4	1.0	4	2.6	0	0.0
Prefer Not to Say	24	6.0	8	5.2	1	4.0
Blank/Not indicated	19	4.8	5	3.3	0	0.0

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

## Recruitment: Age

### 2021

There were a total of 440 applications; 181 shortlisted; 43 appointments

Age category	Number of applications	% of applications	Number shortlisted	% shortlisted	Number appointed	% appointed
16-24	25	5.7	7	3.9	3	7.0
25-34	123	28.0	41	22.7	12	27.9
35-44	118	26.8	41	22.7	11	25.6
45-54	105	23.9	56	30.9	10	23.3
55-64	54	12.3	29	16.0	6	14.0
65+	4	0.9	3	1.7	0	0.0
Prefer Not to Say	1	0.2	0	0.0	0	0.0
Blank/Not indicated	10	2.3	4	2.2	1	2.3

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

### 2020

There were a total of 398 applications; 153 shortlisted; 25 appointments

Age category	Number of applications	% of applications	Number shortlisted	% shortlisted	Number appointed	% appointed
16-24	28	7.0	1	0.7	0	0.0
25-34	120	30.2	35	22.9	9	36.0
35-44	102	25.6	44	28.8	4	16.0
45-54	94	23.6	50	32.7	7	28.0
55-64	41	10.3	20	13.1	5	20.0
65+	1	0.3	0	0.0	0	0.0
Prefer not to say	0	0.0	0	0	0.0	0.0
Blank/Not indicated	12	3.0	3	2.0	0	0.0

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

## Commentary on Staff Equality Profile data

In 2021, within the limitations of its HR/Payroll system, the College updated its Equal Opportunities Monitoring questionnaire. Staff were asked to update their protected characteristics information and it was explained why it was important to do so. The College also provided additional information on what constitutes a disability to encourage staff to declare this protected characteristic. These actions have resulted in an improvement in non-declaration rates:

- The non-declaration rate for the “Race/Ethnicity” protected characteristic fell to 3.9% in 2021, compared with 7.4% in 2020
- The non-declaration rate for the “Disability” protected characteristic fell to 20.3% in 2021, compared with 78.4% in 2020
- The non-declaration rate for the “Religion/Belief” protected characteristic fell to 14.9% in 2021, compared with 19.9% in 2021
- The non-declaration rate for the “Sexual Orientation” protected characteristics fell to 8.9% in 2021, compared with 16.0% in 2020
- The non-declaration rate for the “Gender Reassignment/Transgender” protected characteristic fell to 21.4% in 2021, compared with 86.2% in 2020

Having low non-declaration rates enables the College to have a more accurate picture of the protected characteristics of its staff, which in turn will enable the College to determine if there are any actions it should be taking to advance equality of opportunity.

It should be noted that as a consequence of updating the protected characteristics categories, the data for 2021 and 2020 are not always directly comparable – as the legacy categories and the new categories are not always the same. It should also be noted that if staff did not update their protected characteristics, their information remained in the legacy categories.

As at 31 December 2021, the College had a headcount of 562, compared with a headcount of 579 as at 31 December 2020.

In terms of the protected characteristic of sex, the College continues to employ more female staff (55.7% of headcount in 2021; 55.8% of headcount in 2020) than male (44.3% in 2021; 44.2% in 2020). In 2021, the overall percentage of staff working part-time decreased to 27.8%, compared with 33.3% in 2020, with both the percentage of female staff decreasing (23.7% in 2021, compared with 27.3% in 2020) and the percentage of male staff decreasing (4.1% in 2021, compared with 6.0% in 2020). However, it is of note that it is still predominately female staff who work part-time in the College.

In 2021, the College, after having worked with its HR/Payroll provider, has become able to report on gender identity for the first time: with 45.9% being female and 32.2% being male. The non-declaration rate (across the “Prefer Not to Say” and “Blank/Not provided” categories) was 21.7%.

The College has an increasingly aging workforce with the percentage of staff in the 60-75+ age group rising to 15.8% in 2021, compared with 13.3% in 2020. This follows on from the percentage of staff in the 45-59 age group decreasing to 45.9% in 2021, compared with 47.8% in 2020. However, these figures illustrate the concentration of College staff being in the 45 years plus categories.

In terms of ethnicity, 71.2% of staff were in a “White: Scottish” ethnicity category in 2021, compared with 67.0% in 2020. The reduction in the non-declaration rate for the protected characteristic of race/ethnicity, as outlined earlier, could explain why there has been an increase in the declaration rates in some categories, including this one.

Overall, 92.5% of College staff were White ethnicity categories in 2021; 1.6% of staff were in Asian, Asian Scottish/British ethnicity categories in 2021; and 1.1% were in Black, African, Caribbean ethnicity categories in 2021.

There is a considerable difference between the 2020 and 2021 data for the disability protected characteristic, due to the revised equal opportunities questionnaire, additional information being provided on what constitutes a disability, and staff updating their protected characteristics information. Although the non-declaration rate is still high in 2021 (20.3%), this is substantially less than the 2020 non-declaration rate of 78.4%. This improvement in the declaration rate means that the College figures in 2021 give a better picture of the staff disability profile, with 69.8% of staff declaring that they do not have a disability and 10.0% declaring that they do have a disability.

With regards to the protected characteristic of religion/belief, in 2021, 36.8% of staff declared that they were in a Christian religion category and 45.4% declared they were in a No Religion (inc agnostic or atheist) category.

In terms of the staff profile for other protected characteristics: for the Marriage and Civil Partnership protected characteristic, 57.5% of staff were in a "married" category in 2021 and; for the Sexual orientation protected characteristic, 87.7% of staff were in a "heterosexual/straight" category.

For the protected characteristic of gender reassignment, the College changed the question in its equal opportunities monitoring questionnaire to: "Does your gender match your sex as registered at birth?" This gave the following results: 76.5% of staff = "yes" and 2.1% = "no".

In 2020, fewer than 5 staff were in the transgender category, so actual numbers were not reported, as individual staff could otherwise be identified.

As the question asked in 2021 is different to the one asked in 2020, it is difficult to make a direct year-on-year comparison. The number of "no" responses in 2021 may possibly also reflect where staff did not update this protected characteristic (in line with the new question) and where the "no" answer, given the limitations of the HR/Payroll system, was a legacy response to the previously asked question: transgender: yes/no/prefer not to say. However, as outlined earlier, the non-declaration rate for this protected characteristic has fallen to 21.4% in 2021, compared with 86.2% in 2020.

The staff leavers profile is largely in line with the wider staff profile, although, whereas in 2020, the greatest number of leavers was in the 30-44 age range, in 2021, the greatest number of leavers was in the 60-75+ age range – which would be more expected, as staff in this latter age range would generally be retiring. One area where the profile is different to the wider staff profile is the protected characteristic of "Religion/Belief", where in 2021, the greatest number of leavers were in the "Christian: Other" category (17), followed by the "No Religion (inc agnostic or atheist)" category (16). However, the greatest number of staff are in the No Religion (inc agnostic or atheist) category.

With regards to the recruitment of staff, in 2021, the College received 440 applications for its job vacancies, with 181 of those being shortlisted, resulting in 43 appointments. This compares with 2020, when the College received a total of 398 applications for its job vacancies, with 153 being shortlisted, resulting in 25 appointments. Given the small numbers involved, particularly at the appointment stage, care must be taken when interpreting the numbers. However, they can be used indicatively.

The College continues to attract more applications from – and appoint – more females (53.4% of applications; 53.5% of appointments) than males (44.1% of applications; 46.5% of appointments) in 2021.

In terms of race/ethnicity in 2021, there is a different recruitment profile for those in a White ethnicity category when compared with applicants who were in a Black, Asian, Ethnic Minority ethnicity category: 82.1% of applicants were of a White ethnicity, 90.1% of those shortlisted were of a White ethnicity and 97.7% of those appointed were of a White ethnicity. Conversely, 10.7% of applicants were of Black, Asian, Ethnic Minority ethnicity, 6.1% of those shortlisted applicants were of Black, Asian, Ethnic Minority ethnicity and 2.3% of those appointed applicants were of Black, Asian, Ethnic Minority ethnicity. This compares with 7% of applicants being of Black, Asian, Ethnic Minority ethnicity in 2020, 4.6% being shortlisted and 0.0% being appointed. These figures would indicate that the College still needs to do more to ensure that its recruitment processes are inclusive at all stages to ensure that the College recruits the best talent.

In 2021, 78.4% of applicants declared that they did not have a disability, 76.8% of those shortlisted did not have a disability, although 86.1% of those appointed did not have a disability. 12.1% of applicants declared that they did have a disability, 17.7% of those shortlisted had a disability and 11.6% of those appointed had a disability.

There is a change in sexual orientation recruitment profile in 2021, compared with 2020, with 7.0% of those appointed in 2021 being in a “Lesbian/Gay Female” category, compared with 0.0% in 2020 and 7.0% being in a “Bisexual” category in 2021, compared with 0.0% in 2020. The majority of those appointed continue to be in a “Heterosexual/Straight” category, although the percentage has fallen to 83.7% in 2021, compared with 96.0% in 2020.

With regards to religion/belief, 3.9% of applicants were in a “Muslim” category, 2.2% of those shortlisted were in a “Muslim” category and 0.0% of those appointed were in a “Muslim” category in 2021. Some 3.0% of applicants were in a “Hindu” category, 2.2% of those shortlisted were in a “Hindu” category and 0.0% of those appointed were in a “Hindu” category in 2021. Conversely, 53.0% of applicants were in a “No religion/belief” category, 55.2% of those shortlisted were in a “No religion/belief” category and 60.5% of those appointed were in a “No religion/belief” category.

## **Progress on actions identified in the (previous) Staff Equality Report: 2020 compared with 2019**

This previous report identified areas to be addressed and that were taken forward via a People Services Equalities Action Plan. These areas were:

### ***Concentration of women in part-time work***

The previous report stated that People Services would be taking a 2-pronged approach to looking at this matter: firstly, there would 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, if there are any barriers to progression and to determine if there are any actions the College should be taking.

#### ***Progress:***

*The Staff Equality, Diversity and Inclusion Survey has been completed and the results analysed. The results from the overall analysis were used to inform the sessions for the All*

*Staff Development day in February 2022, where the focus was on the equality, diversity and inclusion matters raised as important in the survey.*

*The face-to-face meetings required for the focus groups will be arranged this academic year.*

#### **Address non-declaration rates**

The previous report identified that there were still several protected characteristics where a considerable number of staff had either “not indicated” their protected characteristic or have stated they “prefer not to say”.

##### **Progress:**

*The College has since revised its equal opportunities monitoring questionnaire, as per Advance HE’s guidance and asked staff to update their protected characteristics information. The College explained why this was important and also provided additional information on what constitutes a disability to encourage staff to declare this protected characteristic (see Appendix).*

*These actions have resulted in a reduction in non-declaration rates, as outlined earlier in this report.*

#### **Disability and gender reporting in the HR/Payroll system**

When the protected characteristics data were migrated from the College’s previous HR/payroll system, there was an issue with the data for the disability protected characteristic, due to it being recorded in a different way. This resulted in most staff being in a “not indicated/prefer not to say category” which meant that nothing could be inferred from the data.

The sex/gender reporting issue was previously limited to “male” or “female” in line with HMRC reporting requirements.

##### **Progress:**

*Both of these issues have now been addressed, as outlined earlier in this report.*

#### **Examine recruitment practices**

The previous report identified that, with the exception of the age protected characteristic, it appeared that College was largely recruiting in the image of its current staff profile, although it should be noted that the staff protected characteristic profile was largely in line with its wider geography.

##### **Progress:**

The College has added in a statement to its job adverts that it welcomes applicants from diverse backgrounds and is examining how it can use the Scottish Government’s minority ethnic toolkit.

The College has also carried out an analysis of its 2020 job adverts to see if there was anything in the adverts that could be contributing to this, but the job adverts concentrated largely on the skills and qualifications needed for the vacancy.

The number of BAME applications/appointments is still being analysed.

***Examine reasons for leaving for those in the 30-44 age group and in the “Christian” religion/belief category to identify why the leaver profile was different to the staff profile***

*Update:*

*An analysis was undertaken, but the reason for leaving were not related to protected characteristics.*

## **Next steps**

***Concentration of women in part-time work***

Although the percentage of female staff has decreased (23.7% in 2021, compared with 27.3% in 2020) and the percentage of male staff has also decreased (4.1% in 2021, compared with 6.0% in 2020), it is still predominately female staff who work part-time in the College.

In view of these figures, the College should continue with its plan to use the information from the staff equality, diversity and inclusion survey to structure focus groups, when it is safe to do so (post-COVID), to understand why there is such a predominance of women working part-time, if there are any barriers to progression and to determine if there are any actions the College should be taking. This action is highlighted in the People Services Equalities Action Plan.

***Examine recruitment practices***

Although the College has been examining its recruitment processes, more still needs to be done.

Given that, in 2021, 10.7% of applicants were of Black, Asian, Ethnic Minority ethnicity, 6.1% of those shortlisted applicants were of Black, Asian, Ethnic Minority ethnicity and 2.3% of those appointed applicants were of Black, Asian, Ethnic Minority ethnicity and in 2020, 7% of applicants being of Black, Asian, Ethnic Minority ethnicity in 2020, 4.6% being shortlisted and 0.0% being appointed, the College still needs to do more to ensure that its recruitment processes are appropriate.

In addition, in 2021, 12.1% of applicants declared that they did have a disability, 17.7% of those shortlisted had a disability and 11.6% of those appointed had a disability.

With regards to religion/belief, 3.9% of applicants were in a “Muslim” category, 2.2% of those shortlisted were in a “Muslim” category and 0.0% of those appointed were in a

“Muslim” category in 2021. Some 3.0% of applicants were in a “Hindu” category, 2.2% of those shortlisted were in a “Hindu” category and 0.0% of those appointed were in a “Hindu” category in 2021.

The figures indicate that the College should also look at its disability recruitment and recruitment in relation to religion/belief, as well as recruitment in relation to race/ethnicity.

This will include wider training for managers on recruitment, to avoid any inadvertent bias in the process, and, as identified in the People Services Equalities Action Plan, working with external race equality organisations and ensuring that the College uses the Scottish Government’s minority ethnic recruitment toolkit.

The College could also consider making its adverts more informative, so that people understand what the role involves and making its adverts more inclusive and attractive to a wider audience. A statement could be included in all adverts, indicating that the College takes its equality duties seriously including that part-time/flexible working options are available and emphasising that the College welcomes applications from people from diverse backgrounds - to reinforce the College being an employer of choice.

Adverts are currently only made available on MyJobScotland – the College could consider advertising more widely, eg on GREC, Disability organisation websites etc

## Appendix

The following email was sent out to staff in the period July – December 2021

**From:** Human Resources <[humanresources@nescol.ac.uk](mailto:humanresources@nescol.ac.uk)>  
**Sent:** 08 July 2021 14:17  
**To:** .All Aberdeen Staff <[All\\_Aberdeen\\_Staff@nescol.ac.uk](mailto:All_Aberdeen_Staff@nescol.ac.uk)>; .All Fraserburgh Staff <[All\\_Fraserburgh\\_Staff@nescol.ac.uk](mailto:All_Fraserburgh_Staff@nescol.ac.uk)>  
**Subject:** PLEASE UPDATE YOUR EQUAL OPPORTUNITIES INFORMATION  
**Importance:** High



Dear Colleague

***Could you please take a minute to update your equal opportunities/protected characteristics information on MyView?***

You can access your MyView dashboard by logging into COLin and clicking on the My View button on the home page. You will then be prompted for your usual NESCol login and password. Select the “My Details” tab on the left and then “Equal Opportunities Info” (please also see the attached instructions).

Please then check - and update your information where necessary (remembering to **SUBMIT** once you have made any changes). Please note that the system will only allow you to select one option for each protected characteristic.

Additional information on what constitutes a disability under the Equality Act is attached for your information.

### **What are the protected characteristics?**

The protected characteristics are: age, disability, gender reassignment, marriage and civil partnership, race, religion or belief, sex, sexual orientation.

Pregnancy and maternity is also a protected characteristic, but this information is gathered differently.

## Why are we asking you to do this?

***The College's new HR/Payroll system has been updated and we want to ensure that your equal opportunities/protected characteristics information on the system is accurate and up-to-date.***

The purpose of this is to help the College to meet its obligations under the Equality Act to:

- eliminate discrimination
- advance equality of opportunity between people from different protected characteristics groups
- foster good relations between people from different protected characteristics groups

## What will the College do with equal opportunities/protected characteristics information?

***Firstly, we want to reassure you that your information will be treated confidentially and will be used anonymously.***

***It is collated data that we will analyse and not information about individuals. Information will only be used in a statistical way e.g. out of a headcount of XYZ staff, 44% (256 staff) are male; 67% (388 staff) staff are in a White: Scottish ethnicity category. This will give a picture of equality and diversity across all protected characteristics in the College.***

For example, an analysis of the data may show that the College does not e.g. employ very many part-time male staff. If we know this from our statistics, we can then look into the reasons why. Similarly, if the data showed that e.g. that we did not have many staff in certain ethnicity categories, we would try to understand why that was the case, so that we could take action to address this.

This is why it is important for all staff to check and update their information – otherwise the statistics will not give an accurate picture of equality and diversity across all protected characteristics in the College.

The College values respect and diversity and wants you to share in these values. Checking and updating your information helps us to have the data that we need in order to eliminate discrimination, advance equality of opportunity and foster good relation between people from different protected characteristics groups.

If you have any questions, please do not hesitate to contact People Services at [humanresources@nescol.ac.uk](mailto:humanresources@nescol.ac.uk)

Kind regards

***Your People Services Team***

**The following information was attached to the all staff email.**

## **Additional Information: Disability**

Sometimes people are unsure whether they have an impairment which would come under the category of “disability”. These definitions may help:

### **Definition of disability (under the Equality Act 2010)**

A disability is a physical or mental impairment which has a *long-term* and *substantial* adverse effect on a person’s *ability to carry out normal day-to-day activities*.

*Substantial* is defined as being more than minor or trivial, eg, it takes much longer than it usually would to complete a daily task, eg, getting dressed.

*Long-term* means an impairment:

- which has lasted at least 12 months; or
- where the total period for which it lasts, from the time of the first onset, is likely to be at least 12 months; or
- which is likely to last for the rest of the life of the person affected

Conditions which are *treated as a disability* under the Equality Act:

- Cancer
- HIV infection
- Multiple Sclerosis
- If you are certified blind, severely sight impaired, sight impaired or partially sighted by a consultant ophthalmologist

There are some physical and mental conditions which ***might*** be treated as a disability under the Equality Act, ***depending on whether they have long-term and substantial effect on your daily life:***

- Problems with your sight or hearing
- Conditions where the effects vary over time or come in episodes, such as osteoarthritis, rheumatoid arthritis, fibromyalgia and ME
- Progressive conditions such as motor neuron disease, muscular dystrophy and forms of dementia
- Conditions which affect certain organs such as heart disease, asthma and strokes
- Learning difficulties such as dyslexia and dyspraxia
- Autistic spectrum disorders
- Mental health conditions e.g. depression, schizophrenia, bipolar affective disorders, eating disorders, obsessive compulsive disorder
- Impairment due to injury to the body or brain

Further information relating to the definition of disability under the Equality Act 2010 is available at: [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/570382/Equality\\_Act\\_2010-disability\\_definition.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/570382/Equality_Act_2010-disability_definition.pdf)

***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. Please contact People Services at [humanresources@nescol.ac.uk](mailto:humanresources@nescol.ac.uk) if you would like to have a confidential discussion about any disability-related adjustments.***

<b>HUMAN RESOURCES COMMITTEE</b> <b>Meeting of 28 September 2022</b>	
<b>Title: Learning &amp; Development Update</b>	
<b>Author: Susan Webster, Learning &amp; Development Manger</b>	<b>Contributor(s): Kimra Donnelly, Director of People Services</b>
<b>Type of Agenda Item:</b> <b>For Decision</b> <input type="checkbox"/> <b>For Discussion</b> <input type="checkbox"/> <b>For Information</b> <input checked="" type="checkbox"/> <b>Reserved Item of Business</b> <input type="checkbox"/>	
<b>Purpose:</b> To provide the HR Committee with an update from the Learning & Development Team.	
<b>Linked to Strategic Theme:</b> <b>4. Delivering Excellence and Innovation</b>	
<b>Linked to Strategic Risk(s):</b> 2.1	
<b>Executive Summary:</b> <p>Appendix 1 provides an overview of projects and activities undertaken by the Learning &amp; Development Team during the last academic year and actions for this year.</p> <p>Training continued to be delivered online during AY 2021/22. Although the online experience does not suit everyone, attendance, engagement and satisfaction with the training offered has been high, with the Winter Development Day proving to be particularly successful.</p> <p>The College underwent its three year IIP audit and received excellent feedback on both the We Invest in People and We Invest in Wellbeing Standards. The IIP Working Group has continued in its work to implement key recommendations.</p> <p>AY 2021/22 was the year that membership of the General Teaching Council for Scotland became a formal requirement for all lecturing staff with a recognised teaching qualification and work has been ongoing throughout the year to encourage all eligible staff to register.</p> <p>Wellbeing continues to be a high priority within the College and we have provided information and a range of opportunities for staff to engage in activities to support their wellbeing.</p>	

**Recommendation:** It is recommended that the HR Committee note the contents of this report.

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

**Equality Impact Assessment:**

**Positive Impact** ☐

**Negative Impact** ☐

**No Impact** ☒

**Evidence:** The Content of this report is for information only.

## **Learning and Development**

### **Overview on achievements for AY 2021 – 2022 and planned activity for 2022 - 23**

#### **1. Introduction**

The Learning and Development Team continued to work from home for the first two terms of the year, returning to Campus on a hybrid basis from the middle of April. The exception to this was the Learning Technologies Team, who operated a rota system on Campus from late autumn which allowed them to provide a better level of support to teaching staff.

Training continued to be delivered online. Although the online experience does not suit everyone, attendance, engagement and satisfaction with the training offered has been high, with the winter Development Day proving to be particularly successful.

The College underwent its three year IIP audit and received excellent feedback on both the We Invest in People and We Invest in Wellbeing Standards. The IIP Working Group has continued in its work to implement key recommendations.

2021-22 was the year that membership of the General Teaching Council for Scotland became a formal requirement for all lecturing staff with a recognised teaching qualification and work has been ongoing throughout the year to encourage all eligible staff to register.

Wellbeing continues to be a high priority and we have provided information and a range of opportunities for staff to engage in activities to support their wellbeing.

We continue to work alongside other key teams such as Quality, Student Support and Health and Safety as well as external partners, such as the University of Aberdeen, to ensure that staff can achieve their developmental goals in a safe manner with appropriate support and guidance.

#### **2. Achievements during academic year AY 2021 – 2022**

##### **2.1. Induction**

From May 2021 to April 2022 the College inducted 41 new members of staff. During this time there were also several in-house appointments made. As these are current members of staff, those numbers aren't included in the above figure as they are not required to undertake induction again.

In 2020 we moved to an online method of delivering induction due to Covid restrictions. During the 21/22 period we continued to facilitate induction as an online programme. The main reason for continuing in this manner was due to our staff moving to a hybrid working model. Staying with the online delivery ensured that everyone could attend the sessions provided.

We evaluate the induction programme bi-annually to ensure that the programme is the best it can be for staff. The most recent feedback we were given told us that the programme is quite time consuming for part time members of staff, especially those from the students association. To address this we are looking to create a Blackboard space where we will share all the induction content with those members of staff so they can do the induction in their own time.

Our previous evaluations had stated concerns about the time scale and the intensity of the sessions that staff were required to attend. This was due to changes that were made to accommodate the Inspire to Teach Programme which condensed the induction

programme. This has been addressed with Inspire to Teach now being run on a Tuesday morning and induction on a Thursday. Our most recent feedback suggests that new staff are happy with the time-frame they are given to complete their sessions.

In general the feedback we receive is positive with most members of staff saying they feel supported and confident in their work going forward.

## **2.2. Mandatory Training**

NESCol has identified a number of training courses as mandatory for staff. Many of these have been mandatory for many years, whilst others are relatively new additions. A decision as to whether a course should be mandatory or not is taken by the Leadership Team. Consideration of factors such as legislation, sector directives, potential risks to staff / students from untrained staff and college strategic aims and objectives help to decide which courses should be mandatory.

During 2021/2, there was a drive to improve the uptake of the following courses:

- Fire Safety
- Safeguarding
- Prevent
- Information Security
- Complaints.

There has been some success with this, for example over 90% of staff have now completed Prevent and Safeguarding training. 84% have completed Fire Safety. However, for other courses such as Complaints, there are still a number of staff who need to complete the training. It is extremely difficult to get 100% completion rates due factors such as staff absence and turnover. However, we intend to aim towards having 90% or more completion rates in all courses identified as mandatory over time.

During 2022/23 we will continue to encourage staff to undertake these courses and will provide better information to staff on COLIN so they have greater awareness of which courses are mandatory and how they can keep themselves up to date.

## **2.3. Management Training**

During the summer of 2021, we started work on developing a robust training programme for managers. The first part of this programme was created to develop the recruitment and selection skills of recruiting managers and People Services Assistants. This training, which involves completion of an online course as well as attendance at a workshop set out to provide a grounding in the relevant law and best practice as well as clarify the roles and responsibilities of the respective staff engaged in recruitment and selection. The People Services Assistants were trained during the summer holiday and managers were trained during the autumn term.

Work continued on rolling out training for managers with sessions on iCon2, Budget Management and the Financial Regulations. Attendance at these was quite low.

During the summer term of 2022 a new pilot programme for was run for a small group of Curriculum Managers. Feedback has been obtained and this programme will be developed further during 2022/23 for roll out across the College.

## 2.4. Start of AY 2021/2 Training and Development Programme

At the start of last year we offered staff the opportunity to develop skills in two key areas, Digital Technologies and Student Support. The objective of the student support sessions was to ensure that all staff in student facing roles, but in particular Academic Tutors, had the training that they needed to manage any safeguarding issues. A series of training sessions were run. These, together with attendance details are summarised in the table below:

Title	Number of Sessions run	Number of Attendees
Mental Health Workshops	2	50
Mental Health Refresh	3	40
Safeguarding Update	4	94
Suicide Awareness	3	75

For data Digital Technologies, please see separate report.

## 2.5. Winter Development Day

The College's winter development day took place on Tuesday 1 February and this year's theme was respect, diversity and inclusion. The activities on the day included a series of workshops and webinars which were held in the morning. All staff were encouraged to attend at least one session. In the afternoon there were a series of Q&A sessions which were held by members of staff/external facilitators where staff could put questions to those people on the protected characteristics they held. To finish off the day, all members of staff were to get together in their teams to discuss what they had learned throughout the day and to create an action plan of how they would integrate this in to their daily work.

The theme tied in to the work of the College's RESPECT group and the hope for the day was to allow staff the time to learn about the different protected characteristics and how learning about them can help the College to be a more diverse and inclusive environment for both staff and students.

On the day there were 23 workshops available to staff to attend. These were:

- ADHD Awareness
- Advance HE/SFC – Tackling Racism on Campus: Raising Awareness and Creating Conditions for Confident Conversations
- Age Inclusion
- Autism Awareness
- Deaf Awareness
- Disability Awareness: Inclusion and Equality
- Dyslexia Awareness
- Equality Act and Public Sector Equality Duty
- Equality Impact Assessments
- Gender and Sexuality Diversity
- Gender Identity
- Hidden Disabilities
- Introduction to Intersectionality

- LGBT+ Awareness
- Men's Mental Health
- Mental Health Awareness
- Mental Health Conversations
- Supporting Care Experienced Students
- Transgender Awareness
- Working with People from Diverse Religious Backgrounds
- Unconscious Bias
- Understanding the downside of stress
- Visual Impairment Awareness

This was followed by the Q&A sessions where the topics covered were:

- ADHD
- Anti-Racism
- Deafness
- Disability (with a focus on invisible disabilities)
- LGBTQIA+
- Men's mental health
- Gender pronouns

The evaluation that was sent out to staff after this event was quite in depth as the learning and development team, equalities committee and the RESPECT group had input in to this.

To summarise, it would be fair to say that the day was an overwhelming success. The feedback we received from staff was excellent.

469 (approximately 78% although this figure does include a small number of Protocol staff) members of staff attended at least one of the workshops/webinars. Of those attendees 214 (45.63% of those attending) completed the evaluation form that was sent out which is a fantastic return.

- When asked to rate if the session they attended met their expectations, the average response was 4.2 out of 5 who said it did.
- 86% said they would recommend the first session they attended
- 76% said they would recommend the second session they attended

## **2.6. Investors in People Audit**

Early in the New Year NESCol underwent a full Investors in People Audit against two standards "We Invest in People" and "We Invest in Wellbeing"

The first part of the audit involved an online survey. This was open to all staff. 53.3% of College employed staff took part in the "We Invest in People " survey. 40.3% of College employed staff took part in the "We Invest in Wellbeing" survey. The second part of the audit involved online interviews and focus groups which were facilitated by the IIP auditor for NESCol. 52

College employed staff (8.8%) took part in these interviews. These staff were selected from across the College so that they formed a representative sample of managers, support and teaching staff across the various campuses.

The outcome of the audits was that we retained Gold Status against the We Invest in People Standard and achieved Silver against the We Invest in Wellbeing Standard.

We received some extremely positive feedback indicating that we have made very good progress since our last full audit in 2019, particularly in areas such as communication and staff engagement. The auditor also commented on how committed staff are to providing a positive experience for students.

We were given some clear feedback on areas that would help us improve and an action plan has been drafted for 2022/23 which will include actions to improve staff wellbeing and resilience. This will be taken forward by People Services and the Investors in People Working Group.

## **2.7. GTCS Registration.**

GTCS Registration is now mandatory for all lecturing staff. During 2021/2 267 lecturers were put forward to apply for GTCS registration using the streamlined process that was available for one year only. Approximately 72% of eligible lecturers are now registered and more are currently in the process of obtaining registration. In the coming months we will be working with eligible staff to encourage all of them to register.

This year was the first year we utilised the Deduction at Source (DAS) system for paying registration fees and this went very well.

At the moment only lecturers who already hold a recognised teaching qualification are eligible to register. GTCS are currently working on alternative registration categories for lecturers who do not currently hold a recognised qualification. NESCol contributed to the consultation process that took place over the winter of 2021/2 and we await guidance from GTCS on the next stage in this process.

## **3. Wellbeing**

### **3.1. Progress**

In 2021/2022 great progress was made with regard to wellbeing in the College. This was reflected in the results of the Investors in People audit (documented above) in which we were awarded silver status.

The wellbeing matters group is also now up and running and has achieved a great deal in its first year.

The College was awarded additional funding for staff and student wellbeing from the funding council which allowed us to provide a series of wellbeing initiatives that might not otherwise have been possible. The funding for staff allowed us to provide the following:

- Light boxes that can be rented out for those who suffer from SAD.
- Creation of the Active NESCol course that staff could attend and get 6 weeks of training with the costs covered.
- Introduction of the WellNES podcast

With regard to the Learning and Development Team specifically the funding has allowed us to provide the following:

#### **3.1.1.Financial Wellbeing Week**

Due to the increasing cost of living we wanted to provide staff with the opportunity to learn about different ways that they could save money. We did this by putting on a series of information sessions and webinars over the course of the week. These included sessions from our current providers such as Sodexo and Medicash. We also had sessions on pre-retirement from AGE UK and a session from Home Energy Scotland with advice on saving money on your fuel bills.

Initial feedback for the week has been really positive with the pre-retirement course having been very popular.

#### **3.1.2.Menopause Awareness**

A staff menopause support group was created in November 2021. The intention of the group was to feed in to the national policy that will be launched soon.

Feedback from the group told us that many of the members were struggling with regulating their temperatures so the fund enabled us to buy a bank of portable neck fans that staff could use.

The fund will also allow us to roll out training for managers and staff and train some menopause champions.

On the wellbeing day there was a menopause awareness webinar that staff could attend and the feedback on this was very positive.

#### **3.1.3.Mental Health Training Sessions**

We asked SAMH to come along and provide mental health training to staff on suicide prevention and mental health – supporting others. These sessions proved popular and the staff gave good feedback on the content of these sessions. These sessions were targeted at academic tutors. Due to the high levels of student mental health issues being reported it was important that the academic tutors were provided with the training in order to manage those difficult conversations better.

The funding has allowed us to expand on our wellbeing services for 2021/2022. At the moment we are unsure if this funding will continue in to 2022/2023.

### **3.2. Mental Health First Aid Training**

Mental health first aid training was provided for members of the Student Advice and Support Team and People Services. These staff members were identified as those who would have responsibility if there was a staff or student mental health issue within College. 19 members of staff were trained.

### **3.3. Step Challenge**

We continued with the step challenges as we have in previous years. These are always well received and around 70 members of staff take part each time. We always get around 12 teams who join in too which is great.

### **3.4. Social Activities Calendar**

The calendar was created in response to staff's feedback during Covid. Many reported were missing the social element of work that the Covid restrictions took away. The calendar pulled together existing groups and created new ones to provide those social opportunities.

### **3.5. Wellbeing Day**

Our annual wellbeing day took place on Tuesday 28 June 2022. A large and varied programme was put together with something on offer for everyone. We saw people going wild swimming at Peterhead and some brave souls tackling the Scottish weather on the Cairnwell Munros. There was also a visit to the Peterhead prison museum and a group joining in with an archaeological dig, amongst other things.

Around 180 members of staff took part in the activities on offer. 69 members of staff completed the evaluation that was sent out and the results were hugely positive.

- An average rating of 4.81 out of 5 was given for the activities attended
- An average of 4.86 out of 5 was given for the facilitators of the sessions

Some comments that were given about the day were:

*"It was such a good day and trip. Good company and so good to mix with other staff and getting to know more staff! Thank You"*

*"A great experience and opportunity to talk to colleagues about things other than 'shop'!"*

*"Excellent day, the college should be commended for allowing staff time off for this day"*

## **4. Qualifications update**

### **4.1. TQFE**

Under NJNC Regulations all lecturers employed since April 2019 must achieve TQFE within 2 years of appointment. However, for many years the requirement for lecturers to achieve TQFE has been built into the NESCol contract of employment. Consequently, we have a well-developed procedure for ensuring lecturers achieve their TQFE and a high rate of completion.

During AY 2021/22 16 members of staff completed TQFE. Teaching took place entirely online for the second year. At the end of AY 2021/22 272 lecturers (87.7%) hold TQFE or an equivalent recognised qualification.

### **4.2. Assessor and Verifier Awards**

Historically all staff involved in the assessment process were expected to achieve an assessor award and all staff carrying out the role of verifier were expected to achieve a verifier award. However, in recent years we have moved to an approach where the requirement for someone to undertake an award is assessed according to risk and team requirements. For staff involved in the assessment or verification of work based Vocational Qualifications, holding a recognised qualification is essential. For staff working with non-work based units, a TQFE/SE would normally be considered sufficient. However, many Curriculum Managers ask for their lecturers to be put through awards to develop the skillset of their teams.

Discussions between the Learning and Development Team and Curriculum Managers take place in the spring term to identify which staff need to undertake awards in the forthcoming academic year. Staff are supported through the awards by Senior Lecturers for Enhancement based in the Quality Team

During AY 2022/23 22 members of staff achieved an assessor or verifier award and the percentage of staff currently holding assessor and verifier awards can be seen in the table below:

	<b>Assessor Award Only</b>	<b>WT Assessor Award</b>	<b>Verifier Award Only</b>	<b>A&amp;V Qualified</b>	<b>No Award</b>
<b>Lecturers</b>	62(20%)	3 (1%)	6(1.9%)	178 (57.4%)	61 (19.7%)*
<b>Instructors / work based assessor/verifiers</b>	18 (52.9%)	2 (5.9%)	0	9 (26.5%)	5 (14.7%)

(\*) Of the lecturers who do not hold an assessor/verifier award, 38 hold a recognised Teaching Qualification. This leaves only 7.4% without an assessor award.

#### **4.3. Student Support Qualifications / Training**

Following discussions with the Acting Student Support Manager, we identified a range of courses which we agreed were essential for this group of staff. The courses are as follows:

- PDA Strategies to Facilitate Inclusive Learning & Work
- A training unit such as Planning and Delivering Training Sessions to Groups
- Mental Health First Aid
- ASIST Suicide Prevention.

We are investing in this training to ensure that the team has the skills and competencies required for their challenging roles in supporting students across NESCol and staff are making excellent progress towards becoming fully trained / qualified.

#### **5. Forthcoming Year**

During the new academic year we aim to –

- Further improve induction by creating a Blackboard Course to host materials and presentations for those staff unable to attend face to face sessions. We are also aiming to look at an on boarding system which will allow new staff to start some of their induction prior to joining the College.
- Continue to encourage staff to complete mandatory training, aiming to have 90%+ completion rates in key courses.
- Refine and implement leadership training which will include face to face training and a curated list of online courses for managers.
- Continue to develop staff awareness of issues such as mental health, suicide and, for this year, neurodiversity so that both staff and students can be better supported.
- Implement improved strategies to support staff wellbeing and resilience.
- Continue to encourage all qualified lecturers to register with the GTCS.

Learning and Development Team, September 2022.



HUMAN RESOURCES COMMITTEE	
Meeting of 28 September 2022	
<b>Title: Learning Technologies Update</b>	
<b>Author:</b> Iain Henderson, Learning Technologies Manager	<b>Contributor(s):</b> Kimra Donnelly, Director of People Services
<b>Type of Agenda Item:</b> <b>For Decision</b> <input type="checkbox"/> <b>For Discussion</b> <input type="checkbox"/> <b>For Information</b> <input checked="" type="checkbox"/> <b>Reserved Item of Business</b> <input type="checkbox"/>	
<b>Purpose:</b> To provide the HR Committee with an update on the activities and projects undertaken by the Learning Technologies Team during the last academic year.	
<b>Linked to Strategic Theme:</b> <b>4. Delivering Excellence and Innovation</b>	
<b>Linked to Strategic Risk(s):</b> 2.3, 6.1, 6.7	
<b>Executive Summary:</b>  <p>Appendix 1 details how the Learning Technologies Team have provided College-wide support throughout the last academic year.</p> <p>The Team have continued to see education and communication tools being heavily used across all areas, with live teaching continuing to be provided through Blackboard Collaborate Ultra and Microsoft Teams.</p> <p>Data is also provided on the activity of the Learning Technologies Team and use of digital platforms across the College.</p>	
<b>Recommendation:</b> It is recommended that the HR Committee note the information provided.	
<b>Previous Committee Recommendation/Approval</b> (if applicable):	

**Equality Impact Assessment:**

**Positive Impact**      ☒

**Negative Impact**      ☐

**No Impact**      ☒

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

# Learning Technologies – Year in Review 2021-22

## Ally:

Usage of Ally increases again during 21-22 with 80,061 Alternative Formats being downloaded compared to 24,442 during 20-21. The most popular format was Tagged PDF (61,123) followed by HTML (14,690). Alternative Formats were downloaded from over 1,300 courses, an increase from 940 in 20-21.

During 21-22 NESCol participated in the Ally Fix Your Content Day in May 2022. During this time staff did 1,446 fixes which was more than were done in the whole of the last academic year. We placed 24th worldwide (out of 173) and 4th overall in Europe (1<sup>st</sup> for FE)

Above us in Europe were:

- #19: Robert Gordon University - 3,061 fixes
- #15: York St John University - 2,545 fixes
- #6: Cranfield University - 4,609

The No 1 institution was Coastal Pines Technical College (Georgia, USA) with 24,057 fixes

## Blackboard Assessments & Tools:

Due to the change in the way that Blackboard categorises Assignments as Tests in Ultra view there initially looks to be a large drop in Assignment submissions (20-21: 112,728; 21-22: 3,002) but Test submissions increased from 54,488 (20-21) to 125,930 (21-22) which takes account of this categorisation change. There has been a drop in the overall number of assessment submissions compared to 20-21 since during the last academic year all students had to complete a “Candidate Authenticity” test to state that the work that they submitted was their own, but this exercise was not repeated during 21-22. There were different ways of assessing in many subject areas which resulted in combined assessments or certain units not being delivered and therefore a corresponding change in the way assessments were submitted.

## Turnitin:

Turnitin usage was down during 21-22 and this could be due to the move to Ultra course view and staff choosing to use a Blackboard Assignment (with SafeAssign) instead. For those submissions using Turnitin the usage of Quickmarks and associated comments/rubrics etc was still proportional to the number of submissions received.

## Collaborate Ultra:

- Session instances launched: 52,665;
- Session time: 53,313 hours;
- 291,514 unique attendees;
- 10,747 recordings lasting 8,183 hours.

## Teams:

Reaching new highs with Chat messages peaking in January at 187,355 messages. January also saw the peak calls at 7,383 as well as the highest number of meetings with 5,361 held. Teams Channel messages peaked earlier in September at 8,963.

### **LinkedIn Learning:**

121 staff logged into LinkedIn Learning and 106 viewed content. These staff viewed 949 courses and 4759 videos with 121 courses completed.

### **Learning Technologies Team Advice & Training:**

2,067 training and advice sessions with staff so far this year.

### **Digital Futures Toolkit:**

Saw good usage throughout the year with 1,573 users accessing the site. The data does not include information relating to the majority of the guides which are now hosted on Wakelet.

### **Core & Essential Skills Course**

The team created a new self-service course for students containing many resources from Blended Learning Consortium, ClickView and other sources covering topics such as Access to Higher Education, Communication, English Language, ESOL, Employability, Enterprise, IT, Maths, Numeracy, Meta Skills, Soft Skills, and Study Skills. This self-enrol course does not track the usage of the individual resources and any student can enrol via Blackboard.

### **Blended Learning Consortium Finalist**

The team submitted the Core & Essential Skills course to the Blended Learning Consortium Learning Impact Award 2022. The submission reached the final but sadly did not win the overall award.

### **Submission to CDN Awards – Digital Learning Award Category**

The team also submitted the Core & Essential Skills course into the annual Digital Learning Category of the CDN Awards, but we did not make the final shortlist.

### **Microsoft Innovative Educator Expert**

Amy renewed her membership in the Microsoft Innovative Educator Expert (MIEE), Microsoft's premier program created to recognise educators who use innovative teaching practices and achieve excellence. The application process involves a self-nomination form, examples of innovative teaching and a record of 2+ hours of CPD from the Learn educator centre.

### **Microsoft Certified Educator Exam**

During the Summer holidays Iain & Amy attended the Blended Learning Consortium Summer Conference and had the opportunity to take a Microsoft exam and both gained the 62-193 Technology Literacy for Educator qualification. This certification is intended to be a valid and reliable measure of the competencies measured by the 21<sup>st</sup> Century learning Design framework (21CLD).

### **Hybrid Rooms**

The Learning Technologies Team assisted the ITTS Multimedia Team with the roll out and testing of the new hybrid rooms at City & Fraserburgh Campuses and were able to gather useful feedback from staff.

### **Recommendations:**

- Continue to encourage use of streaming systems like Medial and Stream for video content and video assignment submissions.
- Work with teams to further improve Blackboard course structures to improve layout, reduce number of folders and encourage better naming conventions of assessment items.
- Continue to increase awareness of Digital Accessibility regulations and use of Ally by students & staff.

## What went well?

During 21-22, staff continued to build on their skills gained during the previous academic year after remote working / learning began in March 2020.

Returning to work on campus with hybrid working since April 2022 has allowed us to support more staff face-to-face across all campuses. We now have presence at City Campus 5 days a week and Fraserburgh 4 days a week with staff at City Campus also visiting Altens regularly. The team are doing a minimum of 3 days on campus and 2 remotely depending on demand. A considerable number of support requests / training is still being performed using Teams since we are available to all staff at all campuses just like during the peak-pandemic period.

It was permitted to use unit-level courses again during 21/22 and this has brought back more efficient working across the teams who used those as well as the merging together of unit-level course where they were timetabled at the same time.

Staff have continued to get expert support, training & advice from the Learning Technologies Team and continue to use the Digital Futures Toolkit. The toolkit has also been expanded to include more student resources.

A series of webinars were held at the start of the academic year, anticipating the training needs of staff. These sessions had excellent attendance and provided staff with the guidance they would need so that they would be more prepared using the tools they require.

Video use has significantly increased during this year, and we have promoted the use of Medial for student video submissions. Increase in video assignment submissions being uploaded to Medial means staff do not have to download the video file before grading it. A large volume of disk space was made available for future Medial usage after removal of the original uploaded files which will allow many more recordings to be uploaded before we need to request additional disk space.

The team undertook a mini audit of the curriculum team's Blackboard courses after they had moved to Ultra during 21/22. This exercise gave us insight into good and poor practice, and we were able to provide constructive feedback to these teams about how to improve their course structure.

The team's Learning Technologist spent a lot of time working with the Scottish Maritime Academy to help to up-skill the staff to improve their usage of Blackboard Ultra and other tools.

Digital Accessibility was a key theme across the year with the creation and implementation of new guidance on minimum standards. The Digital Accessibility (Content) Working Group was created during Block 1 and the Director of People Services, Information Services Manager and Learning Technologies Manager met regularly to direct the rollout and plan for the dissemination of the guidance during the start of the 22/23 Academic Year.

## What did not go well?

Attendance at some scheduled training was lower than expected but staff continued to have the opportunity to attend smaller or individual training sessions via Teams or in-person.

The team regularly post news on COLIN including about new tools & features in Blackboard, LinkedIn Learning and Digital Accessibility but sadly the view numbers on these articles are generally low. This seems to be the case across the institution as well, so we've had to ensure that key updates are also sent out by email to staff repeating what is already on COLIN.

LinkedIn Learning is still available to all staff and a steady number continue to make good use of it but we would still like this to improve so that we get better value for money. Monthly updates are posted on COLIN highlighting new courses and key staff are contacted directly when a relevant course becomes available.

## Ultra Rollout Continues

During 21-22 the rollout of Blackboard Ultra course view continued with all teams moved except for Travel & Tourism, Social Sciences, Science and BCD. For 22-23 all teams will have moved to Ultra except for Science and a single course from Social Sciences (HND Year 2).

The Learning Technologies Manager presented at the Blackboard Teaching & Learning Conference in London during May 2022 as part of a panel discussion covering our experiences with rollout out Ultra across out institutions. We were the only FE institution represented on the panel.

The feedback from staff has been positive with the new, improved interface and navigation. Some concerns about the stark/blandness of the interface were raised especially for dyslexic users with some staff providing some detailed information about how they would find it more difficult to use. This report was passed onto Blackboard during 21/22 and we hope that this will be used to help improve the product.

## Looking Ahead

During 22/23 the Learning Technologies Team will continue to promote the new Digital Accessibility guidance and implement a monitoring mechanism to see how staff are complying with it.

Additional training for staff at Altens Campus is also planned to improve usage of Blackboard as well as to enhance the experience for students on the four BYOD courses at the campus.

We will continue to monitor the rollout of the Ultra course view and attempt to spot area of poor usage. This will then bring about more training opportunities for those staff to improve their confidence using Blackboard and associated tools.

A major project beginning in 22/23 will be determining the future VLE that the College uses and procuring a suitable one for when the current contract expires at the end of the 23/24 academic year.

## Usage Statistics:

### Blackboard Learn

	<b>19-20</b>	<b>20-21</b>	<b>21-22</b>
Assignment submissions	74,902	112,728	3,002
Test submissions	16,145	54,488	125,930
Discussion Board Posts	6,681	7,488	6,364
Blog submissions	9,417	10,139	443
Journal submissions	40,446	68,667	54,109

### Blackboard Collaborate Ultra

	<b>January 20- July 20 (212 Days)</b>	<b>20-21</b>	<b>21-22</b>
Sessions Created	6,890	19,317	11,599
Session Instances Launched	16,739	87,843	52,665
Session Time (Hours)	13,443	88,012	53,313
Attendees	70,572	693,896	452,494
Attendees Unique	51,899	470,983	291,514
Recordings	3,232	27,453	10,747
Recordings Duration (Hours)	1,606	19,281	8,183

### Blackboard Collaborate Recordings

(from Curriculum course codes only, excluding deleted recordings)

<b>Views</b>	<b>No of Recordings</b>	<b>Percentage</b>
0	1954	24.59%
1	1135	14.29%
2	891	11.21%
3	654	8.23%
4	475	5.98%
5-9	1388	17.47%
10-19	917	11.54%
20-29	265	3.34%
30-39	102	1.28%
40-49	58	0.73%
50-74	67	0.84%
75-99	18	0.23%
100-149	21	0.26%

## Blackboard Ally

Academic Year	19-20	20-21	21-22
Alternative Format Downloaded	13,173	24,442	80,061
Beeline	36	723	413
Braille	45	289	145
ePub	236	5,117	2,233
HTML	2,988	4,234	14,690
OCRed PDF (Portable Document Format)	224	303	1,233
Tagged PDF	9,392	13,185	61,123
Audio	252	591	224
Courses where alternative format was downloaded from	1,084	940	1,370
Instructor document fixes	955	1,146	2,013

## Ally Alternative Format Downloads by Team

Team	Total Downloads
ASET	5
CPD	58
Induction	120
Learning Technologies	13
Library	1
PA	2,299
PB	2,134
PC	3,688
PG	7,238
PH	9,842
PM	3,673
PN	3,131
Pre-Placement	214
PS	3,157
PT	16,894
PU	102
QA	1,317
QB	3,796
QC	1,431
QG	3,656
QH	1,027
QJ	273
QN	1,067
QP	2,547
QQ	538
QR	415
Quality	16
RA	320
RB	411

RC	883
RG	1,333
RH	702
RJ	4,169
RK	69
RM	983
Sandbox	20
YB	105
YC	660
YD	20
YE	44
YF	1,677
YQ	8
YS	5

#### Assessment Submissions:

	<b>19-20</b>	<b>20-21</b>	<b>21-22</b>
Turnitin Submissions	70,261	84,120	43,777
Assignment submissions	74,902	112,728	3,002
Test submissions	16,145	54,488	125,930
	161,308	251,336	172,709

#### Turnitin:

	<b>19-20</b>	<b>20-21</b>	<b>21-22</b>
Submissions	70,261	84,120	43,777
Quickmarks added	180,072	294,765	116,182
Bubble comments added	72,931	94,252	49,246
In-line text comments added	23,649	41,026	4,894
Grading Forms/Rubrics	20,452	24,931	24,332
Voice comments	31	135	252

#### Microsoft Teams

<b>Year, Month</b>	<b>Calls</b>	<b>Channel Messages</b>	<b>Chat Messages</b>	<b>Meetings</b>
2021, August	4,949	6,463	97,874	2,453
2021, September	6,462	8,963	177,440	4,184
2021, October	3,968	5,142	106,761	3,050
2021, November	6,154	8,207	186,376	4,695
2021, December	4,095	6,073	123,314	3,296
2022, January	7,383	7,971	187,355	5,361
2022, February	5,638	5,549	162,659	4,425
2022, March	6,458	6,600	191,265	5,047
2022, April	3,327	4,146	94,169	2,526
2022, May	5,247	4,496	152,092	3,623
2022, June	4,581	3,948	152,441	3,219
2022, July	1,318	2,433	37,602	1,210

## LinkedIn Learning

During 2021-22, 121 staff logged into LinkedIn Learning and 106 viewed content. These staff viewed 949 courses and 4759 videos with 121 courses completed.

The most popular courses during this time were:

Rank	Course Name	Length	Viewers
1	Learning Office 365 (Microsoft 365)	57m 24s	7 viewers
2	Chair Work: Yoga Fitness and Stretching at Your Desk	33m 11s	7 viewers
3	Microsoft Teams Essential Training (2019)	2h 21m	6 viewers
4	Excel Essential Training (Office 365/Microsoft 365)	2h 17m	6 viewers
5	Learning Canva	1h 7m	5 viewers
6	20 Nano Tips for Maximizing Excel with Mike Tholfson	12m 10s	4 viewers
7	Learning to Teach Online	46m 37s	4 viewers
8	Mindfulness Practices	2h 3m	4 viewers
9	Building Resilience	34m 25s	4 viewers
10	Microsoft Cloud Fundamentals: SharePoint Online, OneDrive, and Teams	2h 4m	4 viewers
11	Teaching Techniques: Blended Learning	1h 37m	4 viewers
12	Microsoft SQL Server 2019 Essential Training	4h 24m	3 viewers
13	Managing Depression in the Workplace	1h 3m	3 viewers
14	Confronting Bias: Thriving Across Our Differences	40m 2s	3 viewers
15	Diversity, Inclusion, and Belonging	47m 19s	3 viewers
16	Excel: Advanced Formulas and Functions	4h 47m	3 viewers
17	Supporting Your Mental Health While Working from Home	17m 54s	3 viewers
18	Practical Software-Defined Networking: 5 OpenFlow Physical Switches	1h 44m	3 viewers
19	Microsoft Office 365: Administration (Office 365/Microsoft 365)	2h 48m	3 viewers
20	Managing Stress for Positive Change	53m 40s	3 viewers

## Most Popular Videos:

Content Name	Unique Viewers
Communicate effectively with Microsoft Teams	6
Getting started with Excel for Office 365	6
Seated mountain	6
Organize conversations with channels	5
Manage your list of teams	5
Adding your brand to Canva	5
Create a team and add members	5
What is Office 365?	5
Manage or delete a team	5
What you can use Canva for	5
Share files	4
Posting from Canva and other platform integrations	4
Attend a meeting without a Teams account	4
Join a meeting and check A/V settings	4
Canva designs and templates	4
Excel quick analysis	4
Free and paid Canva assets	4

Becoming mindful at work	4
Use chats for private messages	4
Make audio or video calls from the Chats section	4

## Team Support

Since 29th October 2019, the team have logged training and advice given to staff. This data does not include those who attended organised training like a team meeting, online seminar, or face-to-face timetabled training workshop.

During 21-22 the team of three staff provided 2,067 training and advice sessions.

### By Campus

Campus	Count
Aberdeen City Campus	1,426
Altens Campus	166
Peterhead	22
Fraserburgh	453

### Method of Contact

Method of Contact	Count
Email	885
Phone	3
Face to face	141
Teams/Skype	1,033
Wix Chat	5

### Reason for Training/Advice

Blackboard	
- Ally	4
- Assignments	92
- Blackboard Apps	2
- Blogs, Wikis, Journals, Portfolios	26
- Collaborate	211
- Content Collection	9
- Course Copy	39
- Course Reports	1
- Grade Centre	187
- Original Course	73
- SafeAssign	3
- Tests	91
- Ultra Course	575
- Other Blackboard	38
<b>Office 365</b>	35
- Bookings	31
- Class Notebook	83

- Excel	38
- Forms	52
- OneDrive	55
- OneNote	44
- Outlook	35
- Planner	1
- Power Automate	12
- Power BI	6
- PowerPoint	23
- SharePoint	37
- Stream	36
- Sway	4
- Teams	172
- Word	24
- Other Office 365	11
<b>Assessment Tools</b>	3
- Kahoot etc	7
- Questionmark	17
- SCORM	5
- SQA SOLAR	0
- Turnitin	120
- Other Assessment Tool	7
<b>Digital Skills</b>	11
- Web Browsers	78
- JISC Online Surveys	7
- Windows 10	57
- Other Digital Skill	27
<b>College Systems</b>	8
- COLIN	11
- Medial	63
- MyNESCOl	5
- Remote Desktop	8
Accessibility	21
Adobe Creative Cloud	7
Articulate	36
Blended Learning Consortium	17
Camtasia	2
ClickView	9
FlipGrid	9
GLOW	1
Google G-Suite	0
H5P	13
LinkedIn Learning	5
Mobile Technologies	4
Qwickly	31
Wakelet	22

Vevox	0
<b>Other</b>	109

## Digital Futures Toolkit Usage

[www.nescoldigitalfutures.co.uk](http://www.nescoldigitalfutures.co.uk)

Users: 1573

Sessions: 2553

Page Views: 4875

Avg. Session Duration: 1 minute, 12 seconds

Rank	Page Views	Page Views
1.	Home Page	2,403
2.	College Systems	433
3.	Office 365	428
4.	Toolkit A-Z	412
5.	Tools For Creation	233
6.	Blackboard Student	223
7.	Blackboard Home	126
8.	Assessment Tools	122
9.	Blackboard Staff	112
10.	Digital Skills Accessibility	102

These statistics only cover use of the Wix website, and we do not have statistics for the content that has been transferred and added to Wakelet.

<b>HUMAN RESOURCES COMMITTEE</b> <b>Meeting of 28 September 2022</b>	
<b>Title: People Services Equality, Diversity &amp; Inclusion – Priority Actions 2022-23</b>	
<b>Author: Elaine Reid, Senior HR Business Partner</b>	<b>Contributor(s): Kimra Donnelly, Director of People Services</b>
<b>Type of Agenda Item:</b> <b>For Decision</b> <input type="checkbox"/> <b>For Discussion</b> <input type="checkbox"/> <b>For Information</b> <input checked="" type="checkbox"/> <b>Reserved Item of Business</b> <input type="checkbox"/>	
<b>Purpose:</b> To provide the HR Committee with an update on People Services Equality, Diversity & Inclusion – Priority Actions 2022/23 and 2023/24.	
<b>Linked to Strategic Theme:</b> <b>2. Empowering People</b>	
<b>Linked to Strategic Risk(s):</b> 2.1 & 2.3	
<b>Executive Summary:</b> <p>The College continues to seek to ensure that as an organisation it creates a more equal, diverse and inclusive learning and working environment for both students and staff. The College's approach is to:</p> <ul style="list-style-type: none"> <li>• Ensure equality and diversity is embedded in all areas of College activity.</li> <li>• Use data gathered to eliminate unlawful discrimination and promote equality.</li> <li>• Ensure all College staff undertake mandatory equality &amp; diversity training to raise awareness of the need to promote equality within their work areas.</li> </ul> <p>A key priority for the College is to deliver on the actions identified in its gender pay gap, occupational segregation, staff equality data and learning &amp; development reports.</p> <p>Appendix 1, People Service Equality, Diversity &amp; Inclusion – Priority Actions 2022-23 and 2023-24 outlines the actions that People Services will be taking to address identified equalities "hotspots". This aims to eliminate discrimination, advance equality opportunities for staff, and foster good relations.</p>	

<p>The Action Plan has been updated to reflect identified actions from the Staff Equalities Report and the Staff Equalities survey. There is a particular focus for People Services in relation to recruitment and selection.</p>
<p><b>Recommendation:</b> It is recommended that the Committee note the content and progress of the People Services Equality Action Plan.</p>
<p><b>Previous Committee Recommendation/Approval</b> (if applicable): It was agreed at the HR Committee in May 2021 that the People Service Equality, Diversity &amp; Inclusion – Priority Actions would be added as a standing item to the HR Committee agenda.</p>
<p><b>Equality Impact Assessment:</b></p> <p><b>Positive Impact</b>      <input checked="" type="checkbox"/></p> <p><b>Negative Impact</b>      <input type="checkbox"/></p> <p><b>No Impact</b>      <input type="checkbox"/></p> <p><b>Evidence:</b> The purpose of the report is to inform the HR Committee on the progress made to advance equality and diversity across the College.</p>

### People Services Equality, Diversity & Inclusion – Action Plan AY 2022/23 & 2023/24

The College continues to seek to ensure that as an organisation it creates a more equal, diverse and inclusive learning and working environment for students and staff alike. The College's approach is to:

- Ensure equality and diversity is embedded in all areas of College activity
- Use data gathered to eliminate unlawful discrimination and promote equality
- Ensure all College staff undertake mandatory equality & diversity training to raise awareness of the need to promote equality within their work areas

A key priority for People Services is to deliver on the actions identified in its various reports, including gender pay gap, occupational segregation, staff equality data, learning & development reports as well as the Staff Equality, Diversity & Inclusion survey.

This documents outlines the actions that People Services will be taking to address identified matters and to eliminate discrimination, advance equality opportunities for staff and foster good relations.

The main areas that People Services will be focussing on in 2022/23 and 2023/24 are:

Area	Action required	Timescale	Status/Notes	Completed/Outcomes
Recruitment Processes:	Examine BAME applications/shortlisting/interview panels for all posts where there were BAME applicants in 2020 to identify if/where there are any issues  Examine the policy regarding shortlisting/interview panels	AY 2022-23	BAME analysis and number of internal appointments still being analysed	

	<p>Provide wider information about what the College has to offer and what we are looking for people to bring to the role</p> <p>Make the recruitment process more transparent</p> <ul style="list-style-type: none"> <li>- Particularly for neurodiverse people, let them know what to expect throughout the process</li> </ul> <p>Avoid ambiguous language – be clear – this is particularly important for neurodiverse people (Staff Equality Profile 2021; Disability Mentoring Scheme/Disability in the Workplace Conference)</p>	AY 2022-23	<p>Disability Mentoring Scheme/Disability in the Workplace Conference are informing the way forward.</p> <p>Further details are at: <a href="#">..\Disability Mentoring Scheme\Outcomes and Strategy\Disability mentoring scheme - outcomes and strategy.docx</a></p>	
	<p>Improve recruitment adverts: Provide adverts in accessible formats, including braille, audio, BSL (with correct captions), bigger fonts</p> <p>Add in expanded statement to all adverts:</p> <p>The College is an inclusive employer that takes equality and diversity seriously. We have an Equalities Committee and a Respect group to drive forward our agenda and embed equality, diversity,</p>	AY 2022-23	<p>Disability Mentoring Scheme/Disability in the Workplace Conference are informing the way forward</p> <p>Further details are at: <a href="#">..\Disability Mentoring Scheme\Outcomes and</a></p>	

	<p>inclusion and sustainability in our day-to-day business.</p> <p>The College is a disability confident employer. We offer a variety of working options, including part-time, flexible and hybrid working. The College also places great importance on staff wellbeing. We welcome and encourage applicants from diverse backgrounds.</p> <p>(Staff Equality Profile 2021; Disability Mentoring Scheme)</p>		<a href="#">Strategy\Disability mentoring scheme - outcomes and strategy.docx</a>	
	<p>Improve the variety of places in which vacancies are advertised eg. GREC, disability organisation websites.</p> <p>Assess the costs in advertising more widely.</p> <p>(Staff Equality Profile 2021)</p>	AY 2022-23		
	<p>Improve the interview process</p> <p>Ensure requested reasonable adjustments for interviews are put in place.</p> <p>Pull together details of the types of adjustments that could be made and suggest these to the candidates being invited to interview.</p> <p>Consider giving all interview candidates, the interview questions before the interview (eg 30 minutes) to accommodate those with disabilities, in particular neurodiverse conditions</p>	AY 2022-23	<p>Disability Mentoring Scheme/Disability in the Workplace Conference are informing the way forward</p> <p>Further details are at:  <a href="#">..\Disability Mentoring Scheme\Outcomes and</a> </p>	

	Consider the impact of Assessment Centres and All-day interview/testing format as these can disadvantage certain groups of people (Disability Mentoring Scheme/Disability in Workplace conference)		<a href="#">Strategy\Disability mentoring scheme - outcomes and strategy.docx</a>	
	Implement recruitment & selection training for managers (Staff Equality profile 2021)	AY 2022-23		
	Work with external race equality organisations to encourage a more diverse workforce and to foster better relations with regards to race equality between the College and the wider community in order to position the College as a BAME employer of choice  Contact GREC to discuss how best to achieve this	AY 2022-23 & 2023-24	Delayed due to pandemic	
	Examine how the College could use the Scottish Government's minority ethnic recruitment toolkit, available online at: <a href="https://www.gov.scot/publications/minority-ethnic-recruitment-toolkit/">https://www.gov.scot/publications/minority-ethnic-recruitment-toolkit/</a>  Review Government document with the People Services Team and identify any further actions that need to be taken	AY 2022-23 & 2023-24	Paper drafted: <a href="#">..\Ministerial Response - Ethnicity\Minority Ethnic Toolkit - Nescol Actions.docx</a>	

Identify why there are so few – and in particular, women – from BAME backgrounds at College & address any issues	Use outcomes from the Staff Equality, Diversity & Inclusion Survey in the first instance to determine potential actions	AY 2022-23 & 2023-24	Survey completed August 2022 – actions identified in the report <a href="#">..\Equality &amp; Diversity Survey and Focus Groups\Staff ED &amp; I Survey\Survey results &amp; analysis\Report\Staff ED&amp;I Survey - Report.docx</a>	Outcomes from the survey are being referred to the Equalities Committee in AY22/23
<p>Conduct focus groups to understand why there is a predominance of women in lower graded support posts and part-time posts</p> <ul style="list-style-type: none"> <li>• To help address any underlying causes that contribute to occupational segregation and the gender pay gap</li> <li>• To understand if there are any issues around progression</li> <li>• To explore issues around flexible working, in particular in light of COVID</li> </ul>	Using outcomes from staff ED&I survey, formulate questions to be used as basis for focus groups	AY 2022-23		
Use iCon2 system to identify training/barriers to training		AY 2022-23 & 2023-24		

Carry out equalities training for People Services staff	Ensure the whole People Services Team is aware of the importance and impact of equality-related matters	AY 2022-23		
Implement staff and manager training on what is unacceptable/how to challenge unacceptable behaviours on the basis of a protected characteristic  (ED&I survey)		AY 2022-23 & 2023-24		
Implement training & provide guidance for all staff about how to handle harassment/discrimination  (ED&I survey)		AY 2022-23 & 2023-24		
Make more information available to staff about the support that is available from Occupational Health and about reasonable adjustments  Consider introducing “workplace passports” for reasonable adjustments  (ED&I survey)		AY 2022-23 & 2023-24		
Create a more inclusive environment	All videos to have captioning, plus BSL  Live captioning for meetings/events/virtual events –	AY 2022-23 & 2023-24	Disability Mentoring Scheme/Disability in the Workplace Conference are	

<p>With regards to disability, embed actions automatically, so that staff do not have to keep on asking for things.</p> <p>(ED&amp;I survey; Disability Mentoring Scheme/Disability in Workplace Conference)</p>	<p>Introduce hearing loops</p> <p>Link in with what College is already doing for students re Deaf/deaf – and see how this could apply to staff</p> <p>Consider adapting mandatory online training to accommodate those with disabilities</p> <p>Consider the impact of office lighting/noise – neurodiverse people can be particularly sensitive to these</p>		<p>informing the way forward.</p> <p>Further details are at:  <a href="#">..\Disability Mentoring Scheme\Outcomes and Strategy\Disability mentoring scheme - outcomes and strategy.docx</a> </p>	
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HUMAN RESOURCES COMMITTEE	
Meeting of 28 September 2022	
<b>Title:</b> Health & Safety Policy	
<b>Author:</b> Colin Beattie, Head of Health & Safety	<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 consider and approve the Health & Safety Policy (Appendix 1).	
<b>Linked to Strategic Theme:</b> <b>4. Delivering Excellence and Innovation</b>	
<b>Linked to Strategic Risk(s):</b> 4.4, 4.5,	
<b>Executive Summary:</b>  This is an existing College Policy and no changes were required.  This policy has been reviewed and undertook a period of consultation with the College Executive Team and our recognised Trade Unions.	
<b>Recommendation:</b> It is recommended that the Committee approve the Health & Safety Policy.	
<b>Previous Committee Recommendation/Approval</b> (if applicable):	

**Equality Impact Assessment:**

**Positive Impact**      ☒

**Negative Impact**      ☐

**No Impact**      ☐

**Evidence:** If approved the Health & Safety policy applies to all staff equally regardless of protective characteristics.



## **HS03 Health and Safety**

Version Date: \_\_\_\_\_ September 2021

Review Date: \_\_\_\_\_ September 2024

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## **GENERAL STATEMENT**

North East Scotland College recognises the requirement to conduct the operations of the College in such a way so as to ensure, so far as is reasonably practicable, that employees, students and others who may be affected by its activities are not exposed to risks to their health and safety. In accepting these responsibilities for the management of Health and Safety, North East Scotland College will comply with the Health and Safety at Work Act and all other compliance obligations to ensure that this duty is effectively discharged by using the best practicable means to provide a safe and healthy environment based on the principle that:

- Safety is an integral part of the management of the College.
- Significant risks to Health and Safety in College activities are properly assessed.
- All accidents can be prevented.
- Safety is the responsibility of all employees.
- Cooperation, consultation and participation in managing occupational health and safety performance is paramount.

The Principal and Chief Executive has executive responsibility for ensuring the implementation and monitoring of the Health and Safety Policy and ensuring the College complies with all of the relevant statutory requirements and associated codes of practice.

Specific organisational Health and Safety responsibilities are detailed in procedure HSE- O3 (Organisation and Responsibilities) of the College Health and Safety procedures and are in addition to the individual responsibilities for Health and Safety.

Joint consultation and participation with employees, representatives, students and contractors on matters concerning safety, health and welfare issues is well established and will continue to be actively promoted. The College Health and Safety Committee scheduled meetings will be integral to this consultation and the application of safety policy requirements. The local site safety groups will similarly convene monthly at satellite locations.

In maintaining effective safety standards, all necessary best practice information, appropriate support, advice, instruction and training will be provided for employees and students in respect of any risks which may arise from College activities.

This policy applies to all employees, students and others involved in activities at North East Scotland College and, in keeping with the College Ethos, the active commitment of all staff is sought in order to achieve the stated safety objectives.

The Regional Board receive regular safety performance an annual report and the Policy will be subject to annual review by the Regional Board.

Neil Cowie, Principal and Chief Executive

## 1.0 SCOPE

The College Health and Safety management system encompasses all workplace areas, defined as any physical location in which work related activities are performed under the control of the organisation these activities controlled and administered under the auspices of the College include activities external to the College involving either College students or staff.

Top management demonstrate through proactive leadership and commitment their support for the OH&S management system.

In maintaining effective safety standards, all necessary best practice information, appropriate support, advice, instruction and training will be provided for employees and students in respect of any risks, which may arise from College activities and are compatible with the strategic direction of the College.

In so far as is reasonably practical the College will communicate safety standards and objectives to assist in the prevention of workplace injuries and ill health rates consistently below stated revitalising Health and Safety improvement targets.

All significant Health and Safety hazards in all College activities are assessed for the level of risk and, so far as is reasonably practicable, appropriately eliminated or adequately controlled by implementing suitable risk reduction policies, or procedures or methods of work which will be documented and maintained.

Ensuring integration of the OH&S management system into the organisation's business processes.

Any conditions and factors that affect, or could affect the health and safety of employees or other workers (including temporary workers and contractor personnel) and visitors.

This policy applies to all employees, students and others involved in activities at the College and, in keeping with the College Ethos, the active commitment of all staff is sought in order to achieve the stated safety objectives.

## 2.0 OBJECTIVES

- Ensure all significant Health and Safety hazards in all College activities are assessed for the level of risk and, so far as is reasonably practicable, appropriately eliminated or adequately controlled by implementing suitable risk reduction policies, or procedures or methods of work which will be documented and maintained

Ensure any non-conformances from the OH&S system are recorded and any appropriate remedial actions are put in place to prevent reoccurrences.

- Ensure all accidents, incidents and dangerous occurrences are investigated and appropriate remedial action is taken when necessary to address deviations and avoid re-occurrence. Achieve benchmark reduction in annual accidents of 10 5% across all sectors.
- Provide appropriate instruction, training, retraining and supervision in applicable Health and Safety requirements to maintain competence – skills training for all staff.

- Continually monitor Health and Safety performance, based on the applicable legislative requirements, assess the safety management systems and report on its effectiveness.
- Maintain an effective system of consultation and participation with representatives of employees and students to ensure positive contributions to the application of safety within the College.
- Ensure all contractor companies meet and maintain the safety standards applied by the College when working on College premises
- Assess premises of all placement providers to confirm Health and Safety compliance for student placement.
- Undertake regular food hygiene inspections for all areas involved in the preparation of food.

### 3.0 INTRODUCTION

The details of the organisational management and the implementation arrangements which the College adopts to effectively manage Health and Safety are listed in the following sections of this manual.

The effective management of Health and Safety does not occur by its own volition and it is only possible in an environment where continuous improvement with a commitment to achieving best practice is an integral part of the organisation.

Health and Safety will be managed effectively at the College as detailed below:-

The key elements of effective Health and Safety management are.

They include:

**POLICY** Will be continually reviewed, based on applicable legislative compliance with necessary improvements applied so as to ensure the effectiveness.

**ORGANISING** College implements a proactive and efficient organisation to apply the Policy requirements as detailed in HSE – O3 Procedure.

### PLANNING AND IMPLEMENTING

The levels of risk created by work activities at the College locations are assessed and, so far as reasonably practicable, these are eliminated or adequately controlled to minimise and control the effects on persons who may be affected. These assessment results also allow for the prioritisation of risk reduction strategies in all processes.

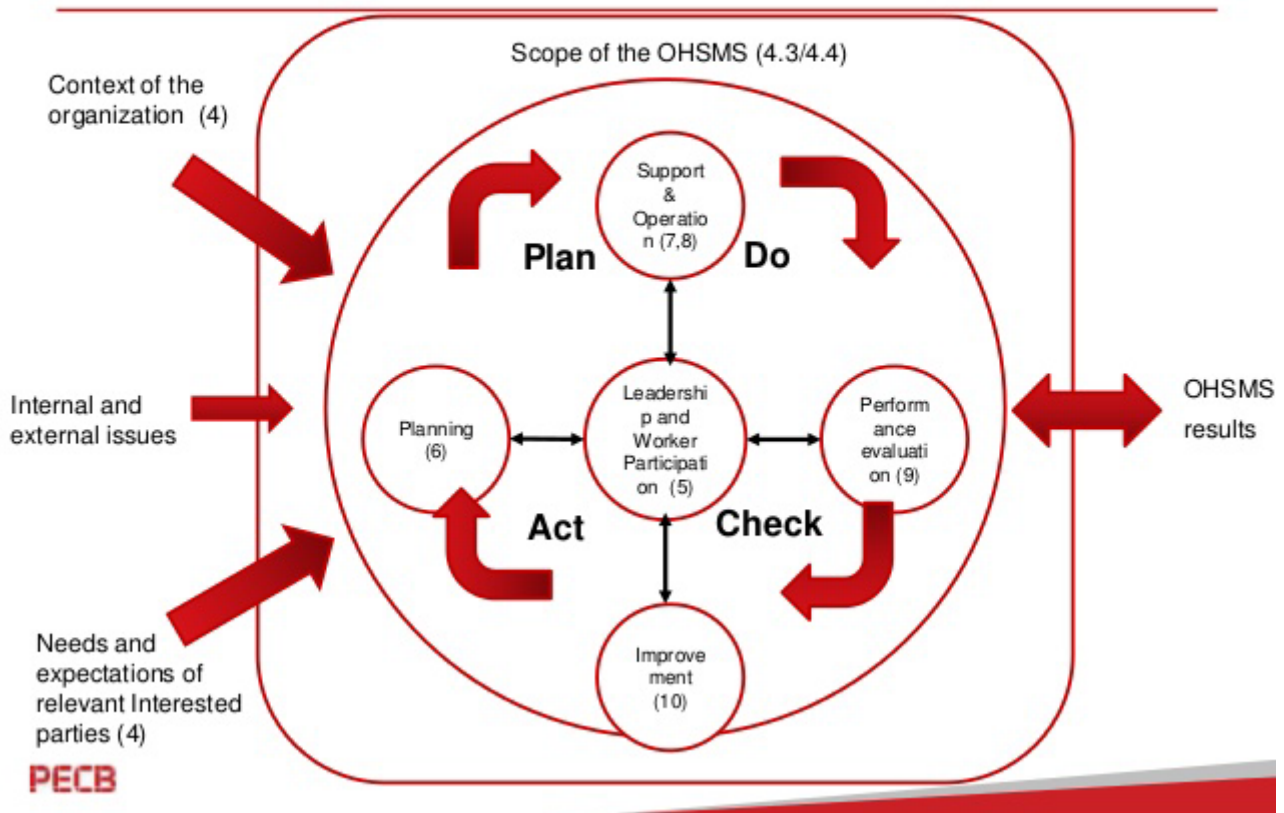
## MEASURING PERFORMANCE

A system of continuous monitoring examines both hardware (premises, plant and substances) and software (people, procedure, systems) to measure performance against pre-determined standards, i.e. ISO 45001. Any identified improvement targets are developed and implemented as required with proactive monitoring involving scheduled observations and inspections are utilised to maintain standards.

Failures of control are assessed through re-active monitoring which requires the competent investigation of accidents, incidents or dangerous occurrences and remedial action taken as appropriate. The evaluation of the effectiveness of emergency control measures and continuity procedures ensures continual reactive measurement.

The objectives of both active and re-active monitoring are to determine the underlying causes of any sub-standard performance and also to identify the underlying causes with the subsequent implications for the review, monitoring and operation of the Health and Safety management systems.

## Structure of the ISO 45001 Standard



## HEALTH & SAFETY ORGANISATION AND RESPONSIBILITIES

**This document provides details of specific Health and Safety responsibilities**

	<b>ORGANISATION</b>	<b>RESPONSIBILITY</b>
<b>2.0</b>	<b>Regional Board</b>	<p>Has the ultimate responsibility for Health and Safety in the organisation and is responsible for:</p> <ol style="list-style-type: none"> <li>1. Ensuring the establishment and development of an effective Health and Safety Policy.</li> <li>2. Ensuring the establishment and operation of an effective management system to meet the objectives of the Policy.</li> <li>3. Ensuring the effectiveness of the safety management system by reviewing annual report at relevant board meeting.</li> </ol>
<b>2.1</b>	<b>Principal &amp; Chief Executive</b>	<ol style="list-style-type: none"> <li>1. Has responsibility for the day to day application of the Health and Safety requirements on behalf of the Regional Board.</li> <li>2. Will ensure adequate resources are provided for the effective management of competent Health and Safety applications in all College activities.</li> <li>3. Will review all accident and incident reports in order to ensure that the causes of safety failures are identified and appropriate remedial action is taken to address and rectify any breaches of the Health and Safety policy arrangements.</li> <li>4. Will ensure the Regional Board receive reports of accident causation and remedial actions taken.</li> <li>5. Will ensure the Regional Board is kept aware of Health and Safety applications within all College activities and competent advice on all safety requirements is available to the Board as required.</li> <li>6. Will ensure that Health and Safety reports are submitted to the Board at regular intervals.</li> </ol>
<b>2.2</b>	<b>Vice Principal Finance and Resources</b>	<ol style="list-style-type: none"> <li>1. Will ensure effective safety management systems are in place, are effectively applied and reviewed with the Principal and Chief Executive at least annually or when legislation change deems this to be necessary.</li> </ol>

		<ol style="list-style-type: none"> <li>2. Will ensure regular reports on Health and Safety, together with an annual performance review report, are prepared and submitted to the Principal and Chief Executive.</li> <li>3. Will ensure all accidents, incidents and dangerous occurrences are investigated by the Head of Health, Safety and Security, the causes of accidents identified and recommendations made in relation to remedial action necessary to prevent reoccurrence.</li> <li>4. Will ensure adequate risk assessments are completed for all of the College activities and these are monitored and reviewed by competent persons at least annually or when legislation change deems this to be necessary.</li> <li>5. Will ensure that effective controls operate in selecting and monitoring contractors carrying out work at College locations. Any discrepancies with College procedures are addressed accordingly with the Contractor.</li> <li>6. Will ensure an effective insurance portfolio is provided and maintained for all College premises, vehicles, employees and third parties.</li> </ol> <p>Will ensure suitable cognisance of safety requirements is included in all contractual service agreements.</p>
<b>2.3</b>	<b>Leadership Team</b>	<ol style="list-style-type: none"> <li>1. Will ensure that all activities within their designated area of their responsibility are carried out in compliance with the Health and Safety arrangements as contained within the College Safety policy.</li> <li>2. Will ensure cognisance is given to all appropriate risk assessments and the specific procedures are followed for those activities.</li> </ol>
<b>2.4</b>	<b>Associate Vice Principals</b>	<ol style="list-style-type: none"> <li>1. Will ensure that appropriate methods are adopted so as all persons under his/her control know and accept their individual responsibilities as contained in current applicable Health and Safety legislation and those specifically detailed in the College Health and Safety Policy.</li> <li>2. Will adopt appropriate management techniques to manage Health and Safety within the sector with the same commitment as other management functions i.e. budget management, Student retention etc.</li> </ol>

		<ol style="list-style-type: none"> <li>Will set Health and Safety objectives based on the findings of appropriate risk assessments and safety monitoring for each activity.</li> </ol>
<b>2.5</b>	<b>Heads of Sector</b>	<ol style="list-style-type: none"> <li>Will effectively manage the application of Health and Safety within the sector/team and ensure that College Health and Safety procedures are complied with.</li> <li>Will ensure the appropriate risk assessments are applied to each College activity and are complied with.</li> <li>Will ensure monthly H&amp;S Inspections are undertaken and provide monthly reports to the H&amp;S Department</li> </ol>
<b>2.6</b>	<b>Curriculum Managers / Lecturers/ Instructors</b>	<ol style="list-style-type: none"> <li>Will ensure students are given all relevant Health and Safety information pertaining to their particular location and /or activity.</li> <li>Will ensure the appropriate risk assessments for the location / activity are made known to students and encourage students to recognise the importance of Health and Safety.</li> <li>Will manage the Health and Safety of students in training/ learning environment by using safe systems which prevent unsafe acts, practices and conditions.</li> <li>Will enforce the wearing of protective clothing where and when required as identified by legislation / risk assessments.</li> </ol>
<b>2.7</b>	<b>Director Of People Services</b>	<ol style="list-style-type: none"> <li>Will ensure that appropriate Health and Safety information is issued to new employees.</li> <li>Will liaise with Occupational Health service where employee health referrals are necessary and ensure that any cases of occupational diseases are promptly reported to the Head of Health, Safety and Security for investigation.</li> </ol>
<b>2.8</b>	<b>Learning &amp; Development Manager</b>	<ol style="list-style-type: none"> <li>Will arrange for appropriate staff training in accordance with the requirements of applicable Safety statutory obligations and as individual staff Continuing Professional Development.</li> <li>Will arrange various methods of training provision in response to recommendations made by the Head of Health, Safety and Security</li> </ol>

2.9	<b>Head of Health, Safety &amp; Security</b>	<ol style="list-style-type: none"> <li>1. Will act as a source of professional advice on Health, Safety policies to all staff, contractors, students, visitors and members of the public using the College facilities.</li> <li>2. Will ensure statutorily compliant College safety policies and procedures are maintained and updated. Monitor their effectiveness by using acceptable audit and inspection tools making alterations /improvements as identified.</li> <li>3. Will prepare regular reports on Health and Safety together with an annual performance review report and submit these to the Director of People Services.</li> <li>4. Will investigate accidents, incidents and dangerous occurrences at College locations, make appropriate recommendations to prevent any future recurrence and submit reports on causation factors to the Director of People Services.</li> <li>5. Will design appropriate risk assessment systems and provide training for College staff in their use and application for College activities. Monitor the implementation of these systems within the College and ensure their review by competent persons at least annually or when legislation change deems this to be necessary.</li> <li>6. Will provide appropriate safety training and information on Health and Safety issues relevant to staff.</li> <li>7. Will liaise with People Services to ensure that staff health surveillance as dictated by statutory safety legislation is carried out.</li> </ol>
2.10	<b>Environmental and Sustainability Manager</b>	<ol style="list-style-type: none"> <li>1. Will contribute to the establishment, implementation and maintenance of an environmental management and sustainability system, which includes monitoring of energy reduction and recycling methods, in line with acceptable standards.</li> <li>2. Will provide training and advice to staff, and students where appropriate, in relation to environmental and sustainability issues.</li> <li>3. Will assist the Health and Safety team in monitoring compliance with legislation.</li> </ol>
2.12	<b>All Line Managers/ Supervisors</b>	<ol style="list-style-type: none"> <li>1. Will ensure Health and Safety application is effectively managed within their relevant functional area and all</li> </ol>

		<p>staff under their control know and accept their responsibilities as contained within the College Health and Safety Policy document.</p> <ol style="list-style-type: none"> <li>2. Will establish the internal mechanisms for meeting statutory objectives in application of applicable risk assessments, Control of Substances Hazardous to Health assessments (COSHH) and Manual Handling assessments. Manage such programmes effectively and monitor the effectiveness of assessments.</li> <li>3. Will ensure all equipment and material purchases fulfil all essential Health and Safety criteria as required in Provision and use of Work Equipment Regulations.</li> <li>4. Will define safe working practices, procedures and instructions, based on valid risk assessments (in writing where necessary) and to ensure they are known by all employees.</li> <li>5. Examine accident, incident reports and liaise with Health, Safety and staff as required.</li> <li>6. Will manage the Health and Safety induction programme for all new employees.</li> </ol>
<b>2.15</b>	<b>Health and Safety Committee</b>	<ol style="list-style-type: none"> <li>1. Will convene at least 3 times annually at scheduled dates and discuss relevant reports to assist in the development of suitable safety procedures. i.e. the implementation of new applicable legislation.</li> <li>2. Will discuss any Health and Safety re-active issues, review accident statistics and actively promote procedure to address Health and Safety within the organisation.</li> </ol>
<b>2.16</b>	<b>Trade union/ Non-union Safety Representatives</b>	<ol style="list-style-type: none"> <li>1. Will actively represent the interests of staff, for whom they are elected to represent, by attending the scheduled Safety Committee meetings, assisting with monitoring and reporting procedures at College locations and promoting Health and Safety application within the organisation.</li> </ol>

<b>2.17</b>	<b>Evening Class Co-ordinator (if utilised)</b>	<ol style="list-style-type: none"> <li>1. Will act as designated Heads of Centre for all evening classes to ensure that all lecturers/ instructors and students apply the College Health and Safety procedures in any emergency situation.</li> <li>2. Will assist in the implementation of safe systems of work, procedures and the application of appropriate risk assessments for evening class activities at all sites.</li> <li>3. Will, in conjunction with the College Head of Health, Safety and Security, assist in conducting fire drills for evening sessions and provide post activity reports for the Health and Safety Team. Will implement any recommendations made from those reports.</li> </ol>
<b>2.18</b>	<b>All Employees</b>	<ol style="list-style-type: none"> <li>1. Are required to comply with their responsibilities under the Health and Safety at Work Etc. Act 1974 and associated legislation.</li> <li>2. Will comply with the requirements of this policy and the contents of appropriate risk assessments relative to the tasks being undertaken.</li> <li>3. Promptly report to the appropriate personnel (supervisor, team manager etc) any accident, incident or dangerous occurrence.</li> <li>4. Will participate in any training given to promote Health and Safety and will use any protective clothing and equipment provided in accordance with current legislation.</li> <li>5. Are required to observe and follow relevant procedures applicable for fire and first aid action.</li> </ol>
<b>2.19</b>	<b>Designated Heads of Centre (where applicable)</b>	<ol style="list-style-type: none"> <li>1. Will be Designated person in control of any emergency response/ evacuation procedures/ drills at the location and provide the Health and Safety team with specific post event-reports.</li> <li>2. Will act as the identified contact person at the location for any of the emergency services attending the event.</li> </ol>
<b>2.20</b>	<b>Fire Wardens</b>	<ol style="list-style-type: none"> <li>1. Will assist the DHOC in ensuring orderly and efficient responses are made to emergency conditions.</li> </ol>
<b>2.21</b>	<b>Facilities Management Contractor Manager</b>	<ol style="list-style-type: none"> <li>1. Will adopt appropriate methods to ensure that all staff under his/ her control know and understand their responsibilities under the Health and Safety at Work Etc.</li> </ol>

	<b>Transport</b>	<p>etc 1974, and that they are equipped to fulfil their duties safely.</p> <ol style="list-style-type: none"> <li>Will establish the organisation to ensure all required applicable statutory records are maintained and establish / maintain suitable procedures to ensure the safe condition of all College facilities.</li> <li>Will ensure competent contracting services are employed to carry out works and will liaise with College Safety staff to ensure contractors /visitors/ are informed regarding Safety procedures. Specific reference will be made to location risk assessments, work specific risk assessments, reporting procedures emergency/ first-aid procedures.</li> <li>Will act as the authorising authority for all electrical work by using a designated electrical permit to work system and will ensure all electrical work is undertaken in a safe and efficient manner.</li> <li>Will ensure that College vehicles and internal traffic management systems are maintained in a safe condition.</li> <li>Will liaise with College Safety team and in compliance with the College Occupational Road Risk programme, authorise vehicle parking / driving permits as required.</li> </ol>
<b>2.22</b>	<b>Trained and Authorised First-aid personnel</b>	<ol style="list-style-type: none"> <li>Will provide emergency first aid treatment and assistance for all staff, contractors, students, visitors and members of the public who use the College facilities, and as required by legislation in support of cases of sickness, accidents etc. and enact referral as required.</li> </ol>
<b>2.23</b>	<b>Janitors</b>	<ol style="list-style-type: none"> <li>Will assist in the monitoring of safe conduct by contract personnel and, in conjunction with the appointed site security officer(s), assist in the site security.</li> <li>Will assume out of hours emergency responsibilities as required.</li> <li>Will undertake first aid duties as required</li> </ol>
<b>2.24</b>	<b>Security</b>	<ol style="list-style-type: none"> <li>Will provide the security at all, and any, of the college centres utilizing equipment and facilities provided to achieve suitable security on all premises.</li> <li>Will undertake first aid duties as required</li> </ol>

Status:	Final	<b>Summary of Changes</b> <ul style="list-style-type: none"> <li>Terminology</li> <li>No change to content of policy when reviewed July 2022.</li> </ul>
Approved by:	Executive Team	
Date of version:	September 2022	
Responsibility for Policy:	Vice Principal Finance and Resources	
Responsibility for Review:	Head of Health Safety and Security	
Review date:	September 2024	
DPIA Date	September 2021	
EIA date:	July 2022	

### DATA PROTECTION IMPACT ASSESSMENT (DPIA)

<b>1. Does the activity that this policy or procedure relates to use personal data in any way?</b> (Use may refer to collecting and gathering; storing electronically; storing by paper; sharing with other parties (internal or external to college); use of images as well as written information; retaining and archiving; or erasing, deleting and destroying)	No
<b>2. Does the activity that this policy or procedure relates to use special category personal data in any way?</b> (Special category data is data about: race; ethnic origin; politics; religion; trade union membership; genetics; biometrics (where used for ID purposes); health; sex life; or sexual orientation)	No
<b>3. Does the activity that this policy or procedure relates to involve the use of social media or a third-party system?</b>	No

If the answer is 'yes' to one or more of the above questions, the Data Protection Officer must be consulted.

Date of DPO consultation:	N/A
Description of outcome and actions required (if any):	
DPIA screening/full DPIA required:	No

## EQUALITY IMPACT ASSESSEMENT (EIA)

### Part 1. Background Information

<b>Title of Policy:</b>	HS03 Health and Safety Policy
<b>Person Responsible:</b>	Head of Health, Safety and Security
<b>Date of Assessment:</b>	20/07/2022
<b>What are the aims of the Policy?</b>	
<b>Who will this Policy impact upon?</b>	This policy details the steps and responsibilities in relation to the College H&S Policy. From the results, staff and students following the Policy will be impacted.

### 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.)

<b>Need</b>	<b>Impact</b>	<b>Evidence</b>
<b>Eliminating unlawful discrimination, harassment and victimisation</b>	Positive, Staff opportunity to view and understand H&S responsibilities	No Equality complaints on available equipment
<b>Advancing Equality of Opportunity</b>	Positive, Staff opportunity to view and understand H&S responsibilities	Planning by staff to have procedures and plans in advance for any new students with known needs.
<b>Promoting good relations</b>	Positive, Staff opportunity to view and understand H&S responsibilities	Planning by staff to have procedures and plans in advance for any new students with known needs.

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

No action is required.
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<b>Sign-off *</b>	
Name:	Colin Beattie
Position:	Head of Health, Safety and Security
Date of original EIA:	January 2016
Date EIA last reviewed:	July 2022

*\*Please note that an electronic sign-off is sufficient*