



**HR COMMITTEE MEETING**  
**Meeting of 27 September 2023**

**HUMAN RESOURCES COMMITTEE**

**NOTICE**

There will be a meeting of the Human Resources Committee of North East Scotland College on Wednesday 27 September 2023 at 1000 hours through the use of Microsoft Teams.

<b>AGENDA</b>		
<b>Agenda Item</b>		<b>Paper</b>
01-23	Apologies for Absence	
02-23	Declaration of any Potential Conflicts of Interest in relation to any Agenda Items	
03-23	Minute of Previous Meeting – May 2023	x
04-23	Matters Arising from the Previous Meeting	x
	<b>Matter for Decision</b>	
05-23	Committee Terms of Reference	x
06-23	Committee Programme of Business AY2023/24	x
	<b>Matters for Discussion</b>	
07-23	People Services management Information (annual report)	x
08-23	People Services Enhancement Plan	x
09-23	People Services Equalities Action Plan	x
	<b>Matters for Information</b>	
10-23	Industrial Action (verbal update)	
11-23	National Collective Bargaining (verbal update)	
12-23	Learning & technologies presentation (VLE) (I Henderson)	
13-23	Committee Evaluation Feedback	x
14-23	<b>Any Other Business</b>	
15-23	<b>Summation of Action and Date of Next Meeting</b>	

## HUMAN RESOURCES COMMITTEE

### MINUTE OF MEETING

**DRAFT** Minute of the meeting of NESCol's Human Resources Committee held on Wednesday 24 May 2023 at 2:00pm via Microsoft Teams.

<b>Agenda Item</b>	<p><b>Present:</b> Neil Cowie Jim Gifford Duncan Cockburn Cindy Dempster Leona McDermid - Chair</p> <p><b>Guest Attendee:</b> Elaine Reid, Senior HR Business Partner</p> <p><b>In attendance:</b> Kimra Donnelly, Director of People Services Susan Lawrance, Secretary to the Board Karen Fraser, Minute Secretary</p>
18-22	<p><b>Apologies for Absence</b> Apologies were received in advance from C Beaton, N McLennan and S Elston.</p>
19-22	<p><b>Declaration of any Potential Conflicts of Interest in relation to any Agenda Items</b> There were no declarations of potential conflict given.</p>
20-22	<p><b>Minute of Previous Meeting – 28 September 2022</b> The Minute was approved as a true and accurate record, subject to the date of next meeting being added to Agenda Item 17-22. <b>Action: Board Secretary to add date to Agenda item 17-22.</b></p>
21-22	<p><b>Matters Arising from the Previous Meeting</b> Members noted that all matters arising had been addressed, with K Donnelly confirming management information will be provided for the next Committee Meeting.</p>
	<p><b>Matter for Decision</b></p>
22-22	<p><b>Equal Pay Policy and Statement</b> Members adopted and approved the Policy and Statement as presented, subject to a date reference being included so as to clarify from when minor changes were effective.</p>

	<b>Action: K Donnelly to ensure date is added to summary of changes.</b>
	<b>Guest attendee E Reid joined the meeting at 2:07pm</b>
23-22	<p><b>Gender and Ethnicity Pay Gap Report (Elaine Reid)</b>  E Reid highlighted key statistics within the Report, including the reasons behind mean and median figures used to allow for a more complete and accurate picture; and the ongoing review by People Services of the predominance of women working part time which rose in 2022 and the decrease in men in part time roles. The need to improve the gender pay gap position – even when NESCol appears better than the sector average – was acknowledged.</p> <p>In response to a query regarding the lack of visibility of support staff occupational segregation, it was confirmed that this will be detailed in the legislatively required piece of work in 2 years' time. The societal issue of role applications continuing to be received from traditional genders was referenced.</p> <p>The volume of content and the time spent on the Report was recognised, the streamlining of which appearing as improbable owing to the need to evidence the findings. The ability to use the disclosed data to determine and demonstrate the ways in which NESCol can move forward was recognised.</p> <p>N Cowie thanked and K Donnelly praised E Reid for the significant amount of work undertaken.</p> <p>Discussions concluded and Members adopted and approved the Report.</p>
24-22	<p><b>Equalities Report (Elaine Reid)</b>  E Reid highlighted to Committee key data within the Equalities Report, including details of the work People Services have undertaken with a disability mentor, which have included recruitment workshops – this work being .</p> <p>The positive observations made by Grampian Regional Equality Council representatives regarding NESCol's recruitment practices, diverse workforce encouragement and the use of data analysis to determine areas requiring focus was highlighted to Committee, .</p> <p>The College was praised for producing the level of information regarding non-disclosure rates, with possible reasons for the increase in non-disclosure discussed.</p> <p>Committee noted the ongoing work of the People Services team in reviewing how best to encourage staff to disclosure information regarding protected characteristics and to continue to analyse interview feedback for both successful and unsuccessful candidates.</p> <p>Upon conclusion of the discussions, Members adopted and approved the Report as presented.</p>

	<b>Matters for Discussion</b>
25-22	<p><b>Equalities Action Plan Presentation (Elaine Reid)</b></p> <p>Through the use of a PowerPoint presentation, E Reid illustrated People Services' work and projects, including the introduction of the Staff Wellbeing and Disability Agreement; with K Donnelly emphasising the importance of creating a culture in which staff feel comfortable declaring any type of disability or perceived disability.</p> <p>The Chair thanked E Reid and the team for the vast amount of work undertaken and offered help from Committee should it be required.</p> <p>C Dempster noted her amazement at the amount of work that goes into producing the reports and commended the detailed reports.</p>
	<b>Guest attendee E Reid left the meeting at 3:01pm</b>
26-22	<p><b>Learning and Development Equalities Report</b></p> <p>Members noted the Report as presented by K Donnelly. The impacts of COVID and of the departure of the Learning and Development manager were recognised, as was the existence of online training which can be accessed for free and provides a wealth of opportunity.</p> <p>Responding to the query regarding staff reluctance to complete their CPD Training Logs, K Donnelly acknowledged the drawback of the system not being user-friendly, staff being able to complete training via sources out with People Services, and personal development often getting abandoned at times of real or perceived workload pressures.</p> <p>D Cockburn praised the extensive range of workshops and training sessions on offer at Staff Development Days.</p> <p>Members agreed with K Donnelly suggestion to have L&amp;D Manager present future reports.</p>
27-22	<p><b>People Services Enhancement Plan – Progress Report</b></p> <p>K Donnelly directed members to the Progress Report and confirmed accessibility to previously unattainable workforce planning data, and the benefit of curriculum planning work being undertaken. J Gifford encouraged best practice information gathering from other Power Bi users.</p>
	<b>Matters for Information</b>
28-22	<p><b>Learning Technologies update</b></p> <p>Members noted the update and the additional information provided by K Donnelly on the activities and projects undertaken by the Learning Technologies team. The expertise of A Wilson on ChatGPT was highlighted, alongside the need to understand the interesting challenges on the impact of AI.</p> <p><b>Action: AI training session to be arranged for HR Committee/Board Members.</b></p>

	Members agreed with K Donnelly that future Learning Technologies updates will be provided to Committee by the LT Manager.
29-22	<p><b>Staff Wellbeing update</b></p> <p>Members noted the update provided with K Donnelly providing a summary, noting the continuing work being undertaken on the wider wellbeing of staff, and the embedding of the Wellbeing HR Advisor within the People Services Team.</p> <p>In response to a query, K Donnelly advised that whilst it is challenging to identify what staff needs most, the Wellbeing Survey (conducted through IIP) and the review of the wellbeing strategy, involving focus groups, provides informative data. N Cowie expressed a desire for NESCol to continue to be a progressive employer by assisting staff to align their work/life balance. N Cowie recognised the excellent work in relation to staff wellbeing and on the recently adopted Menopause Policy, on which Leadership training was recently provided by HR Wellbeing Advisor L Laing.</p>
	<b>Reserved Items of Business for Information</b>
30-22	<b>National Collective Bargaining update</b>
31-22	<b>Job Evaluation update &amp; Presentation</b>
32-22	<b>Voluntary Severance update</b>

33-22	<b>Re-structure verbal update</b>
34-22	<p><b>Any Other Business</b> No other business was raised.</p> <p>Thanks were expressed to K Donnelly and the People Services' team for the thoroughness of the Papers brought to the attention of the Committee.</p>
35-22	<p><b>Summation of Action and Date of Next Meeting</b> S Lawrance provided a summary of the actions and reiterated that all items presented for approval were approved.</p> <p>The scheduling of Committee Meetings for AY2023/24 will be communicated to Members following the Regional Board Meeting on Wednesday 21 June 2023.</p>

<b>Agenda Item</b>	<b>Actions from HR Committee 24/05/23</b>	<b>Responsibility</b>	<b>Deadline</b>
20-22	Addition of date to Agenda Item 17-22	Board Secretary	24/05/23
22-22	Minor changes effective from date to be added	K Donnelly	24/05/23
28-22	Training on AI to be explored for Regional Board Members	Board Secretary	AY2023/24



## Agenda Item 04-23

### HUMAN RESOURCES COMMITTEE

An update on matters arising from the meeting of the Human Resources Committee held on Wednesday 24 May 2023

Agenda Item	
20-22	<b>Action:</b> Addition of date to Minute before uploading.
	<b>Status: Complete</b> – Minute amended and uploaded to website.
22-22	<b>Action:</b> Date reference to be added to Equality Pay Policy and Statement
	<b>Status Complete</b> – amended and circulated.
28-22	<b>AI Training</b> – Training session to be arranged for HR Committee and Board members.
	<b>Status – ongoing</b> – Discussions have been held with the Regional Chair with agreement for a Board Development Day in Jan 24 when this training will be delivered to Board Members.



<b>HUMAN RESOURCES COMMITTEE</b> <b>Meeting of 27 September 2023</b>	
<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> 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 2022.  Members are asked to review the attached and consider if the Committee's Specific Duties accurately reflect its main areas of focus. Please note the amendment to reflect the extra HR Committee meeting in the Programme of Business.	
<b>Recommendation:</b> It is recommended that the Committee review its Terms of Reference.	
<b>Previous Committee Recommendation/Approval</b> (if applicable): None	
<b>Equality Impact Assessment:</b>	
<b>Positive Impact</b>	<input type="checkbox"/>
<b>Negative Impact</b>	<input type="checkbox"/>
<b>No Impact</b>	<input checked="" type="checkbox"/>
<b>Evidence:</b>	

<b>HUMAN RESOURCES COMMITTEE</b>	
<b>1.1</b>	<p><b>Membership</b> A minimum of 5 Members, one of whom shall be appointed Committee Chair Principal One Staff and one Student Board Member</p>
<b>1.2</b>	<p><b>Quorum</b> No less than one half of the members entitled to vote.</p>
<b>1.3</b>	<p><b>Remit</b></p> <p><b>General</b> The Committee shall make its recommendations to the Regional Board as appropriate. The Committee shall make its decisions and report these to the Regional Board. The Committee shall observe the Standing Orders in all its business.</p> <p><b>Specific Duties</b> The Committee has overall responsibility for the direction and oversight of all human resource matters relating to the function of the Regional Board as employer of the College's staff. The Human Resources Committee shall:</p> <ul style="list-style-type: none"> <li>• Monitor the implementation of the College's People Strategy</li> <li>• Monitor key performance indicators with regard to 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 (due for renewal in September 2024)</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>	<p><b>Meetings</b> The Human Resources Committee will normally meet <b>three times</b> per year, with additional meetings convened if required.</p>
<b>1.5</b>	<p><b>Management Support</b> The following member of the Leadership Team provides objective, specialist advice to support the Committee to discharge its remit:</p> <ul style="list-style-type: none"> <li>• Director of People Services</li> </ul>

**HUMAN RESOURCES COMMITTEE – PROGRAMME OF BUSINESS AY2023-24**

Please note that the Programme of Business will be amended as required to include agenda

<b>27 SEPTEMBER 2023</b>
<b>For Decision</b>
Committee Terms of Reference
Programme of Business AY2023-24
<b>For Discussion</b>
People Services Management Information (annual report)
People Services Enhancement Plan (closing off of last AY, start of new AY)
People Services Equalities Action Plan
<b>For Information</b>
Industrial Action Update (Kimra - verbal)
National Collective Bargaining Update
Learning and Technologies Presentation (VLE) (I Henderson)
Equalities and Wellbeing update
Committee Evaluation (Susan L)

<b>31 JANUARY 2024</b>
<b>For Decision</b>
Equal Pay Policy and Statement (reviewed annually)
Pension Discretionary Policy (Kimra)
<b>For Discussion</b>
People Services Enhancement Plan (update)
People Services Equalities Action Plan
<b>For Information</b>
National Collective Bargaining Update
VS Scheme
Learning & Development Update (including use of libraries)
Learning Technologies Update

<b>22<sup>ND</sup> MAY 2024</b>
<b>For Decision</b>
People Services Equalities Action Plan
Nescol Equality Reporting
<b>For Discussion</b>
People Services Enhancement Plan – Progress Report
<b>For Information</b>
National Collective Bargaining Update
VS Scheme Update
HR Policies Update (if required)
Equalities and Wellbeing update
Learning & Development Update (Jill to attend and including libraries)
Learning Technologies Update

Reserved items



<b>HUMAN RESOURCES COMMITTEE</b> <b>Meeting of 27 September 2023</b>	
<b>Title:</b> People Services Annual Report – Management Information	
<b>Author:</b> Kimra Donnelly, Director of People Services	<b>Contributor(s):</b> Elaine Reid, Senior HR Business Partner, Alison Kerr, Senior HR Business Partner, Maureen McLean, Senior HR Business Partner, Jill Leishman, Learning & Information 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 for the period of January 2022 – December 2022 and team highlights for AY 2022-23.	
<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>  <p>Appendix 1 details the work that People Services have undertaken during January - December 2022. The report also outlines the teams' achievements during AY 2022-23.</p> <p>The People Services Annual Report provides management information in relation to staff turnover and absence.</p> <p>Three areas from the report have been identified for further investigation:</p> <p>Although the College's staff turnover is lower than the average, it has increased year on year since 2020, with a significant number of staff leaving with between 1 to 5 years service.</p> <p>Of the 4,378.5 days lost to sickness, 1,283 days by 23 staff members were lost due to anxiety, stress, depression and / or other psychiatric illness.</p>	

Following the pandemic our absence rates have increased and are in line with pre pandemic levels, however, as detailed in the People Services Enhancement Plan, we will support managers with embedding health and wellbeing into their management practices.

Work to improve management information reporting is ongoing and People Services will continue to develop the information available to managers and the HR Committee. Progress has been made to link the HR Payroll system to Power BI, and work is currently being done to provide more accessible information to managers.

**Recommendation:** It is recommended that the HR 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 - 2022

# Contents

1. Introduction
2. Attracting, Recruiting, Rewarding & Retaining Staff - Management Information
3. Empowering, Engaging & Wellbeing
4. Equality & Diversity
5. Learning & Development
6. Learning Technologies

Please note that the management information in this report relates to the period January- December 2022 unless otherwise stated.

# 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 – 2022

### Headcount/ Full Time Equivalent (FTE)

Average monthly headcount and FTE was 592.67 (511.15 FTE) in 2022, compared with an average of 571 (506.5 FTE) in 2021.

<b>Average Monthly Headcount &amp; FTE – 01 January – 31 December 2022</b>	<b>Head Count</b>	<b>FTE</b>
<b>All Staff</b>	592.67	511.15
<b>Department</b>	<b>Head Count</b>	<b>FTE</b>
Lecturer	300.42	270.21

Support*	292.25	240.94
<b>Campus</b>		<b>FTE</b>
Aberdeen City	358.25	309.96
Altens	67.17	63.57
Ellon	1	1
Fraserburgh	156.08	129.09
Peterhead	10	7.54

\*Note: Support staff includes Instructors

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.

<b>Snapshot Headcount &amp; FTE figures as at 31 December 2022</b>	<b>Head Count</b>	<b>FTE</b>
<b>All Staff</b>	594	512.94
<b>Department</b>	<b>Head Count</b>	<b>FTE</b>
Lecturer	302	270.61
Support *	292	242.33
<b>Campus</b>	<b>Head Count</b>	<b>FTE</b>
Aberdeen City	360	310.41
Altens	66	62.92
Ellon	1	1
Fraserburgh	157	131.07
Peterhead	10	7.54

\*Note: Support staff includes Instructors

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.

### Leavers

In 2022, 58 (47.68 FTE) members of staff left the College, of which

- 28 were lecturing staff (25.7 FTE)
- 30 were support staff\* (21.98 FTE)

\*Note: Support staff includes Instructors

\*\*Note: Additional 18 Student Helpdesk Interns left from 01/01/2022 – 31/12/2022.

This compares with 2021, when 40 members of staff left (33.5 FTE), of which:

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

\*Note: Support staff includes Instructors

### Number of Leavers by Campus, 2022

<b>Campus</b>	<b>Head Count*</b>	<b>FTE</b>
Aberdeen City	34	29.64
Altens	11	10.1
Fraserburgh	12	7.14
Peterhead	1	0.8

### Number of Leavers by Age, 2022

<b>Age of leaver</b>	<b>Head Count</b>	<b>FTE</b>
<25	3	2
25-34	9	7.6
35-44	10	8.96
45-54	8	7.34
55-64	21	18.43
65 & Over	7	3.35

### Number of Leavers by Length of Service, 2022

<b>Length of Service</b>	<b>Head Count</b>	<b>FTE</b>
< 1 Year	0	0
1-5 Years	26	21.22
6-10 Years	13	11.68
11-15 Years	7	5.42
16-20 Years	6	4.13
21-25 Years	2	2
26-30 Years	2	1.83
31- 39 Years	2	1.4
40+ Years	0	0

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

### The Top Reasons for Leaving, 2022

<b>Reason Given</b>	<b>Number of Leavers</b>
Resignation	32
Retirement	11
End of Contract	3

## Turnover

The overall staff turnover in 2022 was 9.8%

The overall staff turnover in 2021 was 7.0%

This compares with a staff turnover of 5.6% in 2020.

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

To give some perspective to the College's turnover figures, according to People Management, Employee turnover: how much is too much?, Megan Tatum, 23 May 2023:

"The latest data from Cendex shows 16.4 per cent of employees resigned in 2022, a noticeable increase on the 9.6 per cent voluntary resignation rate in 2021, and one that pushed the total labour turnover rate to 22.5 per cent, compared to 14.6 per cent in 2021."

Available online at: <https://www.peoplemanagement.co.uk/article/1823900/employee-turnover-much>

Accessed: 14 July 2023

According to Cendex, Your guide Economic, pay and labour market update: February 2023:

XpertHR analysis of the Cendex dataset found that voluntary turnover among UK employers stood at 16.4% in the 2022 calendar year, compared with 9.6% in 2021. Total turnover also trended higher, at 22.5% in 2022 against 14.6% in 2021.

Available online at:

[https://www.cendex.co.uk/wp-content/uploads/2023/01/FC0762\\_CENDEX\\_202302.pdf](https://www.cendex.co.uk/wp-content/uploads/2023/01/FC0762_CENDEX_202302.pdf)

Accessed: 14 July 2023

According to UK Money, Average Employee Turnover rate in the UK, Phil Greenway, Updated 5 April 2023:

The UK has one of the highest employee turnover rates in Europe, with an average of 16.8% of employees leaving their jobs per year.

Available online at: <https://www.ukmoney.net/average-employee-turnover-rate/>

Accessed: 14 April 2023

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

During 2022, 56 posts were advertised.

Post Type	Vacancies	Appointments
Support Staff	32	34
Lecturer	26	26
TOTAL	58	60

Campus	Vacancies
Aberdeen City	39
Altens	8
Fraserburgh	11
TOTAL	58

## Number and Type of Vacancy Filled Internally and Externally

Post Type	Appointments	Internal	Protocol	External
Support Staff	34	4	2	28
Lecturer	26	4	6	16
TOTAL	60	8	8	44

## Sickness Absence Data 2022

The overall number of working days lost to sickness absence in 2022 were 4,379.5, compared with 2,435 in 2021 and 2,961.5 working days in 2020.

The number of working days lost to long-term sickness absence in 2022 were 3044, compared with 1,621 in 2021 and 1899 working days in 2020.

Overall Absence (Number of Working Days Lost)	Long Term Absence (Number of Working Days Lost)
4,379.5	3044

Absence Type	Number of Employees	Number of Days Lost
Anxiety/stress/depression/other psychiatric illness	23	1283
Other known causes (nec) - not elsewhere	36	592
Cold, Cough, Flu - Influenza	138	500
Unknown causes / Not specified	29	384

Other musculoskeletal problems - (exclude back problems, include neck problems)	14	358
Injury, fracture	11	274
Gastrointestinal problems (e.g. abdominal pain, gastroenteritis, vomiting, diarrhoea)	74	229
Back Problems	10	133
Heart, cardiac & circulatory problems	2	132
Chest & respiratory problems - (exclude nose and throat problems, asthma, cold, cough, flu)	19	81
Headache / migraine	36	66
Nervous system disorders - exclude headache/migraine	6	56
null	15	54
Genitourinary & gynaecological disorders	4	50
Eye problems	7	48
Benign and malignant tumours, cancers	3	43
Ear, nose, throat (ENT)	12	36
Skin disorders	4	19
Asthma	1	12
Endocrine / glandular problems (e.g. diabetes, thyroid, metabolic problems)	1	12
Dental and oral problems	6	10.5
Pregnancy related disorders	1	5
Infectious diseases	2	2

### 3. Empowering, Engaging & Wellbeing

Additional funding was provided to Colleges in Scotland to provide increased wellbeing and mental health provisions. This helped us provide activities for staff that might not have otherwise been possible. The activities included:

- Wellbeing Workshops -Using an external wellbeing coach we provided our managers with the opportunity to attend wellbeing workshops. Fitting in with our focus on embedding wellbeing in to the organisation, these sessions aimed to arm our managers with the tools to support both their own wellbeing and that of their staff.

- Wellbeing Lunch and Learns -Using the same wellbeing coach we ran some short 1 hour sessions for all staff to attend. These sessions covered a variety of wellbeing related topics such as sleep, stress and impostor syndrome.
- Financial Wellbeing Week -For a week in June 2022 a series of information sessions were run for all staff that focused on financial wellbeing. These included sessions from our staff benefits providers, Home Energy Scotland and The Money Charity.
- Menopause Awareness - We launched the national menopause policy at NESCol. This was supported by the training of managers, awareness sessions for all staff, the creation of menopause champions, the provision of portable fans and a support group for those at work who are going through menopause.
- Active NESCol Programme -This was a free 8 week programme that staff could sign up for which offered 1-1 coaching and fitness programmes. Fitness tests and a variety of exercise were offered.

In addition to the above we delivered the annual Wellbeing Day, step challenges and provision of Mental Health Training and Suicide Prevention through SAMH.

Ongoing wellbeing initiatives and provisions for staff wellbeing in 2022 are detailed below:

#### Hybrid Working

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

In 2022, hybrid working was in place for support staff. For lecturing staff, this was being done as far as possible within the confines of National Bargaining terms and conditions.

#### Occupational Health

In 2022, the College had:

- 117 Occupational Health referrals – of which 11 were for work station assessments and 9 were for pregnancy risk assessments.
- 200 flu jabs were administered at the following locations during the month of November, as follows:
  - City Campus – 100
  - Altens Campus – 35

- Fraserburgh Campus – 65

This compares with 2021, when 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, provided annual usage information for the period 1 May 2022 - 30 April 2023. Usage, as a percentage of headcount (based on a headcount of 600) for this period was 4.83%:

There have been a total of 29 contacts to Care first during this period which represents an increase of 10 more contacts provided this period when compared to the previous annual report.

Of the total contacts, 52% were calls with telephone counsellors, 20% were video counselling sessions and 28% 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.

To put the College's EAP usage into some perspective, according to Personnel Today, What's driving the increase in EAP usage, Eugene Farrell, 12 Jan 2023:

*The average usage figure during 2022 topped 12%, compared with 11.4% the previous year and the typical average from previous years of 10.4%. As a consequence, organisations are reporting more savings (an average of £10.86 per £1.00 spent) in terms of reduced staff absence and gains in productivity. Available online at:*

<https://www.personneltoday.com/hr/employee-assistance-programme-usage-2023/#:~:text=The%20average%20usage%20figure%20during,absence%20and%20gains%20in%20productivity>

Accessed 14 July 2023

According to Employee Benefits, EXCLUSIVE: Average EAP usage reaches 12% for 2022, Zoe Wickens 10th January 2023:

*The average usage figure for employee assistance programmes (EAPs) among UK employers in 2022 reached 12%, compared with 11.4% last year, according to the Employee Assistance Professionals Association (EAPA)*

Available online at:

<https://employeebenefits.co.uk/exclusive-average-eap-usage-reaches-12-for-2022/>

Accessed: 14 July 2023

## Employee Benefits

Our staff benefits provision has increased in popularity. 2022 saw 276 registered users on the site. Based on the headcount given gives an engagement rate of around 46% which is very good. Top retailers include Tesco and Asda showing that many staff are using it to save money on their everyday purchases and not just the large ones as we have seen previously.

In 2022 staff spent £40,247 using the scheme and saved £2354 in total.

## 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. The activities on offer were:

- 3D Printing Tutorial
- Asian Cookery Class
- Baking Class (cancelled last minute due to presenter having Covid)
- Bike ride from Fraserburgh to Strichen
- Archaeological Dig at Old Deer
- Cairnwell Munro Walk
- Cake Decorating Class
- Dog Walk at Balmedie Beach
- Felting Class
- Golf at Balmoral
- Session at the Dry Ski Slope
- Introduction to Indian Head Massage Class
- Menopause Awareness Webinar
- Outdoor Swimming at Peterhead
- Visit to Peterhead Prison Museum
- Skin Care Class

- Social Media for Lecturers Class
- Walk round Loch Muick
- Welding Class
- Yoga

There were also several team based activities that took place with some doing an escape room together whilst others went up Bennachie or went for a walk.

Around 180 members of staff took part in the activities on offer and 71 of them completed the evaluation form that was sent out after the day.

The feedback that was given was very positive. When asked to score the activity they attended out of 5 the average was 4.82. This could have been even higher but with the last minute cancellation of the baking class, this took the score down slightly.

## 4. 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.

This is underpinned by The Equality Act 2010 (Specific Duties) (Scotland) regulations 2012 (as amended), to assist public bodies, including the College, to meet the general equality duty.

These regulations require the College to publish employee information (including across recruitment and retention) by protected characteristics. The regulations also require the College to publish gender pay gap information.

Although not required, the College also publishes ethnicity pay gap information. In April 2023, the College published the following reports, covering data from 2022:

## Staff Equality Report 2022

This is published on our website at:

[https://d1ssu070pg2v9i.cloudfront.net/pex/nescol/2023/06/16132910/Staff\\_Equality\\_Report.pdf](https://d1ssu070pg2v9i.cloudfront.net/pex/nescol/2023/06/16132910/Staff_Equality_Report.pdf)

## Gender & Ethnicity Pay Gap Report 2022

This is published on our website at:

<https://d1ssu070pg2v9i.cloudfront.net/pex/nescol/2023/06/15155158/Pay-Gap-Report-Gender-and-Ethnicity-2022.pdf>

Actions to address any issues identified in these reports are included in People Services Equality Action Plan, where progress is monitored by the HR Committee of the Board, to ensure they are followed up.

## 5. Learning & Development

### Winter Development Day 2022

Winter Development Day took place on 1 February 2022. The theme for this year 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, preferably two. 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 come up with an action plan of 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.

### Programme

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

#### Evaluation

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.

#### TQFE

In 22-23 we had 16 members of staff enrolled on their Teaching Qualification for Further Education with University of Aberdeen. 14 completed the course and are now

qualified. One deferred due to maternity leave and will re-join in block 2 of 23-24. One member of staff left our employment before completing.

### Induction

50 external new members of staff enrolled in our Induction programme. Sessions include Health and Safety, Safeguarding, Corporate Parenting, Cyber Security, Copyright. There are also several online courses to complete, plus sessions with our Learning Technologies Colleagues as mentioned below.

The 16 external new lecturing staff were enrolled on our Prepare to Teach course, which runs the first 6 weeks of each term.

### Internally Run Courses

Course Name	Number of Attendees
Budget Management	12
Staff Absence Management Training	8
Manging Difficult Conversations	42
Menopause	52
Recruitment and Selection	9
Recognising Minor Conduct and Capability	6

### Externally Run Courses\*

Course Name	Number of Attendees
Carbon Literacy Training	16
IOSH Managing Safely	5
CDN Emerging Leadership	2
CDN Strategic Leadership	1
CDN Executive Leadership Series	1
Pre-retirement Course	15
Environment and Sustainability Training	150
Minibus Driver Training	19
Minute Taking	19
How to Help Learners with Mental Health Issues	16
SQA Next Generation Sessions	7

### Courses Run in Partnership with North East Learning Collaborative (NELC)

Course Name	Number of Attendees
Mediation	2
Crucial Accountability	5

\*Many individual members of staff attended one off courses/webinars/events but are too numerous to detail

## 6. Learning Technologies August 22- September 23

### Curriculum Quality & Student Support Committee (CQASS) ChatGPT

Amy Wilson was invited to present a session informing the CQASS group about ChatGPT and the rise of the AI tool. During this session Amy highlighted the implications that ChatGPT can potentially have as well as potential uses for staff and students to help them with teaching and learning.

A further information session has been planned for the College Board to inform and advise them about the use of ChatGPT for professional services.

### CDN (College Development Network) AI in College Education

Amy Wilson presented at the CDN event titled AI in College Education. The full day event focussed on the use of AI tools in colleges from policy amendments to lesson plan factories. Amy's session covered the topic of student use of AI tools. The webinar titled "If I were a student today..." looked at the practical uses of AI and how students can use it to support their studies from using it as a writing coach, help them with their research or even help them create fun ways of remembering.

### ChatGPT Lunch and Learn

Amy Wilson hosted three 30-minute Lunch and Learn sessions that were open to all staff to educate and provide a platform for staff to ask questions about ChatGPT. In total 48 members of staff managed to attend the sessions and during these sessions Amy sent out a survey asking staff what functions and administrative tasks they would like to learn how to do using tools like ChatGPT. The survey was then used to help start creating a toolkit filled with guidance on using AI. A Further session was held for the new TQFE cohort to discuss ChatGPT with 6 of the group attending.

### ChatGPT Toolkit

Amy Wilson has created a ChatGPT Toolkit to help use the tool effectively for teaching and learning activities. This new toolkit has been featured in the Learning Technologies newsletters, highlighted at the AI in education CDN event and shared with other colleges. [NESCol AI Toolkit](#).

### CDN College Expo

Amy Wilson was invited to present at the college expo on June 22<sup>nd</sup>. The entitled "ChatGPT: The Ultimate Study Buddy" presentation looked at how students can use AI tools to help them with their studies and improve the learning experience. There was a lot of interest in this as a concept with lecturers reaching out to find out more and the AI Toolkit that has been developed garnered interest too.

## VR (VIRTUAL REALITY) Campus

Forth Valley College hosted a VR Campus event highlighting a brand-new software that allowed students and staff to host lesson in a virtual environment. Amy Wilson signed up for the event and took part in trialling the software. This was then presented to CQASS to provide more information about the tool available as well as allow others to decide if this tool could be something that NESCol would like to purchase and use for some subject areas.

## Learning Technologies Newsletter

The Learning Technologies Newsletter is published fortnightly via COLIN and covers many different topics / themes in each issue. Recently this has included Artificial Intelligence, ChatGPT, Office 365 updates, Blackboard Learn updates, digital accessibility, new Blended Learning Consortium releases and LinkedIn Learning updates.

## Blackboard User Group Durham

David Haggath attended the Blackboard User Group in Durham in December 2022 which had an Abba theme this year. He presented "Our Last Summer – Ultra Rollout!" about our transition to Ultra course view over the last few years.

## Scottish Blackboard User Group (ScotBUG)

David Haggath attended the first in-person ScotBUG event since the pandemic in Glasgow in February 2023 and presented to the group about "Using Microsoft Teams integration in Learn." This event gave good insights into how the system is being used in other institutions across Scotland.

## Accessibility

The College developed Digital Accessibility Guidance which was distributed to staff and is available on COLIN. This outlines the expectations we have for staff to ensure that we comply with the Public Bodies Web Accessibility Regulations. This is also included as part of the core new staff induction programme alongside copyright training. A new Blackboard staff training course has been developed so that staff can gain further knowledge.

Blackboard Ally is available for staff to get guidance on how to improve the accessibility of their course materials and allow students to download alternative formats. This will also be used to improve the accessibility of recruitment documents and advertising with training provided to the People Services Team.

The college took part in Fix Your Content Day (18<sup>th</sup> May), and this was promoted via teams, Colin, and the newsletter. As a college we completed 2,492 accessibility fixes, beating our previous year total of 1,446 fixes. We were the regional winners of Europe and the Middle East earning the college a glass trophy.

Subtitling of video content is also included in the staff guidance with accuracy needing to be checked for classes where students with an identified need (determined by Student Advice & Support). We have been working with Class Collaborate to try to improve the reports that they provide so that we can determine compliance.

The Blackboard Accessibility Statement continues to evolve and is updated regularly.

### VLE (Virtual Learning Environment) Procurement

The VLE procurement process has now been completed with Brightspace being awarded the contract. We will start the implementation process in September 2023 with the system being in full use by the institution by August 2024 at the end of the Blackboard contract. Block 1 23/24 will be the main implementation phase as well as the migration of content from 22/23 and from Block 2 onwards we will have staff training as well as an early adopters phase with some curriculum areas. The content from 23/24 will begin to be migrated from May/June 2024.

### Improvements & Efficient Working

The team has worked with several support and curriculum teams to improve practice and increase use of digital tools. This has included promoting the use of Microsoft Forms to replace some paper-based or email communication and enhancing this with the use of Power Automate Flows. Teams involved include Central Administration, Student Advice & Support and School College Partnership Team.

The use of Microsoft OneNote Class Notebook has increased to assist with the evidence gathering requirements for the Academic & Personal Skills Development unit.

The Microsoft Teams integration in Blackboard has helped to simplify usage of Teams via Blackboard and synchronises all users so staff do not have to manually create & manage their Team.

### New Start Induction

Amy Wilson and David Haggath continue to deliver the new start induction offering sessions on: Office 365, Microsoft Teams, Blackboard and Online Assessment tools. To help improve the induction experience Amy met with the Learning & Development team and has created an online offering of the induction materials for Office 365 tools and Microsoft Teams. This is to allow staff to have the opportunity to learn in their own time and make sure they retain the knowledge gained in the first two sessions. New starts will be asked to attend the live sessions and then be enrolled onto the online courses to complete their induction.

### Blended Learning Consortium

The College continues to be a member of the Blended Learning Consortium and receives new materials regularly. This year we have new materials for Construction, Carpentry & Brickwork, Life Skills, ESOL Entry Level, Low Carbon Technologies, Esports, Digital Marketing & Social Media and Mental Health. Later in 2023 we expect to receive Financial Literacy and Money Management, Employability, Digital Production, Design and Development, Public Services, SEND (to include British Sign Language and Makaton), Health & Social Care (with a focus on domiciliary care), Painting & Decorating and Electric Vehicles.

### Metaverse Learning

With funding from the YPG project interactive content has been purchased from Metaverse Learning. Content includes Electric Car Charger Installation, Electrical Engineering, Heat Pumps, Solar PV, Solar Thermal, Carpentry & Joinery, Painting & Decorating, Brickwork and Health & Social Care.

### OneNote Class Notebook – Construction

Digital training help and advice has been provided to the Altens Construction teams (Brickwork and Joinery) to help facilitate and use a OneNote portfolio. This involved Amy having several meetings and training sessions as well as creating help and guidance materials for staff and students to help them move from a paper portfolio format to an online version.

### Articulate Rise Training – Sport & Fitness and Hair & Beauty

Sport & fitness approached Amy with the intention of getting training to use Articulate Rise to create a new set of materials for one of their new units. This involved meeting with them and showing them several approaches, examples and providing help and advice to how the content can be created and laid out. Amy introduced them to some instructional design principles during this training to ensure that the content created is accessible, engaging, and interactive.

Hair & Beauty were creating new CDU and wanted to explore tools that could be used to help create the materials for the unit. Amy met with members of the team and demonstrated how Articulate Rise could be used to create an interactive course for students. Amy demonstrated some instructional design principles to help staff create accessible content using Rise that will be used for the new CDU.

### Anthology Catalyst Award 2023

The Scottish Maritime Academy was successfully entered into the Anthology Catalyst Award 2023 in Teaching and Learning for their use of Blackboard Learn in successfully running hybrid classes for Class 1 and Class 2 Deck Officer (Fishing) (MCA (Maritime and Coastguard Agency)). Chris Bell and his team have advanced learning at the Academy and contributed to it at the college more widely by driving an innovative approach to remote teaching at NESCol.

This development work has allowed students to choose to study onsite or remotely, taking part as a class in all classroom activities. All of this was made possible using Blackboard Learn and Collaborate, with all class material, communications and live sessions being held in Blackboard Learn, giving students the flexibility and choice as to where, how, and when to study.

The submission did not progress to the final but was considered by the judging panel.

#### Quality Assurance Agency (QAA) Scotland September 2023 Event

Amy Wilson has been invited to deliver a lightning talk on "ChatGPT: The Ultimate Study Buddy" at a QAA event called "The Future of Learning and Teaching: Planning and Delivery of Digitally Enhanced Blended Learning" on September 20th.

#### College Development Network CDN – AI Policy, Practice and Productivity September 2023

Amy Wilson will attend the CDN "AI in College" event. This one-day in-person event summit will give educators, technologists, and policymakers the opportunity to discuss the role of Artificial Intelligence in education.



<b>HUMAN RESOURCES COMMITTEE</b> <b>Meeting of 27 September 2023</b>	
<b>Title:</b> People Services AY 2022-23 Enhancement Plan Final Update & AY2023-24 Enhancement Plan	
<b>Author:</b> Kimra Donnelly, Director of People Services	<b>Contributor(s):</b> People Services Teams
<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 and discuss the final update on the People Services Enhancement Plan for AY 2022-23 and consider and discuss the People Services Enhancement Plan AY 2023-24.	
<b>Linked to Strategic Theme:</b> <b>1. Being Agile and Responsive</b>	
<b>Linked to Strategic Risk(s):</b> 2.1, 2.3, 2.4	
<b>Executive Summary:</b> Appendix 1 is the People Services Enhancement Plan for AY 2022-23 detailing the progress made and any actions continuing into this academic year.  Appendix 2 is the People Services Enhancement Plan for AY 2023-24 and this details the 7 strategic areas identified in the Our Evaluation for People Services AY2023-24. The following 7 strategic areas were identified and included in the Enhancement Plan:  <ol style="list-style-type: none"> <li>1. Implementation of the Virtual Learning Environment (VLE)</li> <li>2. Embedding Wellbeing to enhance the Colleges Social Sustainability</li> <li>3. Continue to progress the People Services Equalities Action Plan with particular reference to a review of the Recruitment &amp; Selection process.</li> <li>4. Development and creation of Learning &amp; Development Strategy.</li> <li>5. Launch new Employee Voice Group to replace IIP.</li> <li>6. Introduce a programme of internal CPD for all staff, including Management Training for new and emerging managers, to be delivered by peers, partners and the Learning &amp; Development Team.</li> </ol>	

7. Further develop a data driven library service.
8. Structure Review of the Learning Development, Learning Technology and Library Teams.

The People Services Enhancement Plan is a live document and progress against this plan will be reported to the January 2024 HR Committee.

**Recommendation:** It is recommended that the Committee consider the information provided in this report.

**Previous Committee Recommendation/Approval** (if applicable): People Services AY2022-23 Enhancement Plan was presented to the HR Committee on 28 September 2022 and updated at the HR Committee on 24 May 2023.

**Equality Impact Assessment:**

**Positive Impact**

**Negative Impact**

**No Impact**

**Evidence:**

This report is for information only.

Support Area AY 2022-23



# Support Area Enhancement Plan AY 2022-23

Department/Team: People Services

Version October 2022

## Support Area AY 2022-23

### SECTION 2 - ENHANCEMENT PLAN

In identifying the actions, it is important to **ensure that they address a specific area for improvement and are designed to positively impact on service delivery**. The actions should be SMART - specific, measurable, achievable, realistic and time bound – and should seek to address any areas for improvement identified in commentaries

**Please reference each Developmental Driver using the following coding:**

**Area for Improvement (from the self-evaluation)** – Reference back to Our Evaluation (e.g. AI - 2)

**Strategic Objective** - Reference number from the [Strategic Plan](#) (e.g. SO1.1)

**Supporting Strategy** - Reference relevant [Supporting Strategies](#)

Reference to [Education Scotland Quality Framework](#) *How Good Is Our College?* (e.g. HGIOC 2.4)

Reference risk from [Strategic Risk Register](#) (e.g. R2.1)

Reference the [Equality Outcomes](#) and/or Equality Enhancement Plan (EO)

#### **NESCol Fundamentals – Reference to the 4 themes**

1. Ensuring financial sustainability – (NF1)
2. Delivering an excellent learning experience – (NF2)
3. High quality customer service – (NF3)
4. Supporting effective communication – (NF4)

You can add further areas for development as they arise; this enhancement plan should be continuously reviewed and augmented as required throughout the academic session. You are required however to formally evaluate progress and update the plan in **February** and final review between **July** and **September**. You should give a brief update of progress and evaluate your progress using the RAG status. The Director of Quality will review all updated enhancement plans as part of the college-wide quality assurance activity.

#### **RAG Guidance**

**Green** - colour the box green if the impact has been achieved or you are on target to achieve the desired impact.

**Amber** - colour the box amber if there is a chance you will not achieve the desired impact by June.

**Red** - colour the box red if you feel there is a significant likelihood of not achieving the desired impact by June.

## Support Area AY 2022-23

### Enhancement Plan Requirements

You **must** include at least one action for each of the **equalities, sustainability and Students' Association Partnership Agreement** themes in your enhancement plan and **NESCol Fundamentals** should be clearly linked to areas for development within your enhancement plan and recorded on OurEvaluation.

No.	Area for Development (Development Driver)	Impact (The intended difference to be made)	Action/s to be taken (Describe each activity you will undertake to have the desired impact)	By When & by Whom	Development Driver Code (e.g. AI1, E2, R1, HGIOC 2.4, NF3)
1	Workforce Planning	Implementing the Workforce Planning Framework will inform the Colleges workforce structure based on current and future strategic objectives.	<ol style="list-style-type: none"> <li>1. Continue with the current work process for reviewing vacancies, business priorities and restructures.</li> <li>2. Operationalise the WFP Framework once the date is easily accessible making it a realistic requirement for teams to review annually</li> </ol>	Director of People Services  August 2023	SO 1, 5 R 1.4, Strategic Goal 2 NF 1,2,3,4 People Service Strategy
<p><b>February Update:</b>            All vacancies are reviewed by the Executive Team to establish a business case for them to filled or put forward as a savings. The agreed restructures are progressing within the timescales</p>					
<p>Working is ongoing with upgrading our current HR/Payroll system to the HCM Cloud. We are currently testing the new features in our Test environment, however, issues have been identified with some of the payroll pension reports that have been run as part of the PowerBI testing which require further investigation. Getting the PowerBi reports to work is key to the workforce planning project. It is hoped these issues can be resolved soon which would enable us to move our Live environment to the HCM Cloud and then produce the reports necessary to enable managers to accessible workforce data.</p>					
<p><b>July/August/September (end of year) Update:</b> The IT connectors required for Power BI to access the data held in our HR Payroll System have now been established. The next step is to train the HR Team on reporting through Power BI and to provide relevant accurate timely information for mangers.</p>					

**Support Area AY 2022-23**

<p><b>2</b></p>	<p>System Reviews, Upgrades, and Implementation</p>	<p>HR &amp; payroll system upgrade - Provide accessible management information both for day to day management and workforce planning. Create an engaging on-line on-boarding package for our new recruits.</p> <p>There is a year left on the College’s contract 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</p> <p>Continued work to ensure compliance with the Public Bodies Web Accessibility Regulations &amp; Digital Accessibility</p> <p>Implementation of new Library Management System, OCLC’s WMS.</p>	<ol style="list-style-type: none"> <li>1. Work through the implementation project plan for the HR &amp; payroll system.</li> <li>2. Carry out a comprehensive review of our current system and other options that may be available.</li> <li>3. Tender for a new system is the most efficient and cost effective way.</li> <li>4. Work in partnership with OCLC to implement new LMS. Configuration of new system, training and promotion to staff and students.</li> </ol>	<p>People Services Teams. With support for IT. June 2023</p> <p>August2023 – July 2024 – part of the induction and probation development programme.</p> <p>Library team, September 22 to March 23</p>	<p>SO 4, 5 NF 3 R 6.1</p>
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**February Update:**

- The HR Payroll System Upgrade is progressing with the only outstanding issue being access to data as detailed above.
- The VLE Procurement Steering Group has been set up and is progressing with requirements gathering and procurement processes. Currently demonstrations from Canvas, Brightspace and Blackboard are being held. Monthly meetings continue and may increase pace as the process continues.
- Promotion to staff about the requirements to comply with the Public Bodies Web Accessibility Regulations and improve the awareness of Digital Accessibility across the College. Training was provided during the January Development Day on Digital Accessibility and compliance checks with subtitling for Collaborate recordings continues with quarterly reports to managers. Ongoing training and advice is provided by the LT team as well as enhancing the Digital Accessibility area of the Digital Futures Toolkit this year.

**Support Area AY 2022-23**

- New Library system project is now complete and within schedule. Testing and training frontline staff on the new systems will continue for this academic year. It has been incredible time consuming, more so than we realised with the structure being slightly different to anticipated and just the sheer volume of meetings.

**July/August/September (end of year) Update:**

The HR Payroll System Upgrade is complete.

The VLE Procurement Project is complete and we have awarded the Contract to Brightspace.

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	<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 Development Hub which will contain good quality training materials designed to advance the skills and knowledge of support and teaching staff.</li> <li>4. Develop a coordinated 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.</li> </ol>	<p>Director of People Services</p> <p>Learning &amp; Development Manager</p> <p>Learning Technologies Manager</p> <p>August 2023 to b reviewed.</p>	<p>SO 2, 4</p> <p>NF1, 2, 3. 4</p> <p>R Strategic Goa 2</p> <p>People Services Strategy</p>
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**Support Area AY 2022-23**

**February Update:** Following the retirement of the Learning & Development (L&D) Manager last September it was agreed that there was potential for the Information Services Manager to also take on the management responsibility for L&D, and this now being trialled. This has created a completely new L&D team and they have been working hard to get to know L&D at NESCol. Areas of development have been identified and include those above. The team are creating an action plan, and calendar of activity incorporating the above and embedding CPD opportunities for all staff throughout the year.

**July/August/September (end of year) Update:** Learning Pathways for lecturers will be developed and implemented in Autumn 2023. This will be done alongside a look at the TQFE provision moving forward. Management training programme for CMs plus non-promoted staff will be developed for session 23-24. The development of the Learning Hub is on hold till 24-25, however, in its place is the Review of Induction.

4	Embedding Wellbeing	To support the College in being an organisation that delivers on the aim of taking staff and student’s wellbeing seriously.	<ol style="list-style-type: none"> <li>1. Develop and implement Staff Wellbeing Framework under the College Wellbeing Strategy.</li> <li>2. Enable managers to incorporate staff wellbeing into their teams’ day to day working environment.</li> <li>3. Work in conjunction with the Students Association and the Wellbeing Maters Group to ensure coordinated and resources are best used for wellbeing support for both staff and students.</li> </ol>	Director of People Services  HR Business Partners  August 2023	NF 1, 2 SO 2, 5.8 R 2.1 Wellbeing Strategy
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**February Update:** The Staff Wellbeing Framework is drafted and will form part of the review and consultation of the Staff and Student Wellbeing Strategy during block two. The HR Advisor – Wellbeing post has been formally established and is now working to continue the excellent work that took place during the pandemic and embed it into areas such as occupational health referrals, management behaviours and further developing a wellbeing culture at work.

**July/August/September (end of year) Update:** Additional funding was provided to Colleges in Scotland to provide increased wellbeing and mental health provisions. This helped us provide activities for staff that might not have otherwise been possible. The activities included:

## Support Area AY 2022-23

<ul style="list-style-type: none"> <li>Wellbeing Workshops -Using an external wellbeing coach we provided our managers with the opportunity to attend wellbeing workshops. Fitting in with our focus on embedding wellbeing in to the organisation, these sessions aimed to arm our managers with the tools to support both their own wellbeing and that of their staff.</li> <li>Wellbeing Lunch and Learns -Using the same wellbeing coach we ran some short 1 hour sessions for all staff to attend. These sessions covered a variety of wellbeing related topics such as sleep, stress and impostor syndrome.</li> <li>Financial Wellbeing Week -For a week in June 2022 a series of information sessions were run for all staff that focused on financial wellbeing. These included sessions from our staff benefits providers, Home Energy Scotland and The Money Charity.</li> <li>Menopause Awareness - We launched the national menopause policy at NESCol. This was supported by the training of managers, awareness sessions for all staff, the creation of menopause champions, the provision of portable fans and a support group for those at work who are going through menopause.</li> <li>Active NESCol Programme -This was a free 8 week programme that staff could sign up for which offered 1-1 coaching and fitness programmes. Fitness tests and a variety of exercise were offered.</li> <li>In addition to the above we delivered the annual Wellbeing Day, step challenges and provision of Mental Health Training and Suicide Prevention through SAMH.</li> </ul>					
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.	<ol style="list-style-type: none"> <li>Consult and implement flexible working proposals.</li> <li>Provide support / training for managers in managing flexible teams.</li> <li>Review hybrid working.</li> </ol>	Director of People Services  HR Business Partners  February 2023	SO 2, 5.8 NF 1 R 2.1 People Services Strategy
<p><b>February Update:</b> Hybrid working is becoming established in both support and lecturing teams – this way of working is providing flexibility for staff, but most importantly they are being driven by business need. Further flexible options are being considered and will be introduced as appropriate. A review of hybrid working will take place towards the end of this academic year.</p>					
<p><b>July/August/September (end of year) Update:</b> An internal review of Hybrid and Flexible working is being undertaken with different flexible working options such as compressed working hours are being trialled by some employees.</p>					
6	Enhance staff and student engagement	Continue to improve staff engagement and wellbeing to make the College a positive and inclusive working environment.	<ol style="list-style-type: none"> <li>Implement the recommendations from the Investors in People (IIP) Audits.</li> </ol>	Director of People Services Learning & Development Manager	SO 2 NF 2 People Services Strategy

**Support Area AY 2022-23**

		Increased Engagement with Curriculum Teams: Promotion of Library Services to all Curriculum staff, from Information Skills Sessions available for students, to digital estate for staff and students.	<ol style="list-style-type: none"> <li>2. Working with the Wellbeing Matters Group to ensure a corporate approach in relation to engagement and wellbeing</li> <li>3. More curriculum staff arranging sessions for students which has a positive impact on standard of research and references in assignments and assists in the transition to University level study.</li> <li>4. Staff are using library resources for their own course development.</li> <li>5. Open dialogue between curriculum staff and library staff on what resources are needed to enhance teaching and learning</li> </ol>	<p>August 2023</p> <p>Library Team</p>	
<p><b>February Update:</b>                  The IIP identified actions are being taking forward by the People Services Team. People Services are working closely with the Wellbeing Matters group on joint wellbeing initiative and as detailed about working in collaboration to review the Staff and Student Wellbeing Strategy                  A number of library sessions have been delivered by library staff, the aim is to increase the number and variety from previous years. This increase will be reported on in the summer update of the Enhancement Plan. Library staff continue to build relationships with curriculum staff through team meetings and the library advocates scheme.</p>					
<p><b>July/August/September (end of year) Update:</b>                  Moving forward an Employee Voice Group is being set up in Autumn 23 with volunteers from all areas of staff. We will collect data from questionnaires, focus groups and progress issues/ideas directly from the staff.</p>					
7	People Services Equalities Action Plan	Ensuring People Services support and enable the College to embed	<ol style="list-style-type: none"> <li>1. To take forward findings and recommendations from recent equalities reports and the</li> </ol>	Director of People Services	SO 2 NF 2, 3 EO 1, 2, 3, 4

**Support Area AY 2022-23**

		equalities and demonstrate best practice.	equalities survey. Particularly focusing on the College's recruitment practices	HR Business Partners August 2023	R 2.1, 2.3 People Services Strategy
<p><b>February Update:</b> A Recruitment Working Group has been set up to review and improve recruitment processes. We have taken part in a Disability Mentoring Scheme to gain insights into how we can address ableism in the College and produced a strategy and outcomes document to ensure the actions are taken forward. A Disability &amp; Wellbeing Agreement document has been drafted to facilitate additional support/reasonable adjustments that staff may need.</p>					
<p>The Disability &amp; Wellbeing Agreement has now been to the Equalities Committee, the DPIA has been agreed with our Data Protection Officer and the final version (along with FAQs) has been approved by the Leadership Team and will be launched in AY 23-24. The Recruitment Working Group has: used the feedback from the Disability Mentoring Scheme to make its adverts more accessible; implemented an expanded inclusivity statement that now appears in all job adverts; has met with Grampian Racial Equality Council (GREC) to look at ways of encouraging a more diverse workforce; is now part of an Aberdeen/shire Equity, Diversity &amp; Inclusion network to look at how we can work together on ED&amp;I matters. An all-staff survey has also launched to determine the underlying causes of the College's gender pay gap, including why there is a predominance of women in lower graded support posts and part-time posts.</p>					
8	Structure Review of the Learning Development, Learning Technology and Library Teams	A full review of the merger of Libraries and Learning Development will be undertaken in summer of 2023. In addition to this the review will include the Learning Technology team and parts of the Quality team (the delivering mandatory training) to ensure that staff development is delivered in the most effective and efficient way.	1. A full service structure review is to be undertaken with proposals presented to Executive Team.  August 2023	Director of People Services  Associate Vice Principal Curriculum	S0 1, 5 NF 1 People Services Strategy
<p><b>February Update:</b> Review to start May 2023.</p>					

**Support Area AY 2022-23**

<b>July/August/September (end of year) Update:</b> Due to staff on maternity leave and the requirement to now implement a new Virtual Learning Platform the review will take place later in the next academic year.					
9					
<b>February Update:</b>					
<b>July/August/September (end of year) Update:</b>					
10.					
<b>February Update:</b>					
<b>July/August/September (end of year) Update:</b>					



# **Support Area Enhancement Plan Template AY 2023-24**

Department/Team: People Services

## Support Area AY 2023-24

### SECTION 1 - ENHANCEMENT PLAN

In identifying the actions, it is important to **ensure that they address a specific area for improvement and are designed to positively impact on service delivery**. The actions should be SMART - specific, measurable, achievable, realistic and time bound – and should seek to address any areas for improvement identified in commentaries

**Please reference each Developmental Driver using the following coding:**

**Area for Improvement (from the self-evaluation)** – Reference back to OurEvaluation (e.g. AI - 2)

**Strategic Objective** - Reference number from the [Strategic Plan](#) (e.g. SO1.1)

**Supporting Strategy** - Reference relevant [Supporting Strategies](#)

Reference to [Education Scotland Quality Framework](#) *How Good Is Our College?* (e.g. HGIOC 2.4)

Reference risk from [Strategic Risk Register](#) (e.g. R2.1)

Reference the [Equality Outcomes](#) and/or Equality Enhancement Plan (EO)

You can add further areas for development as they arise; this enhancement plan should be continuously reviewed and augmented as required throughout the academic session. You are required however to formally evaluate progress and update the plan in **February** and final review between **July** and **September**. You should give a brief update of progress and evaluate your progress using the RAG status. The Director of Quality will review all updated enhancement plans as part of the college-wide quality assurance activity.

#### RAG Guidance

**Green** - colour the box green if the impact has been achieved or you are on target to achieve the desired impact.

**Amber** - colour the box amber if there is a chance you will not achieve the desired impact by June.

**Red** - colour the box red if you feel there is a significant likelihood of not achieving the desired impact by June.

#### Enhancement Plan Requirements

You **must** include at least one action for each of the **Equalities, Sustainability and Students' Association Partnership Agreement** themes in your enhancement plan and clearly link to areas for development within your enhancement plan and recorded on OurEvaluation.

**Support Area AY 2023-24**

No.	Area for Development (Development Driver)	Impact (The intended difference to be made)	Action/s to be taken (Describe each activity you will undertake to have the desired impact)	By When & by Whom	Development Driver Code (e.g. AI1, E2, R1, HGIOC 2.4)
1	Implementation of Virtual Learning Environment (VLE)	The VLE procurement process has now been completed with Brightspace being awarded the contract. We will start the implementation process in September 2023 with the system being in full use by the institution by August 2024 at the end of the Blackboard contract.	<ol style="list-style-type: none"> <li>Block 1 23/24 will be the main implementation phase as well as the migration of content from 22/23.</li> <li>Block 2 onwards will be staff training as well as an early adopters phase with some curriculum areas.</li> <li>The content from 23/24 will begin to be migrated from May/June 2024.</li> </ol>	Learning Technologies Team  Curriculum staff  AY 2023-24	SO 1, 1.1 SO 2, 2.6 SO3, 3.8 SO 4
<b>February Update:</b>					
<b>July/August/September (end of year) Update:</b>					
2	Wellbeing	To support the College in being an organisation that delivers on the aim of improving social sustainability by taking staff and student’s wellbeing seriously.  Further progressing wellbeing as a substantive part of a manager’s	<ol style="list-style-type: none"> <li>Launch and implement the revised Staff &amp; Student Wellbeing Strategy and Staff Wellbeing Framework.</li> <li>Enable managers to incorporate staff wellbeing into their teams’ day to day working environment.</li> <li>Work in conjunction with the Students’ Association and the</li> </ol>	People Services Teams  AY 2023-24	SO 2, 5.8 R 2.1 Wellbeing Strategy

**Support Area AY 2023-24**

		role as opposed to a reactive response.	Wellbeing Matters Group to ensure coordinated and resources are best used for wellbeing support for both staff and students.		
<b>February Update:</b>					
<b>July/August/September (end of year) Update:</b>					
<b>3</b>	Continue to progress the People Services Equalities Action Plan with particular reference to a review of the Recruitment & Selection process.	Ensuring People Services support and enable the College to embed equalities and demonstrate best practice.	1. To take forward findings and recommendations from recent equalities reports and the equalities survey. Particularly focusing on the College’s recruitment practices.	People Services Teams  AY 2023-24	SO 2 EO 1, 2, 3, 4 R 2.1, 2.3 People Services Strategy
<b>February Update:</b>					
<b>July/August/September (end of year) Update:</b>					
<b>4</b>	Development and creation of a Learning & Development Strategy.	After a period of change, Learning & Development will have a clear focus which is transparent and fair.  This will lead to changes in pathways for curriculum staff, external course booking form,	1. Review and update existing Staff Development policies and procedures. 2. Review and update External Course Booking Form. 3. Review and update Existing Probation Policy and Procedure.	Learning & Development Team – AY 2023-24	SO2, 2.2, SO2, 2.4, SO 2, 2.5, People Services Strategy

**Support Area AY 2023-24**

		probation and iCon to allow more joined up thinking and clarity for all staff.	4. Initial changes to iCon leading to potentially more substantial changes in coming years.		
<b>February Update:</b>					
<b>July/August/September (end of year) Update:</b>					
<b>5</b>	Launch new Employee Voice Group to replace IIP.	<p>Colleagues have an opportunity to shape engagement with the wider college community.</p> <p>Wider colleagues have an opportunity to communicate their views and ideas on a range of topics such as wellbeing, communication, learning and development etc.</p> <p>This has the potential to lead to new innovation and will improve communication.</p>	<p>1. Working with colleagues from curriculum and support, create new framework around Employee Engagement.</p> <p>2. Survey to gauge where we are now around wellbeing.</p>	<p>L&amp;D Team</p> <p>Employee Voice Group</p> <p>First Meeting, August 2023.</p>	<p>SO 2, 2.1, SO 2, 2.2, SO 2, 2.3, SO 2, 2.4, SO 2, 2.5</p> <p>People Services Strategy</p>
<b>February Update:</b>					
<b>July/August/September (end of year) Update:</b>					

**Support Area AY 2023-24**

6	Introduce a programme of internal CPD for all staff delivered by peers, partners and Learning & Development, including Management Training for new and emerging managers.	<p>Colleagues from curriculum, support and leadership have the opportunity to take part in short, impactful learning experiences delivered internally.</p> <p>Colleagues have the opportunity to deliver these learning experiences as CPD opportunities for themselves.</p> <p>Colleagues have opportunity to engage in Management Training to futureproof our succession planning.</p> <p>36 hours CPD is easier to achieve for all staff.</p>	<p>1. A monthly session will be arranged, most likely either at lunchtime or 4pm.</p> <p>2. Working in partnership with AVPs and HoS develop management programme that can be contextualised to sector.</p>	<p>L&amp;D Team</p> <p>Wider college colleagues</p> <p>AVPs, and HoS</p> <p>September 2023 onwards</p>	<p>SO2, 2.2, SO 2, 2.4,</p> <p>People Services Strategy</p>
<b>February Update:</b>					
<b>July/August/September (end of year) Update:</b>					
7	Further develop a data driven library service.	Due to only now being able to reflect on a normal, post-COVID academic year it is imperative that the Librarians work to develop a data-driven library service to	1. To collate, analyse and evaluate statistics and data related to the library service; from online resources, events, circulation data, social media, journals etc.	Information Services Librarians AY 2023-24	SO 4, 4.3, SO 4, 4.6, SO 4, 4.7, SO 4, 4.8

**Support Area AY 2023-24**

		inform decision making to ensure best use of resources.	<ol style="list-style-type: none"> <li>2. Working as reflective practitioners to report back on this data using Our Evaluation.</li> <li>3. Using this data for decision making.</li> </ol>		
<b>February Update:</b>					
<b>July/August/September (end of year) Update:</b>					
<b>8</b>	Structure Review of the Learning Development, Learning Technology and Library Teams	A full review of the merger of Libraries and Learning Development will be undertaken in summer of 2024. In addition to this the review will include the Learning Technology team and parts of the Quality team (the delivering mandatory training) to ensure that staff development is delivered in the most effective and efficient way.	<ol style="list-style-type: none"> <li>1. A full service structure review is to be undertaken with proposals presented to Executive Team.</li> </ol>	Director of People Services  Associate Vice Principal Curriculum & Quality  June 2024	S0 1, 5 People Services Strategy
<b>February Update:</b>					
<b>July/August/September (end of year) Update:</b>					



<b>HUMAN RESOURCES COMMITTEE</b> <b>Meeting of 27 September 2023</b>	
<b>Title:</b> People Services Equality, Diversity & Inclusion – Priority Actions 2022-2024	
<b>Author:</b> Elaine Reid, Senior HR Business Partner	<b>Contributor(s):</b> Kimra Donnelly, Director of People Services
<b>Type of Agenda Item:</b> For Decision <input type="checkbox"/> For Discussion <input type="checkbox"/> For Information <input checked="" type="checkbox"/> Reserved Item of Business <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>  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: <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>Appendix 1, People Service Equality, Diversity &amp; Inclusion – Priority Actions 2022-23 and 2023-24 outlines the actions that People Services have taken during AY 2022-23 and will be taking in AY 2023-24 to address identified equalities “hotspots”. This aims to eliminate discrimination, advance equality opportunities for staff, and foster good relations.</p> <p>There will be a focus on the Colleges recruitment procedures during this academic year, progressing the actions identified through various reports and activities.</p>	

Appendix 2 provides the results from a staff survey on the underlying causes of the gender pay gap. Further analysis of the survey is currently being undertaken and will be reported to the January HR Committee.

**Recommendation:** It is recommended that the Committee note the content and progress of the People Services Equality Action Plan.

**Previous Committee Recommendation/Approval** (if applicable): It was agreed at the HR Committee in May 2021 that the People Service Equality, Diversity & Inclusion – Priority Actions would be added as a standing item to the HR Committee agenda.

**Equality Impact Assessment:**

**Positive Impact**

**Negative Impact**

**No Impact**

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

## 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	Notes	Completed/Outcomes/Status
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 2022-2023 & 2022-23	Following a meeting with GREC, this action has been changed to: Elaine/Katrina to analyse feedback from the recruitment process to determine why BAME candidates were unsuccessful and compare this	

			with feedback from successful candidates to identify any bias in the recruitment process	
	<p>Improve recruitment processes for staff, in particular with regards to the protected characteristics of: disability; race/ethnicity; religion/belief; sexual orientation.</p> <p>Provide wider information about what the College has to offer and what we are looking for people to bring to the role</p>	AY 2022-23 & 2023-24	<p>Disability Mentoring Scheme/Disability in the Workplace Conference are informing the way forward.</p> <p>Further details are in the HR Shared area in the Disability Mentoring Scheme folder, at: <a href="#">..\Disability Mentoring Scheme\Outcomes and Strategy\Disability mentoring scheme - outcomes and strategy - final.docx</a></p>	<p>Recruitment Working Group - Katrina Coull has adapted the text used for VP-Finance Recruitment and drafted a section re College benefits, which is now available on MyJobScotland (April 2023).</p> <p>Katrina Coull is now liaising with Marketing for a more professional-looking version (August 2023)</p>
	<p>Make the recruitment &amp; interview process more transparent</p> <ul style="list-style-type: none"> <li>- Particularly for neurodivergent people, let them know what to expect throughout the process</li> </ul>	AY 2022-23	Disability Mentoring Scheme/Disability in the Workplace Conference are informing the way forward.	Recruitment Working Group - Katrina Coull working with People Services Assistants on this – December 2023

	<p>Avoid ambiguous language – be clear – this is particularly important for neurodivergent people (Staff Equality Profile 2021; Disability Mentoring Scheme/Disability in the Workplace Conference)</p>		<p>Further details are in the HR Shared area in the Disability Mentoring Scheme folder, at: <a href="#">..\Disability Mentoring Scheme\Outcomes and Strategy\Disability mentoring scheme - outcomes and strategy - final.docx</a></p>	
	<p>Improve recruitment adverts: Provide adverts in accessible formats, including braille, audio, BSL (with correct captions), bigger fonts  (Disability Mentoring Scheme)</p>	<p>AY 2022-23</p>	<p>Disability Mentoring Scheme/Disability in the Workplace Conference are informing the way forward  Further details are in the HR Shared area in the Disability Mentoring Scheme folder, at: <a href="#">..\Disability Mentoring Scheme\Outcomes and Strategy\Disability</a></p>	<p>Recruitment Working Group - Iain Henderson has provided training to People Services Assistants – March 2023. Adverts now made available in different formats, as far as possible on MyJobScotland  Recruitment Working Group - Katrina Coull now looking at making link to adverts with audio &amp; subtitles on our website (this is not possible on MyJobScotland). Also exploring Medial.</p>

			<a href="#">mentoring scheme - outcomes and strategy - final.docx</a>	
	<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, 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 and 2022; Disability Mentoring Scheme)</p>	AY22-23	<p>Further details are in the HR Shared area in the Disability Mentoring Scheme folder, at: <a href="#">..\Disability Mentoring Scheme\Outcomes and Strategy\Disability mentoring scheme - outcomes and strategy - final.docx</a></p>	<p>The following wording was added to all recruitment adverts effective from 10/4/23:</p> <p><i>"NESCol is a disability confident employer. We offer a variety of working options in line with business requirements and place great importance on staff wellbeing. We welcome and encourage applicants from diverse backgrounds."</i></p> <p>Recruitment Working Group was set up (January 2023) to improve inclusivity in the recruitment process.</p>
	<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>	AY 2022-23		<p>GREC contacted 19/4/2023. Meeting took place on 23/5/2023</p>

	(Staff Equality Profile 2021)			<p>Recruitment Working Group to explore Nescol participation in Job fares to explain eg what a lecturer does; involving Heads of Sector; Marketing</p> <ul style="list-style-type: none"> <li>- Katrina finding out more about MELA</li> </ul> <p>MyJobScotland (for Nescol adverts) is accessible via GREC website</p>
	<p>Improve the interview process 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> <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)</p>	AY2022-23 & 2023-24	<p>Disability Mentoring Scheme/Disability in the Workplace Conference are informing the way forward</p> <p>Further details are in the HR Shared area in the Disability Mentoring Scheme folder, at: <a href="#">..\Disability Mentoring Scheme\Outcomes and Strategy\Disability mentoring scheme -</a></p>	<p>Recruitment Working Group - Katrina Coull working with People Services Assistants on this (December 2023)</p>

			<a href="#">outcomes and strategy - final.docx</a>	
	<p>Improve on-boarding/retention:</p> <ul style="list-style-type: none"> <li>- Develop a pack – in accessible formats - about what a lecturing role really involves</li> <li>- Cover what’s involved with TQFE/Assessor/Verifier awards etc</li> <li>- Cover what support is available to new staff</li> <li>- Speak with staff who joined Nescol over the past couple of years and get their input on what could be improved</li> </ul>	AY2022-23		<p>Elaine Reid/Lynn Laing/Jill Leishman met 21/4/2023.</p> <p>Jill taking this forward with Lorna Doyle/Lynn Laing, including: Developing a handbook with key information; having videos etc available (linking in with Iain Henderson) – 23/24</p> <p>Jill/Lorna (24 April 2024) have contacted staff on Curriculum &amp; Quality essentials teams for volunteers to get ideas on what to include.</p> <p>Jill will create GTCS FAQ video for staff. 23/24</p> <p>Learning Pathways for lecturing staff have been created and will be launched in session 23/24.</p> <p>Zellis on-boarding module to be launched in 24/25.</p>
	<p>Implement recruitment &amp; selection training for managers (Staff Equality profile 2021)</p>	AY 2023-24		

	Examine why the College continues to recruit and employ more females than males	AY 2023-24		
	<p>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</p> <p>Contact GREC to discuss how best to achieve this</p>	AY 2022-23 & 2023-24		<p>GREC contacted 19/4/2023 – Teams meeting took place on 23/5/2023</p> <p>Elaine Reid and Katrina Coull have joined EDI Public Sector Network</p> <p>Elaine Reid joined meeting on 14/6/23:          -Looking at how we can work collectively          -Share resources          -Joint Teams resource set up</p>
	<p>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></p> <p>Review Government document with the People Services Team and identify any further actions that need to be taken</p>	AY 2023-24	<p>Paper drafted: <a href="#">..\Ministerial Response - Ethnicity\Minority Ethnic Toolkit - Nescol Actions.docx</a></p>	
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	Staff ED&I Survey completed August 2022 – actions identified in the	

			<p>report and in the HR Shared Area:  <a href="#">..\Equality &amp; Diversity Survey and Focus Groups\Staff ED &amp; I Survey\Survey analysis &amp; report\Report\Staff ED&amp;I Survey - Report.docx</a></p> <p>Survey &amp; outcomes referred to the Equalities Committee in AY22/23 and full report also published on COLin</p>	
<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> </ul>	<p>Using outcomes from staff ED&amp;I survey, formulate questions to be used as basis for focus groups</p>	<p>AY 2022-23</p>		<p>Initial survey regarding underlying causes of the gender pay gap sent out to all staff 22/6/23, with closing date of 7/7/23.</p> <p>Once survey has been analysed, the information will be used to inform the questions to be used for focus groups</p>

<ul style="list-style-type: none"> <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>				
<p>Address Equal Opportunities protected characteristics non-declaration rates</p>	<p>In 2022, the non-declaration rates for a number of protected rose (when compared with 2021)</p> <p>This should be addressed by People Services sending out regular reminders to staff that they should update their protected characteristics information – and the reasons why this is important</p>	<p>Complete</p>		<p>Regular reminders are issued and the College disclosure rates have increased.</p>
<p>Use iCon2 system to identify training/barriers to training</p>		<p>AY 2023-24</p>		
<p>Carry out equalities training for People Services staff</p>	<p>Ensure the whole People Services Team is aware of the importance and impact of equality-related matters</p>	<p>AY 2022-23</p>		<p>Training took place on 2/6/23</p>
<p>Implement staff and manager training on what is unacceptable/how to challenge unacceptable behaviours on the basis of a protected characteristic</p> <p>(ED&amp;I survey)</p>		<p>AY 2023-24</p>		

<p>Implement training &amp; provide guidance for all staff about how to handle/report harassment/discrimination and how to access support in relation to violence/abuse and harassment/discrimination</p> <p>(ED&amp;I survey; National Equality Outcomes)</p>		AY 2023-24		
<p>Make more information available to staff about the support that is available from Occupational Health and about reasonable adjustments</p> <p>Consider introducing “workplace passports” for reasonable adjustments</p> <p>(ED&amp;I survey)</p>		AY 2022-23 & 2023-24		<p>Staff Wellbeing &amp; Disability Agreement (workplace passport) has been finalised and approved by Leadership Team, after review by Equalities Committee. Looking at implementing training for managers and staff before launching by December 2023</p>
<p>Create a more inclusive environment</p> <p>With regards to disability, embed actions automatically, so that staff do not have to keep on asking for things.</p>	<p>All videos to have captioning, plus BSL</p> <p>Live captioning for meetings/events/virtual events –</p> <p>Introduce hearing loops</p>	AY 2022-23 & 2023-24	<p>Disability Mentoring Scheme/Disability in the Workplace Conference are informing the way forward.</p>	

<p>(ED&amp;I survey; Disability Mentoring Scheme/Disability in Workplace Conference)</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 – neurodivergent people can be particularly sensitive to these</p>	<p>Further details are in the HR Shared area in the Disability Mentoring Scheme folder, at:  <a href="#">..\Disability Mentoring Scheme\Outcomes and Strategy\Disability mentoring scheme - outcomes and strategy - final.docx</a></p>	
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# Underlying Causes of Gender Pay Gap Survey

179

Responses

08:17

Average time to complete

Closed

Status

## 1. Are you:

● Female	128
● Male	48
● Other	0
● Prefer not to say	3



## 2. Are you:

● Lecturing Staff (those on lecturi...	71
● Support Staff (including instruct...	97



### 3. Please indicate your age range

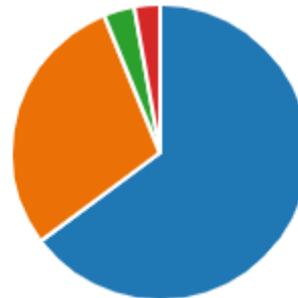
<span style="color: blue;">●</span> 16 - 29	14
<span style="color: orange;">●</span> 30 - 44	61
<span style="color: green;">●</span> 45 - 59	79
<span style="color: red;">●</span> 60+	25



### 4. What is your working pattern?

Please note if you are a lecturer only select full-time or part-time as all lecturers are term-time

<span style="color: blue;">●</span> Full-time	116
<span style="color: orange;">●</span> Part-time	52
<span style="color: green;">●</span> Term-time (support staff only)	6
<span style="color: red;">●</span> Part-time and term-time (suppo...	5



### 5. Why do you work full-time?

116  
Responses

Latest Responses  
"Contracted hours/days"

34 respondents (29%) answered **time** for this question.



### 6. Why do you work part-time?

51  
Responses

Latest Responses

"Health issues were impacting on my ability to continue to w..."

18 respondents (35%) answered **working** for this question.



### 7. Why do you work term-time?

6  
Responses

Latest Responses

3 respondents (50%) answered **term-time** for this question.



### 8. Why do you work part-time and term-time?

5  
Responses

Latest Responses

"Because I am also a student as my role is based on me bein..."

3 respondents (60%) answered **work** for this question.



### 9. Would you prefer to have a different working pattern? (e.g. if you work part-time would you like to work full-time?)

<span style="color: blue;">●</span> Yes	58
<span style="color: orange;">●</span> No	98
<span style="color: green;">●</span> Don't know	23



### 10. Why?

58  
Responses

Latest Responses

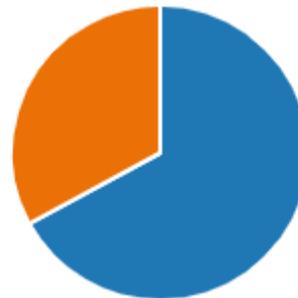
12 respondents (21%) answered **day** for this question.

**work that would be great**



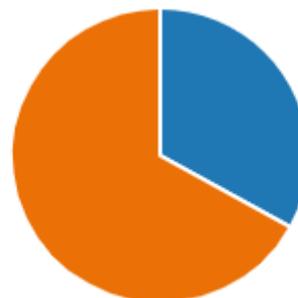
### 11. Are you aware of the College's flexible working policy? (e.g. for condensed working hours, late starts, early finishes etc)

- Yes 120
- No 59



### 12. Have you used the policy to change your working pattern?

- Yes 39
- No 79



13. What were the changes you made?

39

Responses

Latest Responses

15 respondents (38%) answered **hours** for this question.



14. Why have you not used the policy?

78

Responses

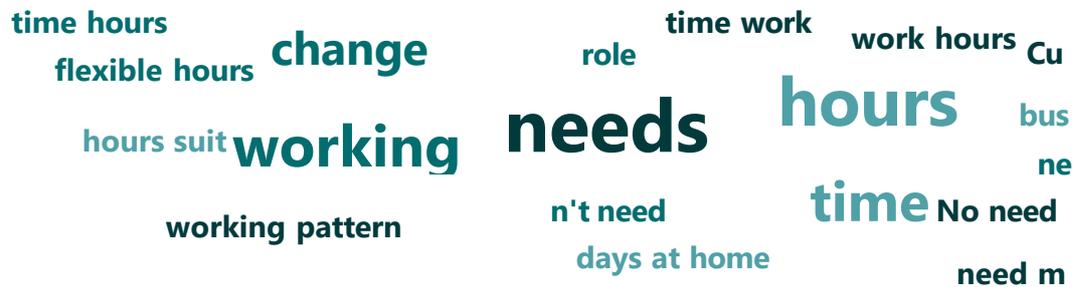
Latest Responses

"I have no use for it. "

"There are limited options to be flexible when you are constr..."

"i do not think it would work with my job role"

16 respondents (21%) answered **needs** for this question.



15. Why do you do the *type* of work that you do? (eg you are currently admin staff and would like to be a lecturer but can't commit to working full-time)

179  
Responses

Latest Responses

"I do the role as I wanted to be more involved with the college"

"Lecturing is a vocation of which I am very proud. My split rol...

"i enjoy my working role "

59 respondents (33%) answered **work** for this question.



16. Would you be interested in doing a completely different *type* of work?

● Yes	43
● No	77
● Don't know	59



### 17. What type of work would you be interested in doing?

41  
Responses

Latest Responses

"I would love to be a lecturer. I already have a relevant UG de...  
"As fatigue remains an issue the option to increase hours in t...

11 respondents (27%) answered **work** for this question.



### 18. Would you face any barriers to doing this?

<span style="color: blue;">●</span> Yes	28
<span style="color: orange;">●</span> No	8
<span style="color: green;">●</span> Don't know	8



19. What are these barriers?

28  
Responses

Latest Responses

"Quality may not have additional hours, my teaching team a..."

6 respondents (21%) answered **Time** for this question.



20. Are you interested in career progression (eg a more senior position/more responsibility/working at a higher level etc)

● Yes	78
● No	62
● Don't know	39



### 21. Why?

140  
Responses

Latest Responses

"I want to have more responsibility. "

"I feel that I am reaching the end of my working career (age ...

"I am happy with the role i am in "

23 respondents (16%) answered **work** for this question.



### 22. Are there any barriers to your career progression?

<span style="color: blue;">●</span> Yes	51
<span style="color: orange;">●</span> No	59
<span style="color: green;">●</span> Don't Know	30



23. What are these barriers?

51  
Responses

Latest Responses  
*"My face doesnt fit"*

11 respondents (22%) answered **work** for this question.



24. Are there any actions that the College could take to remove these barriers?

51  
Responses

Latest Responses  
*"Ensure that progression opportunities are available for all, r..."*

10 respondents (20%) answered **No** for this question.



25. Do you have any other comments you would like to make?

92

Responses

Latest Responses

16 respondents (17%) answered **worked** for this question.



26. Would you be interested in being part of a focus group to further explore the underlying reasons behind the gender pay gap?

- Yes 20
- No 159



27. What is your name?

19

Responses

Latest Responses

2 respondents (11%) answered **Jill Leishman** for this question.

**Sara Stroud** **Fiona Gray** **Cara Motion** **Magdalena Blac**  
**Fraser MacMillan** **Joanne Braidwood**  
**Graeme Findlay** **Jill Leishman** **Lukas Podhr**  
**Louise Pesic** **Jenny Willox** **Carrie Beaton** **Katrina Coull** **Lea**  
**Shona Croly** **Gintare Siugzdinyte**



<b>HUMAN RESOURCE COMMITTEE</b> <b>Meeting of 27 September 2023</b>	
<b>Title: Committee Evaluation Feedback</b>	
<b>Author:</b> Susan Lawrance, Secretary to the Board	<b>Contributor(s):</b>
<b>Type of Agenda Item:</b> For Decision <input type="checkbox"/> For Discussion <input checked="" type="checkbox"/> For Information <input type="checkbox"/> Reserved Item of Business <input type="checkbox"/>	
<b>Purpose:</b> To provide the Committee with an opportunity to consider Members' feedback relating to the Committee's performance.	
<b>Linked to Strategic Goal:</b>	
<b>Linked to Annual Priority:</b>	
<b>Executive Summary:</b> Attached as Appendix 1 is feedback submitted by Committee Members on the performance of the Committee. The feedback was gathered through the use of an online anonymous questionnaire. Members are asked to note the change to reflect the additional meeting (HR Committee now meet three times a year).	
<b>Recommendation:</b> It is recommended that the Committee discuss the information provided and agree if any actions are required to strengthen the performance of the Committee.	
<b>Previous Committee Recommendation/Approval (if applicable):</b> None	
<b>Equality Impact Assessment:</b> Positive Impact <input type="checkbox"/> Negative Impact <input type="checkbox"/> No Impact <input checked="" type="checkbox"/> <b>Evidence:</b>	

# HR Committee Annual Evaluation Survey

4

Responses

01:53

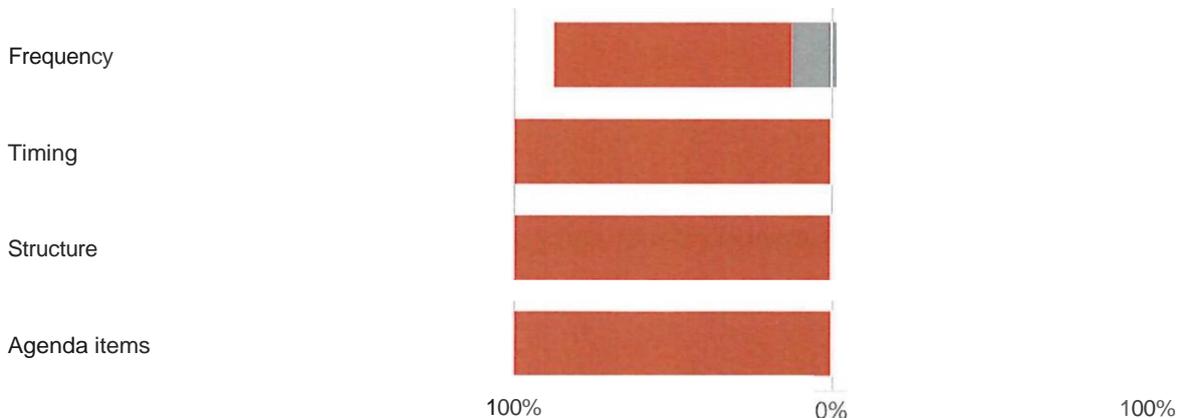
Average time to complete

Active

Status

1. How satisfied are you that the meeting arrangements are appropriate and support the overall effectiveness and remit of the Committee?

Very satisfied    Somewhat satisfied    Neither satisfied nor dissatisfied    Somewhat dissatisfied  
Very dissatisfied



2. Please provide any additional supporting comments in relation to question 1, including any proposed agenda items/areas of focus for consideration.

1

Responses

Latest Responses

"Considering all that is happening re. People Services, emplo..."



6. Please provide any additional comments including suggestions to encourage further engagement

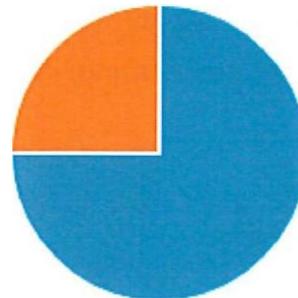
0

Responses

Latest Responses

7. Do you agree that the collective skills, knowledge and experience of Committee members allow the Committee to **fulfill** its governance role and remit?

<span style="color: blue;">●</span> Strongly Agree	3
<span style="color: green;">●</span> Disagree	0



8. Please provide any additional comments in relation to Committee Members collective skills, knowledge and experience.

0

Responses

Latest Responses

9. In considering your own skills, knowledge and experience, please comment on how well you believe you contribute to the work of the Committee, highlighting how this could be enhanced.

2

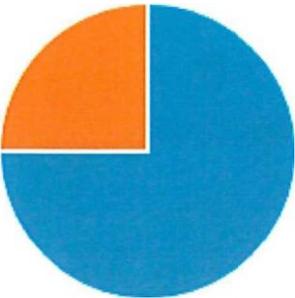
Responses

Latest Responses

*"Always good to hear from others with a more specific HR ba...  
"As Principal and line manager to the Director of People Serv...*

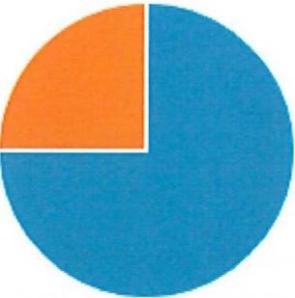
10. Do you agree that the Chair provides strong leadership to ensure that the Committee's work effectively supports the College's strategic ambitions?

- Strongly Agree 3
- Agree
- Disagree 0



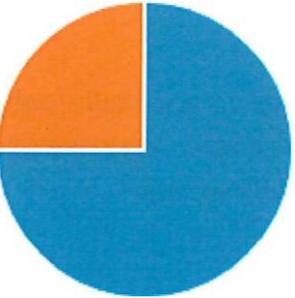
11. Do you agree the Chair effectively communicates with meeting attendees, encouraging equality of participation from **all** Members. This includes listening; explaining; questioning; influencing and challenging constructively.

- Strongly Agree 3
- Agree
- Disagree 0



12. Do you agree the Chair provides attendees with sufficient time to debate and decide issues in an informed and rigorous manner ensuring issues are properly discussed, decisions are clear and Committee Members accept collective responsibility?

- Strongly Agree 3
- Agree
- Disagree 0



13. Please provide any additional comments you may wish to make on the Committee Chair's performance.

0

Responses

Latest Responses



## Human Resource Committee Evaluation Feedback

### Additional Comments

**Qstn 2: Proposed agenda items/areas of focus for consideration:**

- Considering all that is happening re. People Services, employee engagement and industrial action I think an additional meeting per annum is required.

**Qstn 9: How well do you believe you contribute to Committee work, any enhancements required:**

- As Principal and line manager to the Director of People Services, I feel I already am well-informed and 'up-to-speed' on HE-related activities.
- Always good to hear from others with a more specific HR backgrounds