

**NORTH EAST  
SCOTLAND  
COLLEGE**



**Board of Management  
HUMAN RESOURCES COMMITTEE  
Meeting of 19 May 2015**





## **NOTICE OF MEETING**

There will be a meeting of the Human Resources Committee on Tuesday 19 May 2015, 1030-1130 hours in Room G10 at Aberdeen City Campus.

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

Ms. S Brimmer  
Mr. B Dunn  
Mr. I Gossip  
Ms. K Gravells  
Mr. J Henderson  
Ms. C Inglis (Chair)  
Mr. K Milroy  
Ms. A Simpson  
Mr. A Smith  
Mr. S Smith  
Mr. R Wallen

### **IN ATTENDANCE**

Ms. E Hart, Vice Principal Human Resources  
Ms. P May, Secretary to the Board of Management  
Ms. P Kesson, Minute Secretary

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## **AGENDA**

### **Meeting of 19 May 2015**

- 1. Apologies for Absence**
  - 2. Minute of Previous Meeting**
    - 2.1 Minute of 17 March 2015 (paper enclosed)
  - 3. Matters Arising from Previous Meeting**
    - 3.1 To be raised at meeting
  - 4. Report to Committee by the Principal (paper enclosed)**
  - 5. Matters for Discussion**
    - 5.1 HR Priorities and Strategy Implementation (paper enclosed)
    - 5.2 HR Policies (paper enclosed)
    - 5.3 HR and Payroll Project (paper enclosed)
    - 5.4 Succession Planning (paper enclosed)
  - 6. Matters for Information**
    - 6.1 Key HR Performance Indicators (paper enclosed)
    - 6.2 Report on Organisational Development Activity (paper enclosed)
    - 6.3 Key Health and Safety Performance Indicators (paper enclosed)
    - 6.4 National Collective Bargaining (oral update)
  - 7. Summation of Business and Date and Time of Next Meeting**
  - 8. Reserved Items of Business for Discussion**
    - 8.1 Long Service Awards Policy
    - 8.2 Staff Excellence Awards
    - 8.3 Update on Voluntary Severance Scheme
  - 9. Summation of Reserved Items of Business**
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## **Draft Minute of Meeting of 17 March 2015**

The meeting commenced at 1035hours.

**PRESENT** – S Brimmer, B Dunn, I Gossip, K Gravells, J Henderson, C Inglis (Chair), K Milroy, A Simpson, A Smith, R Wallen

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

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

Apologies were received from S Smith.

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

The Minute of Meeting of 20 January 2015 was approved.

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

#### **3.1 Affordable Housing for Staff**

Mr Wallen commented that it was disappointing that there had been no further developments on this matter.

#### **3.2 Post of HR Manager**

Ms Hart informed Members that further interviews for the post of HR Manager would be held the following week.

#### **3.3 Occupational Health**

Ms Hart informed Members that matters are progressing with the Occupational Health contract.

#### **3.4 Prevent Strategy**

Mr Wallen informed Members that Mr Scott will deal with matters relating to the Prevent Strategy when Mr Sherrington leaves the College.

#### **3.5 Safety Glasses**

Mr Wallen will report back to the next meeting of the Committee on the issue of safety glasses.

### **4. Report by the Principal**

The Committee noted a report by the Principal providing information on Vision and Values; Healthy Working Lives; and progress on harmonisation.

Mr Wallen provided additional information on the movement to NESCol terms and conditions of former Banff & Buchan College lecturers.

Ms Inglis congratulated the College on its excellent achievement in retaining the Healthy Working Lives Gold Award.

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

#### **5.1 HR Priorities and Strategy Implementation**

The Committee noted a paper providing information on progress regarding the key HR priorities and the implementation of the HR strategy.

Ms Hart said that the SMT would receive feedback at an AwayDay scheduled for the end of April 2015 on the vision and values workshops currently being held.

After some discussion it was decided that:

- A review date should be added to the progress table for the Implementation Programme for Vision and Values
- An additional RAG column be added showing progress against target
- Individual projects would be selected and taken as separate agenda items for discussion where appropriate
- Members would receive presentation on succession planning at the next meeting of the Committee.

Ms Hart advised that a communication plan for the College's vision and values will be developed in due course.

## **6. Matters for Information**

### **6.1 HR Policies**

The Committee noted a paper providing an update on the development of HR policies.

Ms Hart confirmed that although a number of the policies were noted as work in progress, an appropriate policy from one of the former two Colleges was in place until such time as the new NESCol policy is approved and adopted.

It was agreed that a RAG status for completion should be added to the progress table.

It was also agreed that clarification would be provided on which policies would be approved by the Committee and which will be referred to the Board for approval.

### **6.2 Update on Human Resources and Health & Safety**

The Committee noted a paper providing updated information on Human Resources and Health & Safety matters.

Information was provided on the HR Team; HR System and the Payroll Project; HR Performance Indicators; Job Evaluation; and Health & Safety Performance Indicators.

Ms Hart informed Members that the challenges being faced with the HR System and Payroll Project had impacted upon her ability to move forward with other developmental issues.

It was agreed that a project plan for the HR and Payroll Systems would be brought to the next meeting of the Committee.

### **6.3 Equality and Diversity**

The Committee noted a paper on current developments in relation to equality and diversity.

Information was provided on the work of the Equality and Diversity Strategy Group and on the current Equality and Diversity Strategy.

Ms Hart noted discussions from a recent meeting with the Equality Challenge Unit.

Ms Hart advised that the new NESCol Equality Outcomes would be submitted to the June Board Meeting, and that information on the College's Equality Impact Assessment would also be provided to this meeting.



**6.4 Staff Development and Organisational Development Activity**

The Committee noted a report which provided information on activity relating to Staff Development and Organisational Development during block 1 of AY2014-15.

Information was provided on the Teaching Qualification in Further Education; assessment and verification qualifications; College Development Network Award; training activity; and sessions on the College's vision and values.

**7. Summation of Business and date of next Meeting**

The Secretary gave a summation of the business conducted. The next meeting of the Human Resources Committee is scheduled to take place on Tuesday 19 May 2015 at 1030 hours.

**8. Reserved Items of Business for Discussion**

**8.1 The Living Wage**

Mr Dunn and Ms Gravells left the meeting at this time.

**8.2 National Collective Bargaining**

Mr A Smith left the meeting at this time.

**8.3 Voluntary Severance Scheme**

**8.4 Staffing Levels**

**9. Summation of Reserved Items of Business**

The Secretary gave a summation of the reserved items of business conducted.

The meeting concluded at 1155 hours.



## **Report to the Committee by the Principal**

### **1. Introduction**

- 1.1 The purpose of this paper is to provide information on significant matters relevant to the Committee.

### **2. Vision and Values**

- 2.1 All Manager Workshops have now been completed.
- 2.2 The Senior Management Team is due to meet on 14 May 2015 to discuss the outcomes.
- 2.3 Further information will be provided to the Committee at its next meeting.

### **3. Harmonisation**

- 3.1 This is now complete. All contracts have been issued. There is only one member of staff from the former Banff & Buchan College who will remain on their former terms and conditions of employment.

### **4. End of Year Inter Campus Football Competition**

- 4.1 At the end of the academic year a 7-a-side staff football competition will be held involving teams of staff from Aberdeen City, Altens and Fraserburgh Campuses. The competition will take place at Aberdeen Sports Village. Aberdeen Football Club have donated money for a trophy which will be presented by a member of staff of the club.

### **5. Recommendation**

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

**Rob Wallen**  
Principal



## **HR Priorities and Strategy Implementation**

### **1. Introduction**

1.1 The purpose of this paper is to update the Committee on progress regarding the key HR priorities and the implementation of the HR Strategy approved at the meeting of 18 November 2014. The Committee requested a 6 monthly update on the implementation of the HR Strategy.

### **2. The HR Priorities**

2.1 The HR Priorities Tables has been updated to reflect the current status and progress to date (see Appendix 1).

### **3. The HR Strategy**

3.1 The HR Strategy has seven key themes:

- Recruitment
- Organisational Development
- Effective Leadership
- Employee Well Being, Engagement and Reward
- HR Systems and Processes
- Employee Relations
- Equality and Diversity.

3.2 Therefore the following is an update on progress against each of the key themes.

#### **3.3 Recruitment**

3.3.1 Key to effecting standardised processes, improvements and cost efficiencies is the implementation of E Recruitment. The HR Team has reviewed and streamlined its existing paper-based procedures but the focus is to implement an E Recruitment System.

3.3.2 Colleges Scotland as part of an initiative to meet the expectations of the Scottish Government, the Scottish Funding Council and other key stakeholders have been piloting a College's area on MyJobsScotland (MJS) to provide a "one stop shop" approach for recruitment into the College sector. MJS is the market leader for public sector jobs in Scotland. All Scottish local authorities, emergency services, etc are using MJS, it receives over 10 million hits per month and is the second largest recruitment site in Scotland after S1 jobs. It has exceptional functionality and will give applicants a quality experience as well as enabling us to effectively track and extract equalities information. Coupled with significant cost savings both in administration and advertising and the ability to reach a large pool of potential candidates, the College has made the decision to implement MJS as its E Recruitment tool. Experiences with other Colleges has demonstrated that recruitment costs can be cut by up to 50% by using MJS.

3.3.3 The project is underway and is scheduled to be live during the summer.

3.3.4 In addition the College is linked in to the Match People Skills Project which is a collaborative program supported by the Oil and Gas industry alongside public and private sector organisations that benefit from similar skills.

- 3.3.5 This site provides a simple platform to help companies that need to outplace their people during quieter times and helps organisations who need these skills to find them quickly and easily. The aim is to help mitigate the impact of job losses or reduced hours on the highly skilled people of the Oil and Gas Industry.
- 3.3.6 NESCol is part of the first roll-out of this on-line system which will allow potential candidates to electronically apply for jobs posted by HR. We will be able to view and select candidates for interview with no cost to the College.
- 3.3.7 Social media is the way forward to compliment traditional methods of recruitment. We have recently experimented with advertising our first role on Linked-In and intend to increase the volume over the next few months. The cost to advertise one position is approximately £227 inclusive of VAT compared with a cost in excess of £500 to advertise with the Press and Journal. We are also looking at the possibility of using Twitter in the future.

### 3.4 Organisational Development

- 3.4.1 Professional Development targets have been set for awards such as TQFE and these have been approved by the Senior Management Team (SMT). Over the coming term line managers will be consulted and staff identified to commence awards at the start of the next academic year. This will ensure that targets are met in line with College wide and Faculty priorities.
- 3.4.2 A revised mandatory training schedule has been drafted and forwarded to SMT for comment and approval.
- 3.4.3 A number of training events ran during the College Development Day on 17 February 2015. These were wide ranging with a number (for example Behaviour Management, Inspirational Teaching, Blackboard Refresher etc) designed to support staff in meeting the Professional Standards for Lecturers.
- 3.4.4 A review of digital literacy among teaching staff has been conducted by the Learning Resources Team and we will be working with Learning Resources during the coming months to identify and address training needs.
- 3.4.5 Performance Review has been implemented and briefings for all staff and workshops for new managers were held to launch the new system. This is currently being monitored so that it can be modified and updated for the new academic year. Patterns emerging from Performance Review will be analysed so that future training days can be targeted to address College wide needs.
- 3.4.6 Succession Planning Guidelines have been drafted and are currently being worked on in order to develop a robust system for implementation across the College. A succession planning pilot (Future Leaders Programme) is under development (see Agenda Item 5.4)
- 3.4.7 Work has commenced on an action plan in preparation for Investors in People (IIP) review which is due to take place in autumn.
- 3.4.8 A skills audit for teaching staff was completed earlier this year. An audit for support staff will be addressed in due course.

3.4.9 88 members of staff including SMT, Heads of Schools/Departments, Team and Faculty Managers and CQMs have attended training on the new Vision and Values. Themes emerging from this training will help us identify actions necessary to fully implement the Vision and Values, drive cultural change and identify the key training needs of managers. The next stage will be to agree an implementation plan and a programme of follow on training.

**3.5 Effective Leadership**

3.5.1 The Future Leaders Programme will form the basis of the Leadership Programmes going forward. In addition a programme of training events will be offered for current leaders designed to address any current training needs.

**3.6 Employee Wellbeing, Engagement and Reward**

3.6.1 Healthy Working Lives Gold Award has been retained for the whole College and demonstrates our ongoing commitment to improving the health, safety and wellbeing of our employees and a health, safety and wellbeing culture with evidence of positive employee behaviour changes.

3.6.2 There is a proposal to set up Staff Excellence Awards (see Agenda Item 8.2).

3.6.3 A review has commenced of the Colleges benefits package.

**3.7 HR Systems and Processes**

3.7.1 All HR business processes are under review but fundamental to this is the HR and Payroll Systems Project. (See Agenda Item 5.3).

**3.8 Employee Relations**

3.8.1 The harmonisation of terms and conditions of employment following merger has been a major focus. All support and lecturing staff have now been successfully matched across and have consistent terms and condition of employment. In addition, promoted teaching staff have accepted new contracts of employment.

3.8.2 The new pay and grading structure and Job Evaluation system has been successfully implemented.

3.8.3 A new Recognition and Procedures Agreement (RPA) has been implemented for support staff. The RPA for Lecturing Staff has proved more challenging but we are now actively working towards operating one LJNC for lecturing staff.

3.8.4 HR policies and procedures is an on-going project but is making good progress. The key HR policies and procedures needed to move the harmonisation agenda forward have all been implemented. Other key policies are in draft and out for consultation. (See Agenda Item 5.2).

**3.9 Equality and Diversity**

3.9.1 We have been able to extract equalities data from our HR system and have reported on this in the Equalities Outcomes Report and to this Committee. More work needs to be undertaken to improve the collection of data going forward.

3.9.2 The implementation of MJS will also greatly facilitate this in terms of recruitment data.

#### **4. Equalities Training**

- 4.1.1 All new staff are required to complete online equality and diversity training. In addition we are updating existing staff.
- 4.1.2 Training has been piloted for managers completing Equality Impact Assessments. This will be rolled out for all staff who will be required to undertake these assessments during the summer term.
- 4.1.3 Further work will be undertaken through the Equalities Groups to identify and deliver appropriate training to advance equality, diversity and inclusion.

#### **5. Recommendation**

5.1 It is recommended that:

- 5.1.1 The Committee consider the priorities contained in this paper.
- 5.1.2 The Committee note the contents of this report.

**Rob Wallen**  
Principal

**Elaine Hart**  
Vice Principal - Human Resources



**HR PRIORITIES MAY 2015**

Priority	Priority	Commentary	Start/End Date	RAG
Implementation Programme for Vision and Values		Workshops completed April 2015  Outcomes being considered by SMT 14 May and Project Plan to be implemented	S 31 December 2014 E Workshops Completed April 2015	
Develop and implement Recruitment Strategy		MyJobs Scotland under implementation	S November 2014 E July 2015	
Develop and implement suite of integrated HR Policies and Procedures		See Agenda Item 5.2	S April 2014 E Sept 2015	
Specify new Occupational Health Contract		ITT issued to short listed tenders award of contract scheduled for 30 June to commence 01 August 2015	S February 2015 E July 2015 For implementation August 2015	
Succession Planning		See Agenda Item 5.4	S March 2015 E Sept 2015	
Ensure full and effective utilisation of existing HR system		See Agenda Item 5.3	S November 2014 E Dec 2015	
Performance management		An interim performance management system has been implemented for this academic year. This will be reviewed for the Academic Year 2015/16	S September 2014 E September 2015	
Achieve IIP Gold Status		Work underway to implement Action Plan	S December 2014 E December 2015	

KEY - Priorities	
	High Priority
	Medium Term Priority
	Longer Term Priority

KEY - RAG	
	On track
	Possible risk of not achieving deadline
	High risk of not achieving deadline



## **HR Policies**

### **1. Introduction**

- 1.1 The purpose of this paper is to provide the Committee with an update on the development of HR policies for North East Scotland College.

### **2. Update**

- 2.1 Attached as Appendix 1 is a table detailing the current status of all HR Policies.
- 2.2 At the time of writing relevant policies were about to go out for consultation to the Local Joint Negotiating Committees. Relevant policies will be finalised and brought to the next meeting of this Committee in July.
- 2.3 There are four policies outstanding and there is an explanation of the current status, priority and RAG ratings.
- 2.4 Nine policies have been completed and approved.
- 2.5 The table denotes whether Board/HR Committee/Principal approval is required.

### **3. Recommendation**

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

**Rob Wallen**  
Principal

**Elaine Hart**  
Vice Principal - Human Resources



## HR POLICY STATUS

### Policies in Draft

Policy	New/Updated Policy	Status	Comment	Approval	RAG
Secondment and Acting Positions	New	Draft		Principal	
Probationary	New	Draft		Principal	
Sickness Absence	Updated	Draft		HRC	
Anti-Bribery and Corruption	New	Draft		Board	
Whistleblowing	Updated	Draft		Board	
Expenses	New	Draft		Board	
Equality and Diversity	Updated to incorporate students	Draft produced but under review following Equality Challenge Unit feedback	To be reviewed at next Equality & Diversity Steering Group	Board	
Maternity, Paternity and Adoptive Leave	Updated	Draft		Principal	
Staff Induction	Updated	Draft		Principal	
Shared Parental Leave	New	Draft		Board	

### Policies Outstanding

Policy	New/Updated Policy	Status	Start/Finish	Priority	Approval	RAG
Recruitment and Selection	Updated	Under review in line with new e-recruitment processes	S April 2015 F June 2015		HRC	
Anti-Harassment and Bullying	Updated	Not started	S June 2015 F August 2015		Principal	
Organisational Change	New to incorporate Redundancy Policy	Not started	S June 2015 F August 2015		HRC	
Drug and Alcohol	Updated	Not started	S September 2015 F October 2015		Principal	

**Policies Completed**

<b>Policy</b>	<b>New/Updated</b>	<b>Board Approval Yes/No</b>
Disciplinary	New	HRC
Grievance	New	HRC
Capability	New	HRC
Flexible Working	New	HRC
Leave for Special Circumstances	New	HRC
Time off in Lieu	New	HRC
Job Evaluation	New	HRC
Employee References	Updated	Principal
Staff Development	Updated	Principal

<b>KEY - Priorities</b>	<b>KEY - RAG</b>
High Priority	On track
Medium Term Priority	Possible risk of not achieving deadline
Longer Term Priority	High risk of not achieving deadline

## **HR and Payroll Project**

### **1. Introduction**

- 1.1 The purpose of this paper is to provide the Committee with an update on the HR and Payroll Project.

### **2. Background**

- 2.1 Prior to merger a decision was taken to retain the Aberdeen College HR and Payroll system (Team Spirit).
- 2.2 There has been an on-going project to integrate and automate Payroll and HR systems and processes.
- 2.3 There have been significant challenges with the project due to the historic lack of automation of Team Spirit, the fact that there are two databases running, changes in personnel and therefore loss of knowledge.
- 2.4 There have been a unique and complex set of circumstances for this year only due to the merger and the harmonisation of terms and conditions of employment. This has meant that large numbers of backdated pay awards, together with the 2% pay increase had to be implemented all at the same time before the end of the financial year.

### **3. Update**

- 3.1 Backdates and pay awards have been implemented as well as the incremental rises due in April.
- 3.2 Given the large scale of the changes implemented to pay a decision has been taken to undertake a diligent check of pay actual against rule set for all staff using an external audit resource.
- 3.3 The Project Steering Board (Paul Hykin, Roddy Scott and Elaine Hart) has met and agreed a revised project plan. Key dates are as follows:
- Database merge 05 May 2015
  - Self Service Live for all NESCol Staff August 2015
  - Payroll in-house from Activ Pay Live from September 2015
- 3.4 Key to moving forward is the merging of the two databases.
- 3.5 Consultancy is also being provided from the software provider to improve automated workflows for the HR/Payroll interface.
- 3.6 In addition there is a programme of training underway to upskill the HR Team to ensure resilience in the use and administration of the system going forward.
- 3.7 We are also reviewing resources to ensure that key staff are in post and fully trained to deliver payroll and pension administrative tasks going forward.
- 3.8 The Project Steering Board is keeping a close overview of progress and we are confident that now harmonisation is complete we will be able to move forward in accordance with the project timescales and complete this project.

**4. Recommendation**

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

**Rob Wallen**  
Principal

**Elaine Hart**  
Vice Principal - Human Resources



## **Succession Planning**

### **1. Introduction**

- 1.1 The purpose of this paper is to provide the Committee with information on the approach being adopted to succession planning.

### **2. Background**

- 2.1 In the past few years many staff have left North East Scotland College and its predecessor institutions – some 100 staff prior to merger and over 80 more since merger have left and not been replaced, and many others have left and been replaced. Amongst those who have left have been many staff with long experience.
- 2.2 The College faces a further period of change and challenge.
- 2.3 While the new College structure is complete, it is expected that staff will continue to leave to take up other job opportunities and that vacancies will appear at various levels in the structure.
- 2.4 In this circumstance it is critical that the College has staff who are ready to step into promoted roles to ensure continuity of service. This is a key part of the HR Strategy already agreed by the Committee.
- 2.5 At the last meeting it was requested that management should update the Committee on how succession planning will be developed in the organisation.

### **3. Succession Planning - Future Leaders Programme**

- 3.1 Attached as Appendix 1 is a paper that summarises how succession planning is being put in place within the College.
- 3.2 As will be noted from the paper, in due course the performance review process will provide a framework for identifying individuals with particular potential for development, but that in the meantime line managers are identifying an initial small cohort who will be able to take up development opportunities as they occur.

### **4. Recommendation**

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

**Rob Wallen**  
Principal

**Elaine Hart**  
Vice Principal - Human Resources



## **North East Scotland College**

### **Succession Planning – Future Leaders Programme**

#### **1. Background**

- 1.1 North East Scotland College is committed to developing staff and providing career development opportunities in ways which build on individual potential and deliver the College's Vision, Values and Strategic Objectives.
- 1.2 The development of leadership capacity is fundamental to this and we share a common challenge within Aberdeen City and Shire in attracting and retaining high calibre staff. Growing our own leaders will benefit the College and will enable us to retain key staff by offering focused and worthwhile career development opportunities.

#### **2. Definition**

- 2.2 Succession Planning is the process by which individuals are identified as having the potential to be future leaders and gain promotion into key posts as they arise.
- 2.3 A structured framework of development initiatives will be available designed to prepare these individuals for career advancement.
- 2.4 Succession Planning will identify individuals with potential and will provide appropriate training and development to ensure that they will have the skills, knowledge and capabilities required to progress. Succession Planning, when working effectively, ensures that there is a ready pool of staff capable of moving into more senior roles when these become available.
- 2.5 Therefore North East Scotland College will:
  - Identify the skills, knowledge and behaviours required for key posts.
  - Identify staff who have the potential, with development, to fill these posts.
  - Develop cost effective development programmes designed to address any gaps in skills, knowledge or behaviours in order to maximise the potential of staff identified as Future Leaders.
  - Ensure by reference to strategic targets and priorities and through consultation with line management that progression is aligned with College plans and anticipated requirements.

#### **3. Process**

- 3.1 The principal activities involved in the Succession Planning process will be:
  - The identification of key College posts where there is currently a skills deficit.
  - Identify knowledge, skills and behaviours required for Future Leaders.
  - Identification of staff with the potential to fill key posts in the short, medium or long term.
  - Skills gap analysis of staff who are placed onto the programme.

- The creation and delivery of development plans to support individual development needs.

#### **4. Identifying Key Posts**

4.1 Posts for which succession plans are required are defined as:

- Senior Management roles
- Heads of School
- Faculty Managers
- Heads of Service.

#### **5. Selection Process**

5.1 Staff with potential will be nominated by their line manager following discussions with the HR Manager for Organisational Development.

5.2 Nominated staff will have clearly demonstrated their potential in the following ways:

- Consistently delivering results and a high quality service
- Outstanding Performance identified through the Performance Review Scheme
- Willingness, enthusiasm and commitment to continuous professional development
- Leadership potential demonstrated, for example, by taking on and leading projects within current role.

#### **6. Future Leaders Programme**

6.1 The Future Leaders Programme will consist of the following:

- Core Leadership Module
- Individual Development Plans.

#### **7. Core Leadership Module**

7.1 Leadership Programme may consist of:

- Leading Change
- Leadership Styles
- Managing difficult Conversations and Poor Performance
- Motivation
- Other modules as identified.

7.2 The College Development Network is developing a programme which we may be able to utilise.

#### **8. Project Work**

8.1 A series of key projects will be agreed by the Senior Management Team and participants in the programme will be assigned to lead them.

## 9. Individual Development Programme

9.1 Based on a Skills Gap analysis and to include:

- Work Placements
- Shadowing
- Secondment
- Coaching and Mentoring
- Visits to Other Colleges
- Attendance at Conferences and Networking events as appropriate.

## 10. Proposal and Timeframe

10.1 It is proposed that a pilot project be run for promoted teaching staff.

A maximum of:

- 3 Faculty Managers
- 7 CQMs.

Action	By Whom	By When
Identify Core Skills for Leadership Roles	HR Manager OD/Head of HR	30 May
Identification of Participants	HR Manager OD in conjunction with SMT and Heads of School	30 May
Finalise Core Leadership Programme	HR Manager OD/VP HR	30 May
Work with participants to develop Individual programmes including skills gap analysis	HR Manager OD/line manager	30 June
Identify and assign coaches and mentors	HR Manager OD	31 August
SMT to agree projects	SMT	31 July

***Programme Commences September 2015***

Elaine Hart  
Vice Principal - Human Resources

31 March 2015



## Key HR Performance Indicators

### 1. Introduction

- 1.1 The purpose of this report is to provide the Committee with information on key performance indicators relating to the HR function.

### 2. Recruitment and Selection

- 2.1 During this period we accessed LinkedIn to advertise a job for the first time. We will be increasing the use social media and measuring impact of all advertising media over the next few months with the intention of reducing the more expensive methods of advertising where possible.
- 2.2 We had a total of 38 active vacancies during this quarter and appointed to 26. These figures represent a snapshot of activity and do not take account of the time the recruitment process commenced.

#### Vacancies by Professional Group – January to March 2015

Vacancies	Number of Aberdeen Vacancies	Number of Fraserburgh Vacancies	Other	Combined Total
Lecturing (Inc. CQM post)	8	7	1	16
Instructor/VTA	1	1	0	2
Manager (Inc. Head of School)	4	0	0	4
Professional/Administrative/Clerical	10	3	0	13
Technical	2	0	0	2
Library	1	0	0	1
Manual/Ancillary	0	0	0	0
First Aider	0	0	0	0
Posts Withdrawn/On Hold	0	0	0	0
<b>Total</b>	<b>26</b>	<b>11</b>	<b>1</b>	<b>38</b>

**Vacancies by Role and Advertising Method – January to March 2015**

Post	Internal (inc. FB)	External	P&J	Website (Jobs.ac.uk)	S1 Jobs	Agency	Other	*Specify Other
CQM - Engineering Technicians	1							
Lecturer in Hairdressing	1	1		1	1			
Lecturer in Health Care	1	1	1				1	*RGU Careers
Senior Lecturer (Quality Development)	1							
CQM Maths and Mechanical Engineering Technicians	1							
Lecturer in Television	1							
Lecturer in Welding (OPEN)	1	1	1	1	1		1	*RGU Careers
Lecturer in Health and Social Care	1	1	1	1	1		1	*RGU Careers
Lecturer in Learning Opportunities and Social Science	1							
Lecturer in Childcare (OPEN)	1							
Lecturer in Sport (OPEN)	1	1		1	1			
Lecturer in Computing (OPEN)	1	1		1	1			
Lecturer in Nautical Studies (OPEN)	1	1		1				
Lecturer in Art & Design (OPEN)	2							
Lecturer in Painting and Decorating (OPEN)	1							
Information Assistant	1	1	1	1	1			
Administrator	2	1		1	1			
Student Information and Admissions Assistant	2							
Instructor (IT Centre)	1	1		1	1			
Guidance Tutor	2							
Central Timetabler	1							
HR Administrator	1							
Receptionist and Administration Assistant	1							
Receptionist	1	1	1	1	1			
Vice Principal Learning and Quality	1							
Study Skills Tutor	1							
Instructor (OPEN)	1							
Receptionist/Telephonist (OPEN)	1	1		1	1		1	*LinkedIn
Student Funding Assistant	2							
Head of School: Creative Industries, Computing and Business Enterprise	1							
Learning Technologies Manager (OPEN)	1							
Head of Student Services (OPEN)	1							
ITTS Coordinator (OPEN)	1							
<b>Total</b>	<b>38</b>	<b>12</b>	<b>5</b>	<b>11</b>	<b>10</b>	<b>0</b>	<b>4</b>	



**Appointments by Professional Group – January – March 2015**

Vacancies	Number of Appointments (Aberdeen)	Number of Appointments (Fraserburgh)	Combined NESCol Appointments	
Lecturing (Inc. CQM post)	5	3	8	
Instructor/VTA	1	0	1	
Manager (Inc. Head of School)	2	0	2	
Professional/ Administrative/Clerical	9	4	13	
Technical	0	0	0	
Library	1	0	1	
Manual/Ancillary	0	0	0	
First Aider	0	0	0	
Posts Withdrawn/On Hold	1	0	1	Instructor (FB)
<b>Total</b>	<b>19</b>	<b>7</b>	<b>26</b>	

**Leavers**

The number of staff leaving the College has declined over the quarter. We will be tracking the reasons for leaving going forward to enable us to monitor patterns more closely.

	January 2015	February 2015	March 2015
Lecturer	2	2	0
Support	5	1	1
<b>Total</b>	<b>7</b>	<b>3</b>	<b>1</b>

**Turnover is calculated by multiplying the number of leavers by 100 and dividing by the headcount:**

	January 2015	February 2015	March 2015
Lecturer	0.33	0.33	0
<b>Support</b>	<b>0.83</b>	<b>0.16</b>	<b>0.16</b>

**3. Headcount**

3.1 Headcount has remained stable in this quarter.

3.2 Future figures will include information on how this translates into Full Time Equivalent (FTE) and also headcount and FTE data associated with contractors.

	January 2015	February 2015	March 2015
<b>Aberdeen</b>			
-Lecturer	215	216	219
-Support	281	280	283
<b>Fraserburgh</b>			
-Lecturer	83	83	81
-Support	20	17	16
<b>Total</b>	<b>599</b>	<b>596</b>	<b>599</b>

#### 4. Staff Profile

4.1 This information has been recently gathered for the Equalities Report and is based on a headcount of 592 permanent employees.

##### 4.1.1 Gender profile

	Male number	Male % of headcount	Female number	Female % of headcount	Overall headcount	Overall staff %
Full-time	238	40%	203	34%	441	74%
Part-time	20	3.4%	131	22%	151	26%
<b>Total</b>	<b>258</b>	<b>44%</b>	<b>334</b>	<b>56%</b>	<b>592</b>	<b>100%</b>

According to the 2011 Census, 51.5% of the Scottish population is female and 48.5% is male. In Aberdeenshire 50.5% is female and 49.5% is male. In Aberdeen City, 50.6% is female and 49.4% is male.

Sources:

<http://www.aberdeenshire.gov.uk/statistics/census/PopulationReportCensus2011.pdf>;

2011 Census Release 2 Aberdeen City available online at:

<http://www.aberdeencity.gov.uk/nmsruntime/saveasdialog.asp?IID=55102&SID=53>

The College has a slightly higher percentage of female employees than in Scotland/Aberdeenshire/Aberdeen. Part-time employees in the College are also predominantly female (26%), compared with only 3.4% being male.

##### 4.1.2 Age Profile

The age profile of staff is as follows:

Age	Total number	Total %	Male Total number	Male Part-time	Male Full-time	Female Total	Female Part-time	Female Full-time
16-29	49	8%	16	-	16	33	5	28
30-44	195	33%	76	5	71	119	54	65
45-59	304	51%	143	9	134	161	64	97
60-74	44	7%	23	6	17	21	8	13
75+	-	-	-	-	-	-	-	-
<b>Total</b>	<b>592</b>		<b>258</b>	<b>20</b>	<b>238</b>	<b>334</b>	<b>131</b>	<b>203</b>

Note: Percentage figures are rounded to the nearest whole number and so may not add up to 100%

4.1.3 Ethnicity Profile

The ethnicity breakdown of staff is as follows:

Ethnicity	Total number	Total % of headcount	Male number	Female number
White: Scottish	305	52%	176	129
White: English	43	7%	21	22
White: Welsh	1	-	-	1
White: Irish	3	0.5%	1	2
White: Other	53	9%	23	30
Mixed	2	-	-	2
Asian: Indian	3	0.5%	1	2
Asian: Pakistani	1	-	1	-
Asian: Bangladeshi	-	-	-	-
Asian: Chinese	-	-	-	-
Asian: Other	1	-	1	-
Black: Caribbean	-	-	-	-
Black: African	6	1%	5	1
Other	3	0.5%	1	2
Not indicated	171	29%	75	96

Note: Due to small numbers in some ethnic categories, information has not been broken out further as this could potentially lead to individual staff being identified; % figures are rounded, so may not total to 100%

4.1.4 Religion or Belief Profile

The staff breakout for the College is as follows:

Religion	Total number	Total % of headcount	Male number	Female number
Christian	165	28%	56	109
Buddhist	1	-	1	-
Hindu	2	-	1	1
Jewish	1	-	-	1
Muslim	3	0.5%	3	-
Other	3	0.5%	3	-
No Religion/Belief	126	21%	54	72
Not indicated	291	49%	140	151

Note: Due to small numbers in some categories, information has not been broken out further as this could potentially lead to individual staff being identified; % figures are rounded, so may not total to 100%

4.1.5 Disability Profile

The disability profile for the College is as follows:

	Total number	Total % of headcount	Male number	Female number
Disabled	21	3.5%	10	11
Not disabled	392	66%	170	222
Not indicated	179	30%	78	101

Note: The "disabled" figures have not been further broken down due to the relatively small numbers involved as this could potentially lead to information being disclosed that could identify individual staff; Figures have been rounded and so may not add up to 100%

**5. Sickness Absence**

5.1 The CIPD Absence Management Annual Survey Report 2014 shows that the average absence rate (number of working days lost/av headcount x number of working days available) for the education sector was 2.7%. The College is running at a similar rate to the sector.

	January 2015	February 2015	March 2015
Aberdeen	68	70	66
Fraserburgh	11	16	16
<b>Total</b>	<b>79</b>	<b>76</b>	<b>82</b>
Days Lost	2.79 %	2.55 %	3.01 %

5.2 Absence by Reason

5.2.1 The CIPD Annual Survey also identified that public sector and larger organisations were most likely to report that stress-related absence has increased.

5.2.2 Workload is ranked the most common cause of stress followed by non-work relationships/family, management style and relationships at work.

The top three causes for NESCol are:

Reason	Number of Absences
Cold, cough, flu, influenza	64
Gastrointestinal	57
Stress	17

## 6. Occupational Health Referrals

6..1 Self-referrals have steadily increased during the quarter. The remainder of the data has remained consistent throughout the quarter. Further work needs to be carried out to help to reduce stress related referrals.

Reason for Referral	January	February	March
Surgery	1	1	1
Stress	8	5	6
Depression	1	2	0
Pre-operative	0	1	1
Post-operative	1	1	1
Self-referral	5	10	12
Heart, cardiac & circulatory	1	0	3
Endocrine/glandular problems	1	2	0
Back Problems	4	1	1
Pregnancy Risk Assessments	2	1	2
Counselling	7	12	13
Workstation Assessment	4	2	3

## 7. Recommendation

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

**Rob Wallen**  
Principal

**Elaine Hart**  
Vice Principal – Human Resources



## Report on Organisational Development Activity

### 1. Introduction

1.1 The purpose of this report is to provide the Committee with information on the status of Professional Development Qualifications managed by the Organisational Development Team.

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

2.1 North East Scotland College requires all lecturers to obtain the TQFE within 3 – 5 years of appointment in accordance with Government guidelines.

2.2 The current position is as follows:

Staff with TQFE	Staff currently working towards TQFE	Staff not holding TQFE	Number left without qualifying	Totals
241	23	71	12	<b>347</b>
69.5%	6.6%	20.5%	3.5%	<b>100%</b>

77% of College employed lecturers either have or are working towards the TQFE (or an equivalent qualification).

### 3. Benchmarking Information for the TQFE

3.1 In 2014 92% of College staff across Scotland were reported to have a formal teaching qualification. (Source "Keyfacts 2014" Colleges Scotland).

3.2 If we consider a formal teaching qualification to be the TQFE then North East Scotland College is falling short of this figure. However, for the Scottish Funding Council returns we also have to report on staff holding introductory teaching qualifications (such as the PDA) and assessor / verifier awards. Of the staff not holding a TQFE (including those leaving without qualifying) 17 hold an introductory teaching qualification and 28 either hold or are working towards a recognised assessor and / or verifier qualification. This brings the total of staff either holding or working towards a recognised qualification to 309 (89%).

3.3 This being said it is our intention to address the issue of the TQFE so that by 2017 93% of College Lecturers who have sufficient contact hours hold or are working towards the TQFE. The current 71 staff without the TQFE can be broken down as follows: -

Staff who will be invited to apply for TQFE in Aug 2015 *	Staff will be invited to apply for TQFE in Aug 2016 **	Staff who need to obtain qualifications in order to commence TQFE ***	Staff who do not have sufficient hours for TQFE****	Totals
32	10	16	13	<b>71</b>

(\*) These staff have sufficient hours, experience and qualifications to apply for TQFE. The majority have joined the College within the past two academic years although a small number are longer serving and have either been promoted to a lecturer position within the last year or have recently achieved an appropriate entry level qualification.

(\*\*) These staff have joined the College more recently and need to have more experience before being eligible to apply. (A minimum of one year is required). All will have sufficient experience, hours and qualifications to join the August 2016 cohort.

(\*\*\*) There are minimum entry qualifications required for the TQFE. These staff are not currently eligible to apply. 13 of these staff have identified a suitable entry qualification and the majority are already working towards this. The remainder will be commencing work on a pre entry qualification in 2015/16.

(\*\*\*\*) Lecturers need to have 120 hours class contact within a given year in order to undertake the TQFE. They also have to teach across a minimum of two levels. A number of staff in Fraserburgh are very part time or hold supply contracts so that they only work as and when required. This level of contact means that they are unable to commence the TQFE.

3.4 Based on current figures and adjusting for leavers / potential new starts we anticipate that by September 2015 approximately 90% of lecturers who have sufficient teaching hours will hold or be working towards TQFE or equivalent and the remainder will be either building up experience and / or completing a preparatory qualification to enable them to commence TQFE in 2016 or 2017 as appropriate.

#### **4. Assessment and Verification qualifications (Lecturers)**

4.1 Historically all staff teaching vocational awards have been required to undertake assessor qualifications (This is a requirement of the various awarding bodies). In the former Aberdeen College staff teaching non vocational awards were also required to undertake assessor and verifier qualifications. This practice is now gradually being implemented across all campuses. The current position can be seen in the following tables:

4.2 Lecturers with assessor qualifications

Lecturers who hold assessor qualifications	Lecturers working towards assessor qualifications	Unqualified and still employed	Left without qualifying	Totals
235	26	68	18	<b>347</b>
67.7%	7.5%	19.6%	5.2%	<b>100%</b>

4.3 75.2% of lecturers have or are working towards a recognised assessor award.

4.4 Lecturers with verifier qualifications

Lecturers who hold verifier qualifications	Lecturers working towards verifier qualifications	Unqualified and still employed	Left without qualifying	Totals
190	12	123	22	<b>347</b>
54.8%	3.5%	35.4%	6.3%	<b>100%</b>

4.5 58.3% lecturers hold or are working towards a recognised verifier qualification.

4.6 The aim is for 85% of lecturers to hold or be working towards a recognised assessor award and 70% of lecturers to hold or be working towards a recognised verifier award by 2015. Priorities are being agreed with line managers on a block by block basis to enable figures to be achieved.



4.7 Benchmarking information for assessor and verifier awards is not available.

## 5. Teaching in Colleges Today

5.1 The Teaching in Colleges Today Award is an induction module certificated by College Development Network. This is currently utilised as a short introductory teaching qualification which all new teaching staff who do not currently hold recognised teaching qualifications complete as part of their induction. Data for this academic year is as follows.

Lecturers who have completed award	Lecturers currently working towards award	Not required to take award*	Number waiting to commence	Totals
7	12	15	5	<b>39</b>
17.9%	30.8%	38.5%	12.8%	<b>100</b>

(\*) These staff already have an introductory teaching qualification.

5.2 All of the lecturers currently working towards the qualification are expected to complete the award before the end of term. Consequently by the end of the academic year 87% of all new starts will already hold or will have achieved an introductory teaching qualification. Of the staff who are waiting to commence, four are due to join at the beginning of May and do not have time to complete the award before the end of term and the other has recently joined and is currently working towards an assessor award.

## 6. Instructor/Assessors and VTA's – Qualifications

6.1 Instructor /Assessors and VTA's are expected to obtain both an introductory teaching qualification and an assessor award.

The current position is as follows:

6.2 Instructor / Assessors (Introductory Teaching Qualifications)

Staff who have completed an introductory teaching qualification	Staff working towards an introductory teaching qualification	Not qualified	Left without qualifying	Totals
25	0	23	3	<b>51</b>
49.0%	0%	45.1%	5.9%	<b>100%</b>

6.3 49% of Instructor assessors hold or are working towards an introductory teaching qualification.

6.4 Instructor Assessors (Assessor Awards)

Staff who have completed an assessor award	Staff working towards an assessor award	Not qualified	Left without qualifying	Totals
30	7	13	1	51
58.8%	13.7%	25.5%	2%	100

6.5 72.5% of Instructor / Assessors hold or are currently working towards an assessor qualification.

- 6.6 The aim is for 94% of Instructor /Assessors to hold or be working towards an introductory teaching award and 85% to hold or be working towards an assessor award by 2017. Introductory teaching awards will be run in the next academic year and will be mandatory.

## 7. Guidance Tutors

- 7.1 Guidance Tutors are expected to obtain the Post Graduate Certificate in Adult Guidance (or equivalent) and we also encourage Guidance Tutors to gain an introductory teaching qualification to support them when presenting information to groups of students. The current position is as follows: -

- 7.2 Post Graduate Certificate in Adult Guidance

Staff who have completed the Post Graduate Certificate in Adult Guidance	Staff working towards award	Not qualified	Left without qualifying	Totals
12	0	4	0	<b>16</b>
75%	0%	25%	0%	<b>100%</b>

- 7.3 Introductory Teaching Qualification

Staff who have completed an Introductory Teaching Qualification	Staff working towards Introductory Teaching Qualification	Not qualified	Left without qualifying	Totals
12	0	4	0	<b>16</b>
75%	0%	25%	0%	<b>100%</b>

- 7.4 Four of the sixteen Guidance Tutors are new in role and are currently being trained in post. It is anticipated that all four will commence and complete the introductory teaching qualification before the end of this academic year. Following this the four staff will be invited to apply for the Post Graduate Certificate in Adult Guidance which is run by the University of Strathclyde in the autumn term. The current target is that 95% of Guidance staff are expected to hold or be working towards the Post Graduate Certificate in Adult Guidance by 2017.

- 7.5 The above tables all indicate the current position and will provide the baseline upon which we aim to build. Follow on reports will be provided twice each year.

## 8. Recommendation

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

**Rob Wallen**  
Principal

**Elaine Hart**  
Vice Principal – Human Resources

## Key Health and Safety Performance Indicators

### 1. Introduction

1.1 The purpose of this report is to provide the Committee with information on key performance indicators relating to the Health and Safety function.

### 2. Accident Statistics

2.1 Accident statistics for the period 1st August 2014 to 30th April 2015 are noted in the table below with comparative information for previous years:

Academic Year	2010-11	2011-12	2012-13	2013-14	2014-15
Total No. Of accidents North East Scotland College	86 of which 16 were reported to HSE	50 of which 8 were reported to HSE	77 of which 11 were reported to HSE	43 of which 4 were reported to HSE	40 of which 5 were reported to HSE

2.2 The accidents and one non-injury incident which were notified to the HSE involved;

- Short in main incoming electrical transformer causing minor explosion. (Aberdeen City Campus)
- Student cut finger in construction class. (Fraserburgh)
- Student did not follow instruction so cut palm with chisel. (Fraserburgh)
- Student cut finger with craft knife after hand slipped. (Fraserburgh)
- Fellow student dropped washing machine drawer on another student's foot. (Fraserburgh).

2.3 An analysis of the accidents in the period 01 August 2014 to 30 April 2015 shows that they involved the following:

Category	Number Aberdeen Sites	Number Fraserburgh Campus	NESCol Total
Students	13	18	31
School Pupils			
Employees	1	7	8
Contractors			
Members of the Public			
Explosion	1		1
<b>Total</b>	<b>15</b>	<b>25</b>	<b>40</b>

2.4 The categories of accidents were as follows:

Injury	Number Aberdeen Sites	Number Fraserburgh Campus	NESCol Total
Cut	5	9	14
Concussion		1	1
Fracture		1	1
Burn	2	1	3
Sprain/Strain		1	1
Bump/knock	1	1	2
Scratch		1	1
Slip Trip			
Dislocation		1	1
Eye Ingress	2		2
Crush			
Twist			
Bruise		9	9
Bite	2		2
Stave			
Sting	1		1
Asthma Attack	1		1
Minor Explosion (Boiler Room)	1		1
<b>Total</b>	<b>15</b>	<b>25</b>	<b>40</b>

Breakdown by Site	
Aberdeen City Campus	9
Altens Campus	2
Aberdeen Sports Village	0
Craibstone Campus	1
Fraserburgh Campus	25
Clinterty Campus	3
<b>Total</b>	<b>40</b>

### 3. Work Placement Visits

3.1 The following table shows the number of visits which were undertaken in the period 01 August 2014 to 30 April 2015:

Number of Visits to be Undertaken	%of Visits Undertaken
192	100

3.2 The number of placement providers across the North East is currently being reviewed with a view to establishing a co-ordinated programme of visits for the whole College.

#### 4. Approved Contractor List

- 4.1 External contractor companies are approved by the Head of Health and Safety to carry out work for the College. This is to ensure that all contractors comply with health and safety standards as specified by the College.
- 4.2 The following table provides details of the total number of companies currently approved to carry out work in North East Scotland College, and the number removed from the list for failing to meet College safety standards in the period 01 August 2014 to 30 April 2015:

No. of Approved Contractors	No. Removed from List
185	0

#### 5. Workplace Dust Monitoring

- 5.1 Under the Control of Substances Hazardous to Health Regulations (COSHH) a duty is placed on employers to ensure the risk from workplace exposure to dust is removed, so far as reasonably practicable.
- 5.2 Checks to measure the concentration of inhalable and respirable dust in the air are undertaken by the Health and Safety Department.
- 5.3 All construction and joinery workshops are included in this programme.
- 5.4 Each workshop is sampled for respirable dust using a direct reading dust monitor; this monitor also provides the facility for inhalable and thoracic dust checks.
- 5.5. The following table provides details of the number of dust samples taken and the number of inspections that fell below statutory limits in the period 01 August 2014 to 30 April 2015:

No. of Dust Samples Undertaken	No. of Inspection Failures
5	0

#### 6. Food Hygiene Inspections

- 6.1 In order to ensure that the College complies with the Food Safety Act 1990, the Food Labelling Regulation 1996 (as amended), the General Food Regulation 2004 and the Food Hygiene (Scotland) Regulations 2006, the Health and Safety Team carry out a programme of kitchen inspections.
- 6.2 A member of the Health and Safety Team is a qualified Food Hygiene Inspector.
- 6.3 All kitchens including training and contractor controlled areas are included in the programme.
- 6.4 The following table shows details of the number of kitchens inspected and any that fell below the required standard in the period 01 August 2014 to 30 April 2015:

No. of Kitchen Inspections Undertaken	No. of Inspection Failures
4	0

## **7. BSI: OHSAS 18001 Standard Surveillance Audit**

- 7.1 The College recently underwent a two day audit into the College's Health and Safety Management System, BSI: OHSAS 18001.
- 7.2 This standard is internationally accepted as a method of assessing and auditing occupational health and safety management systems. Developed by leading trade and international standards bodies, it provides a framework for organisations to instigate proper and effective management of health & safety in the workplace.
- 7.3 Key areas that are assessed by OHSAS certification;
- Management systems in place
  - Planning and risk assessment
  - Staff training and awareness
  - Communication of safety management systems
  - Response to emergency situations
  - Monitoring and continual improvement.
- 7.4. Audit Outcome
- 7.4.1 The objectives of the assessment were achieved.
- 7.4.2 Based on objective evidence assessed during the course of the visit, the system for managing health and safety risks was found to be fully effective.
- 7.4.3 One minor nonconformities (MNC) was identified during the assessment.
- 7.4.4 The MNC related to the automated system within the College's Facilities Management function for the timely retrieval of machinery service records.
- 7.4.5 A Facilities Management Team action plan has been drawn up as a result of the identified MNC and will be completed prior to the next audit scheduled for August.

## **8. Recommendation**

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

**Rob Wallen**  
Principal

**Elaine Hart**  
Vice Principal – Human Resources