

**NORTH EAST  
SCOTLAND  
COLLEGE**



**HUMAN RESOURCES COMMITTEE**

**Meeting of 17 October 2017**

## HUMAN RESOURCES COMMITTEE

### NOTICE

There will be a meeting of the Human Resources Committee of North East Scotland College on Tuesday 17 October 2017 at 1500 hours in the Boardroom, G10, at Aberdeen City Campus.

### AGENDA

Agenda Item		Paper
01-17	Apologies for Absence	
02-17	Declaration of any Potential Conflicts of Interest in relation to any Agenda Items	
03-17	Minute of Previous Meeting – 16 May 2017	X
04-17	Matters Arising from the Previous Meeting	X
	<b>Matters for Decision</b>	
05-17	Committee Terms of Reference	X
06-17	Programme of Business AY2017-18	X
	<b>Matters for Discussion</b>	
07-17	Performance Reporting	
08-17	Committee Policies	X
09-17	Staff Wellness Survey – Results Analysis	X
10-17	HR & OD Enhancement Plan AY2017-18	X
	<b>Matters for Information</b>	
11-17	National Collective Bargaining Update	X
12-17	Employee Engagement Update	X
13-17	HR & Payroll System	X
14-17	Staff Qualifications Targets	X
15-17	<b>Summation of Business and Date of Next Meeting</b>	
	<b>Reserved Item of Business</b>	
	<b>Matter for Discussion</b>	
16-17	Employee Handbooks	
17-17	<b>Any Other Business</b>	
18-17	<b>Summation of Reserved Item of Business</b>	

## **HUMAN RESOURCES COMMITTEE**

*Draft Minute of Meeting of 16 May 2017*

The meeting commenced at 1133 hrs

**PRESENT** – A Bell; J Gall; I Gossip; J Henderson; C Inglis (Chair); R McGregor; L McIntyre; K Milroy

**IN ATTENDANCE** – E Hart; P May; S Lawrance

**1. Apologies for Absence**

Apologies were received from S Cormack.

**2. Declaration of any Potential Conflicts of Interest in Relation to any Agenda Items**

There were no declarations.

**3. Minute of previous Meeting**

The Minute of Meeting held on 14 March 2017 was approved.

**4. Matters arising from previous Meeting**

The Committee noted the matters arising report. Ms Hart advised that the compulsory redundancy and settlement agreement cases discussed at the last meeting of the Committee had been addressed through the use of voluntary severance.

**5. Matters for Discussion**

**5.1 Key Human Resources Performance Indicators**

The Committee noted a report providing key performance indicator data for the period January to March 2017.

Ms Hart advised that an analysis of the Staff Wellness Survey would be presented to the next meeting of the Committee. Ms McIntyre advised that key findings and themes from the recent programme of College Conversations would also be shared with the Committee in due course, including any information related to staff stress levels.

**5.2 Key Health and Safety Performance Indicators**

The Committee noted a paper providing information on key performance indicators relating to the Health and Safety function and welcomed the addition of a new section on near-miss reporting. The low number of occurrences of accidents reported across the College was noted by the Committee.

Ms McIntyre advised that a small fire had occurred at the Aberdeen City Campus the previous day and that actions following 'lessons learned' in relation to evacuation processes were being implemented. Members were advised

that an incident report would be prepared and shared with the Committee in due course.

### **5.3 HR Priorities and Strategy Implementation**

The Committee noted a paper providing an update to the Committee on progress regarding the College's key HR priorities.

Ms Hart advised that consultation activities relating to the review of Performance Review consultations had commenced. Members were also advised that meetings had been held with four shortlisted tenderers for the replacement HR and Payroll System.

It was agreed that it would be helpful to include relevant KPI data in the scheduled Board presentation on the College's contract with Protocol.

### **5.4 National Collective Bargaining and Workforce for the Future Update**

The Committee noted a paper providing an update on the current status of national collective bargaining and Workforce for the Future.

Mr Milroy summarised recent developments relating to NJNC discussions and the current differing positions between the unions and the management side. Ms McIntyre summarised differing EIA and management views relating to proposed changes to conditions. A short discussion followed with regard to the sustainability of national bargaining.

Mr Milroy advised Members of three approaches employers have been asked by the Deputy First Minister to adopt to help progress the negotiations. Members were also advised that the Scottish Government has appointed an independent official to observe proceedings.

Ms McIntyre noted the impacts of the ongoing industrial action at NESCol and across the college sector.

## **6. Matters for Information**

### **6.1 Report on Organisational Development Activity**

The Committee noted a report providing an update on the key activities of the College's Organisational Development Team. Ms Hart advised that PI data on teaching qualifications would be presented to the next meeting of the Committee. Members noted the two Staff Development Days which will take place during June 2017.

### **6.2 Approach to Employee Engagement**

Members noted the paper providing information on work being undertaken to further develop the College's approach to employee engagement.

## **7. Summation of Business and Date and Time of Next Meeting**

The Secretary gave a summation of the business conducted. The next meeting of the Human Resources Committee will be scheduled following the Board's consideration of the Programme of Meetings for AY2017-18 at the upcoming Planning Event.

The meeting concluded at 1217 hours.



**HUMAN RESOURCES COMMITTEE**

An update on matters arising from the meeting of the Human Resources Committee held on Tuesday 16 May 2017.

Agenda Item	
5.1	<p><b>Action:</b> Analysis of Staff Wellness Survey to be shared with Committee.</p> <p><b>Status:</b> This has been provided under agenda item 10-17.</p>
5.1	<p><b>Action:</b> Key finding and themes from the Principal's programme of College Conversations to be shared with Committee.</p> <p><b>Status:</b> This has been provided under Agenda Item 13-17.</p>
5.2	<p><b>Update:</b> The Committee was previously advised of an incident which occurred at Aberdeen City Campus on 15 May 2017. The following provides a summary of the incident:</p> <p><u>Evacuation</u>            At 1715 hours Aberdeen City Campus went into fire evacuation mode and Grampian Fire and Rescue Service (GFRS) attended. Staff and students vacated the building in an orderly and timely manner. No issues were noted by Security and Janitorial Teams. The evening janitor met with the GFRS when they arrived on site. The fire control panel indicated the detector in the lift power room had activated. Upon entering the lift power room, no sign of a fire was present but there was a faint smell of burning. Upon more in-depth visual investigations an electrical relay to be slightly "blackened" and warm to touch. The onsite FM Electrical Team were called to replace the relay as an immediate control measure. This replacement of this electrical relay satisfied the GFRS that it was safe to allow staff and students access to the building.</p> <p><u>Follow Up Actions</u>            The following day, further investigations were conducted by the FM and H&amp;S Teams into both the cause of the evacuation and how well the situation was handled. A program of checks was conducted daily and for a period of one week by the FM and H&amp;S Teams using a thermal imaging camera which can identify "hotspots" on electrical circuitry. No further problems were found. The College's specialist lift contractor was also called in to fully inspect the lift and all its associated ancillary equipment and no issues were found.</p> <p><u>Conclusions</u>            The "blackened" electrical relay switch had degraded over its normal lifespan and no major problems was inherent in the lift electrical systems. The College's fire evacuation procedures worked well and staff and students responded to the evacuation situation well.</p>

5.3	<p><b>Update:</b> It was previously reported that the Board would receive a presentation on the College's contract with Protocol at its meeting scheduled for October 2017. Given that an extension to the current contract has been agreed it is now thought that the presentation is not required at this time. A presentation will instead be considered following the review and retendering of the next contract for the provision of temporary teaching staff.</p>
6.1	<p><b>Action:</b> PI data in relation to qualifications of NESCol staff to be shared with Committee.</p>
	<p><b>Status:</b> This has been provided under Agenda Item 14-17.</p>



<b>HUMAN RESOURCES COMMITTEE</b> <b>Meeting of 17 October 2017</b>	
<b>Title: Committee Terms of Reference</b>	
<b>Author:</b> Pauline May	<b>Contributor(s):</b> Liz McIntyre
<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 Aim:</b>	
<b>Linked to Annual Priority:</b>	
<b>Executive Summary:</b> At its Planning Event in May 2017 the Regional Board agreed that the Terms of Reference for each of its Committees should be reviewed.  Attached as an appendix are the Committee's current Terms of Reference. A review of the attached was undertaken by the Principal and Secretary to the Board on behalf of the Committee. It is proposed that amendments are made to the wording of the Committee's specific duties noted under section 1.3.  Following adoption by the Committee, the Terms of Reference will be submitted for approval by the Regional Board at its meeting scheduled for October 2017.	
<b>Recommendation:</b> It is recommended that the Committee re-establish its Terms of Reference.	
<b>Previous Committee Recommendation/Approval</b> (if applicable): None	

**Equality Impact Assessment:**

**Positive Impact**

**Negative Impact**

**No Impact**

**Evidence:**

Agenda Item 05-17  
Appendix 1

HUMAN RESOURCES COMMITTEE	
1.1	<p><b>Membership</b> A minimum of 6 Members, one of whom shall be appointed Committee Chair Principal One Staff and one Student Board Member</p>
1.2	<p><b>Quorum</b> 4 Members</p>
1.3	<p><b>Remit</b></p> <p><b>General</b> The Committee shall make its recommendations to the Regional Board as appropriate. The Committee shall make its decisions and report these to the Regional Board. The Committee shall observe the Standing Orders in all its business.</p> <p><b>Specific Duties</b> The Committee has overall responsibility for the direction and oversight of all human resource matters relating to the function of the Regional Board as employer of the College's staff. The Human Resources Committee shall:</p> <ul style="list-style-type: none"> <li>• Advise, oversee and report to the Regional Board on the implementation of the Human Resource Strategy <u>Reworded</u></li> <li>• Receive and enact, on behalf of the Regional Board, all Human Resource legislative issues and to approve College Human Resource policies and procedures as appropriate <u>Reworded</u></li> <li>• Establish and maintain, in conjunction with the Vice Principal Human Resources, a "reporting cycle" whereby identified reports are submitted to the Committee (with supporting papers and statistical evidence) to enable comparison year-on-year and to determine trends <u>Replaced with new bullet relating to key performance indicators</u></li> <li>• Oversee organisational and staff development activities within the College</li> <li>• Monitor, on behalf of the Regional Board, the College Health and Safety Policy and to receive regular reports and statistical analyses on Health and Safety issues</li> <li>• Monitor equality and diversity (in conjunction with the Learning &amp; Teaching and Student Services Committee) to ensure that the College meets its legal obligations under the Equality Act 2010 and the Public Sector Equality Duty <u>Replaced by new bullets relating to staff-equality data and equality reports</u></li> <li>• Receive reports on the delivery of the College's Equality Outcomes as they pertain to the staff of the College <u>Replaced by new bullets relating to staff-equality data and equality reports</u></li> <li>• <del>Implement, where not delegated to the Principal, the College's policy on premature retirement.</del></li> </ul> <p><b>It is proposed that the above bullets are replaced with the following:</b></p> <ul style="list-style-type: none"> <li>• <u>Monitor the implementation of the College's Human Resources Strategy</u></li> <li>• <u>Monitor key performance indicators with regard to HR and OD objectives and College staff</u></li> <li>• <u>Monitor staff-related equality data</u></li> </ul>

**Commented [MP1]:** Duty will now be undertaken by Regional Board

**Commented [MP2]:** This Policy, along with the Local Government Pension Scheme Discretionary Functions Policy, is currently the responsibility of the Regional Board.

	<ul style="list-style-type: none"> <li>• <u>Ensure that the College maintains positive employer relations through the implementation of its approach to employee engagement</u></li> <li>• <u>Ensure that the College promotes the physical and mental wellbeing of its staff</u></li> <li>• <u>Maintain oversight of organisational and staff development activities within the College</u></li> <li>• <u>Approve the College's annual Equal Pay Statement and Policy, Occupational Segregation and Gender Pay Gap Reports</u></li> <li>• <u>Approve College HR policies and procedures as appropriate</u></li> <li>• <u>Monitor progress against the HR &amp; OD Enhancement Plan</u></li> <li>• <u>Undertake appropriate monitoring to ensure that the College meets all legislative duties in relation to human resources</u></li> <li>• <u>Monitor progress against the implementation of the outcomes of National Collective Bargaining.</u></li> </ul>
1.4	<p><b>Meetings</b> The Human Resources Committee will normally meet <del>at least four times</del> <u>twice</u> per year.</p>
1.5	<p><b>Senior Management Support</b> The following member of the Senior <del>Staff Management Team</del> provides objective, specialist advice to support the Committee to discharge its remit:</p> <ul style="list-style-type: none"> <li>• <del>Vice Principal – Human Resources</del> <u>Director HR &amp; OD</u></li> </ul>



<b>HUMAN RESOURCES COMMITTEE</b> <b>Meeting of 17 October 2017</b>	
<b>Title: Programme of Business AY2017-18</b>	
<b>Author:</b> Pauline May	<b>Contributor(s):</b> Liz McIntyre Kimra Donnelly
<b>Type of Agenda Item:</b> For Decision <input checked="" type="checkbox"/> For Discussion <input type="checkbox"/> For Information <input type="checkbox"/> Reserved Item of Business <input type="checkbox"/>	
<b>Purpose:</b> To enable the Committee to consider its Programme of Business for AY2017-18.	
<b>Linked to Strategic Aim:</b>	
<b>Linked to Annual Priority:</b>	
<b>Executive Summary:</b> The attached Programme of Business details the proposed schedule of key items of Committee Business throughout academic year 2017-18.	
<b>Recommendation:</b> It is recommended that the Committee set the Programme of Business for AY2017-18.	
<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>	

**HUMAN RESOURCES COMMITTEE - PROGRAMME OF BUSINESS AY2017-18**

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

<b>17 OCTOBER 2017</b>
<b>For Decision</b>
Committee Terms of Reference
Programme of Business AY2017-18
<b>For Discussion</b>
Performance Reporting
Committee Policies
Staff Wellness Survey – Results Analysis
HR & OD Enhancement Plan 2017-18
Employee Handbooks
<b>For Information</b>
National Collective Bargaining Update
Employee Engagement Update
Staff Qualifications Targets
HR & Payroll System

<b>18 APRIL 2018</b>
<b>For Decision</b>
New HR Strategy
Gender Pay Gap Report
Occupational Segregation Reports
Equal Pay Statement and Policy
<b>For Discussion</b>
Key HR Pls – Annual Report
Equality Outcomes Progress Report
HR & OD Enhancement Plan 2017-18 – Progress Report
Performance Reporting
<b>For Information</b>
National Collective Bargaining Update
Organisational Development Update
HR & Payroll System Update
Review of Performance Review
Investors in People



HUMAN RESOURCES COMMITTEE	
Meeting of 17 October 2017	
<b>Title: Committee Policies</b>	
<b>Author:</b> Pauline May	<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 enable the Committee to consider the College policies for which it is responsible and the process for their future review and approval.	
<b>Linked to Strategic Aim:</b>	
<b>Linked to Annual Priority:</b>	

**Executive Summary:**

At the first meetings of AY2017-18, the Board's Committees are being asked to consider the policies for which they are responsible.

The policies which are currently assigned to the Human Resources Committee are as follows:

<b>Policy Title</b>	<b>Version Date</b>	<b>Review Date</b>
<b>Long Service Awards</b> <i>Sets out scope and eligibility in the College's commitment to its employees in recognising and rewarding long serving employees' loyalty and dedication.</i>	Nov-15	Nov-17
<b>Capability Policy &amp; Procedure</b> <i>Sets out how North East Scotland College will work with employees to maintain satisfactory performance standards and to encourage improvement where necessary.</i>	Jan-15	Jan-18
<b>Disciplinary Policy &amp; Procedure</b> <i>Provides a framework within which managers can work with employees to maintain satisfactory standards of conduct and to encourage improvement where necessary.</i>	Jan-15	Jan-18
<b>Flexible Working Policy &amp; Procedure</b> <i>Sets out the College's commitment to developing flexible working policies and practices, and the procedures that support this aim (taking account of recent legislative changes).</i>	Jan-15	Jan-18
<b>Grievance Policy &amp; Procedure</b> <i>Sets out the College's arrangements for dealing with grievances raised by an individual employee or a group of employees.</i>	Jan-15	Jan-18
<b>Leave for Special Circumstances</b> <i>Sets out to ensure a fair and consistent approach to leave of absence within the College and to ensure compliance with legislation.</i>	Jan-15	Jan-18
<b>Time off in Lieu (TOIL) Policy &amp; Procedure</b> <i>Sets out the College's stance on time off in lieu, to enable managers to plan and manage the working hours of staff who are asked to work additional hours when there is a busy period or specific event.</i>	Jan-15	Jan-18

<p><b>Recruitment and Selection Policy, Strategy &amp; Procedure</b> Sets out the College's stance on equality of opportunity in employment, as well as recruitment authorisation, internal and external advertisement of roles and recruitment procedures.</p>	Jan-16	Jan-18
<p><b>Health and Safety</b> (To be reassigned to the Regional Board) Sets out the College's health and safety approaches to ensure its duty is effectively discharged by using the best practicable means in creating a safe and healthy environment. Also outlines objectives and responsibilities.</p>	Dec-16	Jan-18
<p><b>Relocation Policy &amp; Procedure</b> Sets out the College's competitive relocation scheme, which aims to compensate employees for reasonable expenses directly incurred as a result of a change in their primary residence.</p>	Apr-16	Apr-18
<p><b>Equal Pay Statement &amp; Policy</b> Sets out the College's stance on equal pay for work that is rated as equivalent and of equal value regardless of: age; disability; ethnicity/race; gender reassignment; marital/civil partnership status; pregnancy; religion or belief (including no religion or belief); sex (gender); sexual orientation.</p>	Jan-17	Jan-19

In addition to the above, the following Human Resources related Policies are currently assigned to the Regional Board:

Policy Title	Version Date	Review Date
<p><b>Equality and Diversity</b> Sets out policy on providing a learning and working environment which advances equality, diversity and inclusion and where everyone is respected, valued and supported.</p>	Oct-15	Feb-18
<p><b>Premature Retirement Compensation</b> Informs employees of the College's approach to awarding premature retirement compensation in certain circumstances, and the extent of any enhancement to an employee's service which may be applied in respect of such compensation. (This Policy is not currently available to staff, work on a new Retirement Policy will commence shortly)</p>	Mar-15	Mar-18

<p><b>Local Government Pension Scheme Discretionary Functions</b>  <i>Sets out the College's exercise of discretionary functions permitted by different regulations relating to the Local Government Pension Scheme.</i></p>	Jul-15	Jul-18
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Copies of the policies noted in this paper can be accessed in the 'Policies & Procedures' section of the 'Working Here' area of COLIN.

At a meeting of the Curriculum & Quality Committee held on 29 September 2017, a discussion was held on the roles of the Board, Board Committees and the Senior Management Team (SMT) in relation to College policies.

It was agreed at this meeting that the Board's Governance Steering Group would be asked to review this issue and to develop a proposal as to the ownership and responsibility for the review and approval of College policies. It was proposed that consideration should be given to Committees receiving an annual report on policies related to their remits which would provide Members with assurance that the policies have been reviewed and reapproved by the SMT as required rather than the Committee undertaking an approval role.

It was also agreed that the SMT would continue with an approach already initiated as part of the ongoing policy review process to ensure that College documents are appropriated titled as a policy, procedure, strategy or guidance/guidelines.

The Committee will be updated on any changes which are implemented regarding the review and approval of policies in due course, and any required related items included on the agenda for the next meeting of the Committee scheduled for 18 April 2017.

**Recommendation:** It is recommended that the Committee consider the policies for which it is currently responsible and agree any matters it wishes the Governance Steering Group to consider as part of the requested review.

**Previous Committee Recommendation/Approval** (if applicable):  
 None

**Equality Impact Assessment:**

Positive Impact     

Negative Impact     

No Impact             

**Evidence:**



<b>HUMAN RESOURCES COMMITTEE</b> <b>Meeting of 17 October 2017</b>	
<b>Title: Staff Wellness Survey – Results Analysis</b>	
<b>Author:</b> Kimra Donnelly, Director HR & OD	<b>Contributor(s):</b> Elaine Reid, Senior HR Business Partner
<b>Type of Agenda Item:</b> For Decision <input type="checkbox"/> For Discussion <input checked="" type="checkbox"/> For Information <input type="checkbox"/> Reserved Item of Business <input type="checkbox"/>	
<b>Purpose:</b> To enable the Committee to consider the results of a Staff Wellness Survey.	
<b>Linked to Strategic Aim:</b> <b>3 To achieve maximum impact from the available resources</b>	
<b>Linked to Annual Priority:</b> <b>9 To drive service improvement through implementation of the outcomes of the internal reviews</b>	
<b>Executive Summary:</b> A Staff Wellness Survey was undertaken by Occupational Health in conjunction with Healthy Working Lives. The Survey had a response rate of 33%, with 82% of respondents rated their personal wellbeing as good or very good.  The results of the Survey identified some themes in the following areas:	
<u>Health Promotions</u> Many of the areas that staff indicated that they would like more information on are already provided in some way by the College. Therefore, this indicates that the way the College currently delivers health promotions should be reviewed to improve staff awareness of what information is available. How the College provides an Occupational Health Service is currently being reviewed in preparation for going out to tender early next year. How the College can effectively provide health promotions is a part of this review and will be included within the tender documentation.	
<u>Mental Health</u> The Survey identified that staff wanted more information on what support was available to those with mental health concerns. With the introduction of COLIN	

there is now a dedicated page to mental health and the support available within the College and the wider community.

#### Stress at Work

Respondents to the Survey identified three areas that could be improved to reduce stress:

- the level of consultation about changes at work;
- the level of supportive feedback given to staff;
- workload.

The HR & OD Teams are currently reviewing the performance review system to encourage better communication and employee engagement. The new system is going to focus on the conversation rather than just setting and measuring targets. This will enable managers the opportunity to regularly discuss workload and provide feedback. The College's approach to employee engagement enables staff to adapt to changing circumstances and aims to improve consultation regarding these changes. Managers must use this approach when developing and implementing any change programme that affect staff.

#### Flexible Working

Over half of the respondents did not feel or did not know if flexible working was supported by the employer.

As part of the 'Towards Excellence' agenda, staff will be consulted on the following:

- Does the College have a sufficiently flexible approach to working arrangements to support staff in delivering and maintaining the highest level of performance?

This consultation exercise will inform a review of the College's flexible working practices enabling a revised approach and procedure to be in place for early 2018.

It should be noted that the Survey was quite prescriptive and very long. As part of the review of how the College provides an Occupational Health Service, consideration will be given to a more bespoke approach to health needs assessments of the College.

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

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

None

**Equality Impact Assessment:**

**Positive Impact**

**Negative Impact**

**No Impact**

**Evidence:** Undertaking a wellness survey enables the College to identify areas of improvement including those that affect staff with protected characteristics.

### Findings from North East Scotland College's Staff Wellness Survey

The College's most recent Occupational Health Needs Assessment (February 2017), produced by occupational health (based on a staff survey, with a response rate of 33%), revealed the following:

82% of respondents rated their personal well-being as good or very good.

The majority of respondents were aware of key health and associated policies (e.g. health & safety; health & attendance; grievance & bullying; alcohol & drug/substance misuse etc) & where to find them.

The majority of respondents were aware of the confidential counselling service (64.6%) and where to access it (66.6%).

21.4% said they were exposed to passive smoking/second-hand smoke at work via the main entrances/exits to the College; people using lifts after smoking; sitting next to colleagues who use e-cigarettes).

48.3% of respondents either *did not* or *did not know* if they felt supported within the organisation (by their employer) if there were problems affecting their mental health, compared with 43.6% who *did* feel supported (although 58.5% of respondents did feel supported by their line manager and team).

53.7% of respondents either *did not* or *did not know* if flexible working was supported with the organisation (by their employer), compared with 40.3% who did (although 58.0% felt flexible working was supported by their line manager and 54% felt that flexible working was supported by the team).

In relation to stress:

- 47.7% of respondents felt they often or always had some say over the way they work
- 30.3% of respondents felt they are consulted often or always about change at work
- 42.7% of respondents felt that their contribution was valued often or always
- 93% of respondents felt they often or always have the skills to do the job
- 36.6% of respondents felt they are often or always given supportive feedback on the work they do
- 42.9% of respondents felt they are often or always informed of organisational policies & decisions.

Other sources of pressure at work included:

- Work/family balance/working hours/workload
- Student expectations/behaviour
- Unrealistic expectations
- Lack of staff
- Communication issues/lack of role clarity & responsibilities

- Lack of training
- Travel & parking issues
- Lack of flexibility.

84% of respondents were aware of how to report health & safety issues in the workplace.

In terms of health & safety training, 79.5% of respondents had received manual handling training, with 3.6% indicating that it was not applicable.

7.3% of respondents indicated they were aware of other potential risks (in the workplace). They were asked how they should be addressed and responses included:

- Work/life balance – high workload
- Mental health
- Disabled access
- Poor air quality
- Lone working.

46% of staff thought they could be more physically active at work.

Staff were asked about incentives they would like to see to encourage greater physical activity. Responses included:

- Promotion of stair climbing instead of using lifts
- Longer/revised gym opening times (including better changing facilities)
- More diverse range of exercise classes (including meditation classes; yoga classes; lunchtime walking)
- Time
- Scheduled lunch breaks
- Sit/Stand desks
- Reduced costs at local swimming pools
- Cheaper & healthier options in the canteen.

Staff were asked about the types of health, safety and wellbeing topics on which they would like the organisation to provide information, with the majority of respondents indicating they would like the following:

- Cancer awareness (69.5%)
- Oral health (54.1%)
- Diabetes (54.8%)
- Heart health (69.4%)
- Hand Hygiene (54.7%)
- Stroke (68.6%)
- Dementia/Alzheimer's (63.5%)
- Back care (75.8%)
- Men's health (61%)
- Women's health (64.3%).

**From this needs assessment, it would appear that the College should focus on the following areas:**

- Carry out health promotion in a more effective way, so that staff become more aware of what is available from occupational health
- Make clear – and improve - the support available for staff with problems affecting their mental health
- Take action to reduce stressors on staff, in particular with regards to:
  - the level of consultation about changes at work
  - the level of supportive feedback given to staff
  - workload
- Improve flexible working
- Address passive/second hand smoking
- Do more to encourage greater physical activity.



<b>HUMAN RESOURCES COMMITTEE</b> <b>Meeting of 17 October 2017</b>	
<b>Title:</b> HR & OD Enhancement Plan AY2017-18	
<b>Author:</b> Kimra Donnelly, Director of HR & OD	<b>Contributor(s):</b> Susan Webster, HR Manager Organisational Development
<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 enable the Committee to consider the HR & OD Enhancement Plan for AY2017-18.	
<b>Linked to Strategic Aim:</b> <b>3 To achieve maximum impact from the available resources</b>	
<b>Linked to Annual Priority:</b> <b>9 To drive service improvement through implementation of the outcomes of the internal reviews</b>	
<b>Executive Summary:</b> As part of the College's approach to implementing the sector's new quality framework, 'How good is our college?', a suite of Evaluative Reports and Enhancement Plans have been completed for teaching and support staff areas.  Attached as Appendix 1 is a copy of the HR & OD Enhancement Plan, detailing development priorities, impacts, actions to be taken, timescales and identification of what will drive improvement during AY2017-18.  The top three areas for development in HR & OD during AY2017-18 are: <ol style="list-style-type: none"> <li>1. Implement the HR &amp; Payroll System – this will provide a completely automated payroll, streamlined processes, relevant and reliable management information and a modern manager/employee self-service facility;</li> <li>2. Review and Implement a Performance Review Process – this will provide managers with a fit for purpose scheme that enables them to support the development of their employees;</li> <li>3. Implement a Leadership Programme – this will provide development opportunities for the College's leaders and managers to enable high performance, increased resilience and engaged employees.</li> </ol>	

The implementation of the HR & Payroll System will be the main priority for HR & OD over the next 9 months. The new system will have a direct impact on many other areas of the Enhancement Plan by providing automation of workflows in all areas of HR & OD, easier access for managers to employee information and developing closer links between the HR & OD Teams. Further information on the College's new HR & Payroll System has been provided under Agenda Item 15-17.

**Recommendation:**

It is recommended that the Committee consider the information provided.

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

None

**Equality Impact Assessment:**

**Positive Impact**     

**Negative Impact**     

**No Impact**             

**Evidence:**

Enhancement of the services and information that HR & OD provide will enable the College to better support those employees with protected characteristics.

HR & OD ENHANCEMENT PLAN AY2017-18

Please reference each Developmental Driver using the following coding:

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

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

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

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

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

No.	Area for Development (Developmental Driver)	Impact (The intended difference to be made)	Actions to be taken (Describe each activity you will undertake to have the desired impact)	By When & by Whom	Developmental Driver Code (e.g. AP1, AI1, E1, R1, FT1)	Update & Evaluation
	Implement HR Payroll System	Completely automated Payroll; streamlined HR and Payroll processes increasing capacity within HR&OD, relevant	Create a project plan detailing a phased approach to implementing the new system ensuring a smooth transition.	31 March 2018	AP,AI	

		and reliable information for managers and a reliable self-service system for staff.				
	Review & Implement Revised Performance Review Process: I-Con	HR&OD to provide managers with a fit for purpose scheme that enables them to support the development of their staff.	<ul style="list-style-type: none"> <li>• Finalise proposals</li> <li>• Seek approval</li> <li>• Develop improved online system for capturing information</li> <li>• Train staff</li> <li>• Implement</li> <li>• Monitor</li> </ul>	January 2018	AP, AI, R	
	Review & Implement Revised Leadership Programme	Leaders will perform to a higher standard and have increased degree of resilience	Liaise with Leadership team to identify and create suitable opportunities for development	Scoping the project completed by 30 November 2017  Proposals by December 2017	AI, R  HR Strategy	
	To develop an effective succession planning procedure	Flexibly, responsive and resilient staff who can adapt to any changes in staffing promptly	<ul style="list-style-type: none"> <li>• Design procedure</li> <li>• Consult and seek approval</li> <li>• implementation</li> </ul>	August 2018	AI 1.3  R 4.1  HR Strategy 3.1.3	

	Contribute to the Digital Upskilling Programme for Staff.	To support the skills analysis and training of staff in baseline digital skills	Provide appropriate skills analysis and training as required by the Digital Futures project.	August 2018	AP Digital Futures	
	Improve Communication from the HR Team	The HR & OD team to provide consistent, professional and accurate advice/information to managers.	Implement the HR/Payroll system – providing accurate up to date management information.  Continued professional development of the HR&OD Team	July 2018	AI,AP	
	Review the HR&OD Strategic Plan	An HR Strategic Plan that is aligned with the College Strategic Plan.	As directed by the development of the new Strategic Plan 2017-18	April 2018		
	Review occupational health provision and re-tender for the occupational health contract.	The HR&OD team to provide professional advice that enables managers to support their staff during a period of absence. Deliver health	Undertake a review of the current provision and potential alternatives.  Determine the provision required by the College	July 2018	AI	

		promotions that meet the requirement of the College. To be cost effective	Put the contract out for tender.			
	To provide clear advice and process on structure reviews.	The HR&OD team to provide consistent, professional and accurate advice/information to managers	Support the outcome of internal reviews.  Advise and support on IT restructure and TUPE Transfer.	July 2018	AI	
	Review flexible working practices within the College.	Increased employee morale, engagement, and commitment to the College. Reduced absenteeism and tardiness. Increased ability to recruit outstanding employees.	Consult staff on what and how flexible working could work within the College  Introduce flexible working as appropriate	January 2018	AI, E	
	Provide guidance for curriculum staff to support and improve accessibility and	Improve the Colleges accessibility and attainment for	Consult staff and draft guidance for Academic year 18/19.	August 2018	AP, E	

	attainment for learners with disabilities.	learners with disabilities				
	Review induction for new staff and how it interlinks with the College's Probation Policy.	Provide essential information and tools for new staff ensuring that they are as effective as they can be.	<p>Review existing induction process.</p> <p>Investigating the potential of creating an 'on boarding site' on COLIN for new employees, offering access to training and information before their first day of employment.</p> <p>Investigating the potential of linking induction to the probation process through the new HR/Payroll system.</p>	<p>Proposals and processes agreed for May 2018</p> <p>Implementation with new HR/Payroll system by August 2018.</p>	AI HR Audit Outcome	



<b>HUMAN RESOURCES COMMITTEE</b> <b>Meeting of 17 October 2017</b>	
<b>Title:</b> National Collective Bargaining	
<b>Author:</b> Liz McIntyre	<b>Contributor(s):</b>
<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 enable the Committee to be updated on the progress of National Collective Bargaining and to be informed on how developments impact on North East Scotland College.	
<b>Linked to Strategic Aim:</b>	
3 To achieve maximum impact from the available resources	
<b>Linked to Annual Priority:</b>	
<b>Executive Summary:</b> Appendix 1 to this paper provides an update in relation to National Collective Bargaining as at October 2017. This is a fast moving situation and verbal updates will be provided to the meeting of the Regional Board at its meeting on 23 October 2017.	
<b>Recommendation:</b> It is recommended that the Committee notes the information provided.	
<b>Previous Committee Recommendation/Approval (if applicable):</b> None	
<b>Equality Impact Assessment:</b>	
Positive Impact	<input checked="" type="checkbox"/>
Negative Impact	<input type="checkbox"/>
No Impact	<input type="checkbox"/>
<b>Evidence:</b>	

## UPDATE ON NATIONAL COLLECTIVE BARGAINING – OCTOBER 2017

### NATIONAL UPDATE

#### **Progress on the May 2017 Deal with Lecturing Staff**

The pay elements of this deal have been implemented across the sector with all Colleges paying the 25% staged element of pay harmonisation. Agreement on a significant number of aspects of the deal, relating to terms and conditions, has not yet been reached and further negotiations on this are likely to be difficult. In the meantime, lecturing staff across the sector are working to current conditions.

#### **Support Staff Pay Deal 2017/18**

The Support Staff Trade Unions accepted a flat rate uplift of £425 for all staff in scope of the National Recognitions and Procedures Agreement (NRPA) and in addition agreed a unitary and inclusive minimum entitlement to 44 days annual leave for all support staff employees effective from 01 April 2017.

#### **Lecturing Staff Pay Claim 2017/2018**

The lecturing staff side claim is for a one year 'cost of living' review which stands separate from on-going negotiations on implementation of the March 2016 and May 2017 Agreements on pay and terms and conditions.

The outstanding claim from the EIS is as follows:

- A consolidated flat-rate pay rise of £1,000 on all salary points effective from 01 April 2017.

#### **Employers' Association Current Negotiating Position as approved at 04 September 2017 (HIGHLY CONFIDENTIAL)**

The Employers' Association (EA) voted in favour of an approach to pay uplifts during the period of pay harmonisation up to April 2019, which assumes that uplifts are included in the harmonisation plan. This means that during NJNC negotiations in October 2017 the EA will effectively reject the EIS pay claim and offer nothing in return. This is likely to lead to further unrest and possibly industrial action. There may be a negative impact at NESCol as staff here are not benefiting from the harmonisation process and will therefore experience a total pay freeze during this period.

#### **Joint Statement by the Colleges Scotland Employers' Association and the EIS, released 06 October 2017**

A meeting of the National Joint Negotiating Committee took place on Thursday 5 October 2017 in Glasgow to discuss the outstanding elements of the May 2017 Agreement. The following joint statement has been issued on behalf of the Colleges Scotland Employers' Association and the EIS.

"Talks continued today between the Colleges Scotland Employers' Association and the EIS to discuss a revised offer in relation to the unresolved sections of the May 2017 Agreement on pay and conditions of service. The ongoing discussions were focused and, although a final agreement was not reached today, we will meet again in early November."

## **NORTH EAST SCOTLAND COLLEGE UPDATE**

The College has moved forward on implementation, in line with NJNC approved implementation notes, on all agreed outcomes of the National Bargaining process. This includes, therefore, payment of the 25% staged element of pay harmonisation, payment of the support staff pay deal and changes to the minimum annual leave entitlement for support staff.

### **Pay Harmonisation and Job Matching for Existing Promoted Lecturing Posts**

The College has agreed with the local EIS branch a process to implement pay harmonisation and job matching for promoted post holders as per the NJNC May Agreement and following the principals detailed below:

- Matching should be done against nationally agreed job profiles/families, at a local level. As set out in Appendix 1 of NJNC Circular 02/17.
- Judgements on matching need to be informed, structured and consistent and carried out by local college management and local EIS representatives.
- Matching is about job content, not personal capability.
- The matching should focus on matching job families within existing college structures. It will not be used to change the duties of existing staff.
- The job matching process needs to be equality proofed and subject to an Equality Impact Assessment carried out through the local JNC.
- Not all colleges will have posts at all three levels.
- The job matching process and first payments should be completed by 31 October 2017.
- Any additional facilities time for the job matching process will be a matter for local agreement.

As part of the process a matching panel was established, chaired by the Vice Principal Curriculum & Quality, with Director HR&OD and EIS Representatives in attendance. The first meeting of the matching panel has met where it was agreed which promoted posts were in scope. The panel also considered NESCOL's current job descriptions for promoted posts against the national job profiles. NESCOL currently has four single salary points for promoted posts and the agreed national scale has three single points.

For most posts within scope the matching appears to be straight forward. The main area of concern is the potential match for Faculty Managers, the Matching panel agree that the post is a match to the top level profile and grade. However, this would mean a reduction in salary of £6,344 for Faculty Managers following a three year conservation period. The Matching Panel agreed that management and the EIS would meet jointly with all the Faculty Managers to consult on the implications of the matching process and possible options. This meeting is being held on the 17 October 2017. One possible option is for the post of Faculty Manager to come out of teacher terms and conditions and transfer to support staff where the salary for the post would be maintained.

Following the meeting on 17 October 2017 all promoted postholders will be notified of their individual matching outcome and right of appeal.

### **Scottish Government and Scottish Funding Council “Lessons Learned” Exercise**

The Scottish Government along with the SFC are in the process of conducting an exercise to determine any lessons to be learned from the operation of the National Collective Bargaining process for Colleges and in particular in relation to the events of May 2017. This exercise began with a series of telephone calls with individuals who had been involved in the process. Both the Principal and the Regional Chair were involved in this process. This was then followed by a lessons learned workshop which was attended by the Regional Chair. Outcomes of the review workshop will be circulated to Colleges when they become available.



<b>HUMAN RESOURCES COMMITTEE</b> <b>Meeting of 17 October 2017</b>	
<b>Title:</b> Employee Engagement Update	
<b>Author:</b> Liz McIntyre	<b>Contributor(s):</b>
<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 enable the Committee to be updated on a range of activities to improve levels of employee engagement within the College.	
<b>Linked to Strategic Aim:</b>	
<b>Linked to Annual Priority:</b>	
<b>Executive Summary:</b> At its meeting held in May 2017, the Committee noted a revised College approach to employee engagement (a copy of which can be accessed on the HR Committee's Collaborative Space on <a href="#">COLIN</a> ).  It was noted at this meeting that the Committee would be provided with updates on its implementation. Attached as Appendix 1 is a short summary of some of the employee engagement activities that have been undertaken during the period since December 2016.	
<b>Recommendation:</b> It is recommended that the Committee notes the information provided.	
<b>Previous Committee Recommendation/Approval (if applicable):</b> None.	
<b>Equality Impact Assessment:</b> Positive Impact <input type="checkbox"/> Negative Impact <input type="checkbox"/> No Impact <input type="checkbox"/> <b>Evidence:</b>	

**Summary of Employee Engagement Activity December 2016 to October 2017**

<b>Date</b>	<b>Activity</b>	<b>Purpose</b>
December 2016	Introduction and all staff briefings by Principal in first three weeks of appointment	To introduce Principal and to outline what the staff should expect in the first few months of appointment.
January –April 2017	College Conversations held with all curriculum and support departments across Campuses	Small group discussions to allow staff to share aspects of their work that they are proud of and to suggest changes and improvements that could be made within their own teams and within the College. Key outcomes and actions from the Conversations are noted below.
March 2017	Leadership Team Consultation on Towards Excellence	To create a shared understanding of the way forward. A copy of Towards Excellence, Issue 1 can be accessed in the HR Committee Collaborative Space on <a href="#">COLIN</a>
June 2017	Leadership Team Consultation on revised roles and responsibilities	To provide opportunities for affected staff to comment on proposals.
June 2017	Wider staff consultation on review of Leadership Team	To provide opportunities for wider staff group to comment on Leadership Team proposal.
June 2017	Performance Review Consultation Exercise	Undertaken in Spring 2017 with proposals for a new system drafted before summer break. A working group, led by the Principal is currently designing the new system. Staff training on the new system will take place in December 2017, with the system implemented in the New Year.
June 2017	Staff Development Day with a Difference	To create opportunities for staff to undertake a wide range of activities focussed on staff wellbeing and to provide the opportunity for staff across the different departments and campuses to mix and share good practice. Staff feedback on the Day can be accessed in the HR Committee Collaborative Space on <a href="#">COLIN</a>
August 2017	All staff briefings held at start of the new session in both Aberdeen and Fraserburgh	To welcome staff to the new session and to provide information on College Conversations, Annual Priorities and new initiatives for 2017-18. A copy of the Principal's Presentation can be accessed in the HR Committee Collaborative Space on <a href="#">COLIN</a>
October 2017	Campus Futures Workshops	To explore with staff groups on each Campus the potential opportunities for strategic positioning, change, growth and development in line with the Towards Excellence Agenda.

## Key Outcomes and Actions Emerging from 2017 College Conversations

There were various themes that emerged from numerous College Conversations which took place in Spring/Summer 2017. Whilst there were many things staff were proud of such as team working; going the extra mile; successful students; there were also some things staff felt they would like the college to change/improve, such as:

- a sense of identity for different campuses;
- Performance Review changes;
- use of “mothballed” space in Aberdeen City Campus;
- location of some offices and services;
- building better relationships with the Community.

In specific response to issues raised at College Conversations the College’s Annual Priorities include:

- To conduct a high level review of the curriculum offer in line with the strategic positioning of each campus;
- To introduce a revised Performance Management System for Staff;
- Deliver estates improvements for Aberdeen City Campus;
- Deliver a one-stop-shop approach to services to students, improving access to learning and student support;
- To review community based provision to ensure both responsiveness and cost effective course delivery.

Whilst this list is not exhaustive it shows the issues highlighted at College Conversations have helped shape and build the College’s Annual Priorities. Further College Conversations will be held on an annual basis to consult staff on their thoughts about not only the College but on how they think the College can continue to improve.

## Planned Employee Engagement Activity (so far)

Date	Activity	Purpose
December 2017	Training for implementation of new performance review system	To provide information and to ensure that staff are confident in the use of the new system and clear about the purpose and benefits of the system.
January 2018	All Staff Conference	To work collectively and collaboratively on the key college priority of improving attainment for learners. To provide an opportunity for staff to contribute to the development of the College Strategic Plan.



<b>HUMAN RESOURCES COMMITTEE</b> <b>Meeting of 17 October 2017</b>	
<b>Title: HR &amp; Payroll System Update</b>	
<b>Author:</b> Kimra Donnelly, Director of HR & OD	<b>Contributor(s):</b>
<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 enable the Committee to consider and comment on progress and proposed high level implementation project plan of the new HR & Payroll System.	
<b>Linked to Strategic Aim:</b> <b>3 To achieve maximum impact from the available resources</b>	
<b>Linked to Annual Priority:</b> <b>14 To improve IT infrastructure and resilience to enhance security and reliability and to develop a new management information dashboard providing access to information reporting and analysis</b>	
<b>Executive Summary:</b> <p>Following a comprehensive procurement process the College has awarded NGA the contract to provide and support implementation of the new HR &amp; System - Resourcelink.</p> <p>Resourcelink provides a modern system and works with many public sector employers in Scotland. During the tender process, NGA demonstrated an understanding and ability to operate within this sector.</p> <p>Resourcelink will be a Software as a Service (SaaS) implementation, hosted by NGA Data Centre and not the College.</p> <p>The HR/Payroll System Project is governed by a steering group chaired by the Vice Principal Finance, with the Director of IT, Director HR&amp;OD (Project Sponsor), and Financial Controller (External Affairs) in attendance.</p>	

The project will be resourced within the HR & OD Teams, with an additional dedicated fixed term post of HR/Payroll System Analyst starting shortly. This postholder will be responsible for managing the development and implementation of Resourcelink, including the setting and monitoring of project deadlines.

Attached as Appendix 1 to this report is a high level project plan provided by NGA, including targeted 'go live' dates of 01 April 2018 for Payroll and 30 June 2018 for HR & OD.

Significant milestones in the project plan include:

- November and December 2017 - design and build of the system
- January 2018 - commencement of the migration of data
- February and March 2018 - parallel runs of payroll.

**Recommendation:**

It is recommended the Committee notes the content of this report.

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

None

**Equality Impact Assessment:**

**Positive Impact**     

**Negative Impact**   

**No Impact**           

**Evidence:**

Resourcelink will provide significantly improved equality data enabling the College to make informed decisions on what can be done to support and improve the working environment for those with protected characteristics.





<b>HUMAN RESOURCES COMMITTEE</b> <b>Meeting of 17 October 2017</b>	
<b>Title: Staff Qualification Targets</b>	
<b>Author:</b> Kimra Donnelly, Director of HR & OD	<b>Contributor(s):</b> Susan Webster, HR Manager (Organisational Development)
<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 Committee with information on the level of qualifications the College's lecturing staff held as of 31 August 2017.	
<b>Linked to Strategic Aim:</b> <b>1 To create personal and business growth through learning</b>	
<b>Linked to Annual Priority:</b> <b>8 To develop staff engagement and skills in relation to digital practice and innovative learning, teaching and assessment strategies</b>	
<b>Executive Summary:</b>  <u>Targets</u> Revised targets for academic years 2016-17 and 2017-18 were agreed at the meeting of the HR Committee held on 13 September 2016.  At this meeting a target for 2016-17 of 85% of all lecturers holding was set. As of 31 August 2017 the actual percentage was 83%.  Due to the natural turnover of staff and because lecturers can be recruited without holding TQFE it is very unlikely that the College will be able achieve the targets as they are currently set. However, if you take into consideration that new employees are required to normally achieve TQFE within three years, it is proposed that it gives a more accurate picture if you base the percentage on the number of lecturers with more than 3 years' service that hold TQFE. For example using this definition and the information from Table 2a in Appendix 1 would mean that currently 91.7% of all lecturers with more than 3 years' service hold TQFE.	

There are similar issues with other qualifications such as Assessor and Verifier Awards. Most new employees will not hold these qualifications. It is proposed that the percentage of total staff that hold these awards does not give an overall picture of how the College is meeting individual School requirements. It is therefore proposed that consideration is given to working with the Directors of Curriculum to undertake regular skills needs assessment to identify where individuals with these requirements are most needed, and that targeting training is provided in line with individual School requirements.

National Benchmarking

The College has significantly invested over the years to ensuring that staff are appropriately trained and qualified. National Benchmarking data on staff teaching qualifications in Scotland’s Further Education sector is available from the Scottish Funding Council. The figures in Table 7a of Appendix 1 clearly illustrate that NESCol is performing extremely well in relation to national benchmarking.

Given the information provided in this Summary, the next HR & OD Annual Reports will reflect revised reporting of staff qualifications to ensure that the information presented is meaningful. It will also be considered as part of any future target setting process to ensure targets are realistic and achievable.

**Recommendation:**

It is recommended that the Committee note the information provided.

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

The status of staff qualifications was last reported to the Committee at its meeting of 13 September 2016, at which point the following targets were agreed:

<b>Staff group and qualification</b>	<b>2016-17 target</b>	<b>2017-18 target</b>
Lecturers holding TOFE	85%	93%
Lecturers holding an assessor award	85%	90%
Lecturers holding a verifier award	70%	75%
Instructors / VTAs holding an introductory teaching qualification	94%	94%
Instructors / VTAs holding an assessor award	85%	94%
Guidance Tutors holding an appropriate post graduate guidance qualification	95%	95%

**Equality Impact Assessment:**

**Positive Impact**     

**Negative Impact**   

**No Impact**           

**Evidence:**

All lecturing staff have equal access to obtaining teaching qualifications. Where a staff member has a protected characteristic and requires reasonable

adjustments these are supported and accommodated through the HR & OD Teams.

**Status regarding professional qualifications as at 31<sup>st</sup> August 2017**

**1. Introduction**

- 1.1. The College is committed to ensuring that key categories of staff have the professional qualifications required for their role.
  
- 1.2. Ultimately, lecturing staff are expected to hold a) a teaching qualification, b) an assessor award and c) a verifier award. When a new lecturer commences without any of these qualifications a programme is agreed to enable them to achieve these qualifications within a reasonable time frame. Priorities are agreed with Faculty Managers. Whilst the TQFE is seen nationally as the qualification required for all lecturers, in practice some teaching teams may have a shortage of qualified assessors and verifiers, in which case these awards might take priority.
  
- 1.3. Instructors are expected to complete an assessor award and an introductory teaching qualification. Normally the assessor award is the priority for instructors.
  
- 1.4. Guidance Tutors will be expected to complete an appropriate post graduate certificate in guidance and an introductory teaching qualification. Although guidance tutors do not teach, this latter provides them with the skills to manage and present information to groups of learners.
  
- 1.5. For all staff, the focus of their first year is usually familiarisation allowing them to settle in to post. The College Development Network Induction module “Teaching in Colleges Today” is undertaken by new teaching staff during this first year which enables staff to become familiar with the professional standards for lecturers in Scotland’s Colleges and to demonstrate a certain level of competence in the classroom.
  
- 1.6. The following report provides information on the extent to which lecturers, instructors and guidance tutors are qualified across the College.
  
- 1.7. This was last reported to the Human Resources Committee at the meeting of 13<sup>th</sup> September 2016 at which point new targets (performance indicators) were agreed. These targets were as follows: -

<b>Staff group and qualification</b>	<b>2016 - 17 target</b>	<b>2017 - 18 target</b>
Lecturers holding TQFE	85%	93%
Lecturers holding an assessor award	85%	90%
Lecturers holding a verifier award	70%	75%
Instructors / VTAs holding an introductory teaching qualification	94%	94%
Instructors / VTAs holding an assessor award	85%	94%
Guidance Tutors holding an appropriate post graduate guidance qualification	95%	95%

1.8 The purpose of this report is to provide an update on progress and agree future proposals.

## 2. Lecturing staff TQFE

2.1 All College lecturers are expected to achieve TQFE within government guidelines – which are that new full time lecturers should achieve TQFE within 3 years and part time lecturers within 5 years of appointment.

2.2 Table 2a) illustrates the position at the end of August 2017 in relation to the TQFE. At this point in the academic year 83% of lecturers hold TQFE (or an equivalent teaching qualification) and a further 4.6% will be working towards the TQFE this academic year. By the end of this academic year, assuming all of those working on the TQFE are successful and we do not have any more new lecturers starting without TQFE then 87.6% lecturers will hold the qualification. This exceeds the 2016/17 target but falls short of the 17/18 target.

**Table 2a) Number and percentage of staff in relation to TQFE qualification as at 31/08/2017**

Total lecturers at start of academic year	Lecturers with TQFE	Lecturers working towards TQFE during 17/18	Lecturers without TQFE	
			Employed < 3 years	Employed > 3 years
307	255	14	29	9
100%	83%	4.6%	9.5%	2.9%

2.3 In relation to the government guidelines we are performing well. The above table illustrates that whilst 12.4% of staff neither have or are working towards TQFE, most of have joined the College within the last three years. Therefore, it is only the staff in the final column which are of particular note. Staff in this column are unable to commence TQFE for a variety of reasons for example, because they do not have sufficient teaching hours, suffer from persistent ill health, or do not hold the required entry qualifications for TQFE. In the case of the latter development programmes have been put in place to allow the staff to achieve the entry qualifications.

2.4 There is an ongoing problem with meeting the TQFE target in that each year a sizable cohort of staff are put through the award, but inevitably long serving, and qualified, staff leave and are replaced by new colleagues, many of whom do not have a teaching qualification. Consequently, although steady progress is being made, which can be seen in table 2b) below, it is taking us longer than expected to achieve our targets.

**Table 2b) Number and percentage of lecturers holding and studying for TQFE over the past three years.**

Number of lecturers employed at start of academic year	Number and percentage holding TQFE or equivalent	Number studying TQFE during the academic year
August 2015 – 330	237 (72%)	27
August 2016 – 308	243 (79%)	25
August 2017 – 307	255 (83%)	14

### 3. Lecturing staff - Assessor Awards

3.1 The current position in relation to lecturers achieving assessor awards can be seen in the table below.

Total lecturers at start of academic year	Lecturers with Assessor Award	Lecturers working towards Assessor Award during 17/18	Lecturers without Assessor Award		
			Hold or WT TQFE	Started 2017	Other
307	253	13	24	12	5
100%	82.4%	4.2%	7.8%	3.9%	1.6%

3.2 We are marginally behind the targets set for 2016/17. However, 24 lecturers, who do not hold an assessor award, already hold or are working towards TQFE. The SQA regard the TQFE, together with appropriate CPD as sufficient to conduct assessment (SQA 2014). Whilst it would be our long term goal to ask as many lecturers as possible to undertake an assessor award these are not a priority for qualified and experienced staff. The exception to this is staff working with vocational awards. Vocational verifiers must hold an appropriate verifier award and the assessor award is a pre requisite for this. Consequently, staff assessing vocational awards are required to complete an assessor qualification.

3.3 Again it is only the staff in the final column that are worthy of note as these lecturers have at least one year's service but do not hold either a teaching or assessor qualification. Of these five, one has tendered their resignation, one will shortly be commencing maternity leave, the others are unable to study for the award due to ill health or limited teaching hours.

### 4. Lecturing staff - Verifier Awards

4.1 The current position in relation to lecturers achieving verifier awards can be seen in the table below.

Total lecturers at start of academic year	Lecturers with Verifier Award	Lecturers working towards Verifier Award during 17/18	Lecturers without Assessor Award		
			Hold or WT TQFE	Started 2017	Other
307	203	17	58	13	16
100%	66.1%	5.5%	18.9%	4.2%	5.2%

4.2 In relation to verification there is a bigger shortfall between targets and the current position. This is more of a concern as insufficient qualified and experienced verifiers puts pressure on staff within teams undertaking this role. Furthermore, it can be identified as a potential risk in the quality process. Staff who hold TQFE are able to undertake verification for non-vocational qualifications providing that they have suitable CPD. Training updates are regularly offered to address this need. This is not the case, however, for staff undertaking verification of vocational awards and these remain a priority for training. There is a sizable cohort of staff undertaking verifier

awards this year and providing that we continue to train staff on these awards the shortfall will be closed over time.

- 4.3 As before, it is mainly the final column worthy of note. As in previous cases, there are genuine reasons for all of these staff not having a verifier award or TQFE, for example some are working on their assessor award or are focussing on other work related priorities this year. The remainder are unable to take the award for the same reasons listed above – they are due to leave, have ill health, are due to take maternity leave etc.

## 5. Instructors - Introductory Teaching Qualifications

- 5.1 The number of instructors within the College is relatively small. Therefore, statistics can be misleading. The target for instructors to hold introductory teaching qualifications is currently set at 94%. We are well below that. The introductory teaching award was not run last year due to other operational priorities. However, it is planned to offer this in block 2 which will allow us to address some of the shortfall.

Total instructors at start of academic year	instructors with an introductory TQ	instructors WT an introductory TQ	instructors without an introductory TQ
26	19	0	7
	73%	0	27%

## 6. Instructors - Assessor Awards

- 6.1 Assessor awards are of more importance to instructors and we are making better progress in this area. By the end of this academic year 88.5% instructors will hold an assessor award. This exceeds last year's target but does fall short of the 94% set for 2017/18. However, there are only three instructors not currently working on an award. Two of these staff work very few hours and would be unable to generate sufficient evidence to achieve an award. Therefore, it is unlikely that these statistics can be improved in the foreseeable future.

Total instructors at start of academic year	instructors with an assessor award	instructors WT an assessor award	instructors without an assessor award
26	21	2	3
	80.8%	7.7%	11.5%

## 7. National Benchmarking

- 7.1 National Benchmarking data on staff teaching qualifications in Scotland's Further Education sector is available from the Scottish Funding Council. Historically, the data focussed on one figure in relation to teaching qualifications which was the percentage of full time staff with a teaching qualification. It was always assumed that this figure related to the TQFE only. However, in March 2017 a more detailed report became available illustrating the breakdown of staff by category and identifying how the sector performed in relation to different types of teaching qualification. This breakdown, together with figures submitted by North East Scotland College for the period covered is illustrated below. Please note that this

data is for all teaching staff (full and part time) – which includes lecturers, instructors and VTAs. It does not include Protocol staff as they are not employed by the College.

**Table 7a) Comparison of North East Scotland College with National Benchmarking Data for Teaching qualifications AY 2015/16.**

Teaching Qualification Description	National Percentage of Staff in this category	North East Scotland College Data
TQFE or equivalent *1	64.3%	74.1%
Other TQ Not equivalent to TQFE *2	13.0%	19.0%
Formal qualification but not teacher trained *3	17.8%	6.7%
No formal qualification *4	4.8%	0.3%

(\*1 This includes Secondary and Primary Teaching qualifications; \*2 This includes introductory teaching qualifications such as a Professional Development Awards. It also includes assessor and verifier qualifications; \*3 Staff hold suitable qualifications to teach in their subject and this qualification is at appropriate entry level for TQFE. Examples would be HND; Degree; where appropriate SVQ 3 etc; \*4 are staff who do not hold a teaching qualification (including assessor / verifier awards) or have the entry qualifications to allow them to commence TQFE.

(National Data from Scottish Funding Council 2017)

When the statistics are analysed closely it is evident that the figure that has historically been reported in relation to the percentage of full time teaching staff with teaching qualifications includes both the TQFE and other teaching qualifications not equivalent to TQFE.

The 2015/16 data report that across Scotland 88.4% of full time permanent teaching staff hold a teaching qualification. The figure for North East Scotland College is 94%.

The figures above quite clearly illustrate that North East Scotland College is performing extremely well in relation to national benchmarking. We have put in considerable investment over the years to ensuring that staff are appropriately trained and qualified and would like to continue to maintain this.

## **8. Future targets for lecturers and instructors**

Given that the rotation of staff is impacting upon our ability to meet the current annual targets and taking into account that the College is performing well against national benchmarking I propose that for the future we replace some annual targets with a more generalised statement of intent. Some issues around National Bargaining still have to be resolved. One of these is the proposal that all staff undertaking the TQFE have 150 hours' remission whilst completing the award. This will have a significant impact upon College activity in terms of both timetabling of classes and the costs involved in backfilling these hours using temporary staff. This might mean that in future years TQFE cohorts are much smaller. However, in these circumstances the College has the opportunity to focus training on verifier awards where there is currently a shortfall. Until the issues around national bargaining are resolved, the following is proposed.

- i. TQFE: Where practicable and cost effective, The College will continue to put forward a cohort of lecturers to undertake the TQFE on an annual basis. In doing this we aim to

gradually increase the percentage of staff with TQFE, maintaining a strong position against national benchmarks and at the same time ensure that our learners needs are fully addressed.

- ii. **Introductory Teaching Qualifications:** The College will provide an annual opportunity for instructors to undertake an appropriate qualification.
- iii. **Assessor:** Over the next three years (2017 – 2020) we aim to increase the percentage of lecturers and instructors holding a suitable assessor award to 90% or above. For staff teaching non vocational awards, TQFE plus CPD remains an appropriate assessor qualification. Therefore, long standing and experienced staff who hold TQFE will be regarded as suitably qualified. However, over time we would like to encourage more long serving staff to achieve the awards which will update their training and improve their performance. Assessor awards will be essential for all staff assessing vocational qualifications and will also be regarded as suitable CPD for newer staff whether, or not, they hold TQFE.
- iv. **Verifier:** Over the next three years (2017 – 2020) we aim to increase the percentage of lecturers holding a suitable verifier award to 80% and thereafter maintain this figure. This will prove a challenge but given the potential quality risk we feel that this is worth the investment. Whilst long service and experienced staff who hold TQFE are regarded as suitably qualified for undertaking the verification of non-vocational awards, we will continue to work with this groups and increase the number holding approved verifier qualifications as this ensures that they are performing to the current national occupational standards and maintaining a high level of proficiency.

## 9. Guidance Tutors

### 9.1 Post Graduate Guidance Qualification

Total Guidance Tutors at start of academic year	Guidance Tutors with PG Guidance Certificate	Guidance Tutors with PG Guidance Certificate	Guidance Tutors without PG Guidance Certificate
11	8	2	1
	72.7%	18.2%	9.1%

The one member without and not working towards a guidance qualification left at the end of August. One of the candidates working towards the Guidance Qualification is due to complete this in December 2017. The other in December 2018, by which time all currently employed guidance Tutors will be qualified.

### 9.2 Introductory Teaching Qualifications.

Total Guidance Tutors at start of academic year	Guidance Tutors with an introductory TQ	Guidance Tutors with an introductory TQ	Guidance Tutors without an introductory TQ
11	10	0	1
	90.9%	0%	9.1%

The one member of staff without an introductory teaching qualification is currently working on her Guidance Qualification. She will be asked to complete the introductory teaching qualification when her course is complete.

### 9.3 Targets

Given the number of guidance tutors and the position in relation to their qualifications, no targets are to be set at this point.

### 11.0 Protocol Staff

Since merger in 2013, the focus of Organisational Development activity has been on College employed staff. This was because of the high turnover of qualified and experienced staff who were replaced with new unqualified staff. Although a small number of Protocol staff have been undertaking assessor awards each year, we have not offered any teaching qualifications for this group for some time. Therefore, from 2017 we will explore the introduction of the following awards designed to support Protocol staff with the development of their teaching careers: -

- A. College Development Network "Teaching in Colleges Today". This basic introductory award will be extended to Protocol staff who are new to teaching and who do not currently have a teaching qualification. A cohort will commence in the autumn. This course will be free for Protocol Staff.
- B. Professional Development Award "Teaching Practice in Scotland's Colleges". This level 9 award will be offered for any Protocol staff who already hold Teaching in Colleges Today and who would like to work towards a more comprehensive programme. The qualification will be aimed at Protocol staff who are teaching on certificated awards and who are contracted for nine or more hours per week. Protocol staff will be asked to cover the group award fee for this PDA. This is currently £27.60.
- C. Planning and Delivering Training Sessions to Group's. This level 6 unit is aimed at trainers / instructors. Programmes will be offered for College employed staff and be open to Protocol staff (for example Guidance Tutors). Again Protocol staff will be asked to pay the group award fee (£13.80).

Susan Webster

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06/09/2017

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