

Stirling Campus, S1.18/S1.19 4.30pm (refreshments available from 4pm)

AGENDA

| | Type | Lead |
|---|--------------------------|-------------------------------|
| 1 Apologies and Declarations of interest | Discussion | |
| 2 Minutes and Matters Arising of Meeting of 22 March 2018 | Approval | Chair |
| 3 Minutes of Committee Meetings Strategic Development Committee – 7 June Draft Finance Committee – 14 June 2018 (to be tabled) | Discussion Discussion | Anne Mearns Liam McCabe |
| 4 Principal's Report (Elements of this paper are withheld from publication on the Forth Valley College website under Section 33 Commercial Interests and the Economy of the Freedom of Information (Scotland) Act 2002.) | Discussion | Ken Thomson |
| STRATEGIC PLAN IMPLEMENTATION | | |
| 5 Equalities Policy | Approval | Andrew Lawson |
| 6 Honorary Fellowship Nomination | Approval | Ken Thomson |
| 7 Outcome Agreement 2018-19 to 2020-21 | Approval | David Allison |
| 8 Budget 2018-19 (Elements of this paper are withheld from publication on the Forth Valley College website under Section 33 Commercial Interests and the Economy of the Freedom of Information (Scotland) Act 2002.) | Approval Discussion | Alison Stewart Fiona Brown |
| 9 Outcomes of the 15-24 Learner Journey Review | | |
| 10 Procurement Strategy | Approval | Alison Stewart |
| OPERATIONAL OVERSIGHT | | |
| 11 Student Association Report (Elements of this paper are withheld from publication on the Forth Valley College website under Section 38 Personal Information of the Freedom of Information (Scotland) Act 2002.) | Discussion | Alan Buchan |
| 12 GDPR Policy Approval | Approval | David Allison |
| 13 College Operational Plan 2018/19 | Approval | Ken Thomson |
| 14 Review of Risk | Discussion | |

15 Any other competent business

Discussion All

FOR INFORMATION

Health and Safety Report

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Room 109, Falkirk Campus (commencing at 4.30pm)

Present: Mrs Anne Mearns (Vice Chair)
Dr Ken Thomson
Mr Alan Buchan
Mrs Fiona Campbell
Mrs Lorna Dougall
Mrs Pamela Duncan
Ms Beth Hamilton
Mr Scott Harrison
Mr Liam McCabe
Mr Ken Richardson
Mrs Caryn Jack
Ms Amy Scobbie

Apologies: Mr Ross Martin (Chair)
Mr Colin Alexander
Mr Andrew Carver
Mrs Trudi Craggs
Mr Davie Flynn
Mr Steven Tolson
Mrs Alison Stewart, Vice Principal Finance and Corporate Affairs

In Attendance: Mr Andrew Lawson, Depute Principal and Chief Operating Officer
Mrs Fiona Brown, Vice Principal Learning and Quality
Mr David Allison, Vice Principal Information Systems and Communications
Mr Stephen Jarvie, Corporate Governance and Planning Officer and Deputy Board Secretary
Ms Lyndsay Condie, Head of Communications and Marketing (for item B/17/026 only)
Mrs Laura Riley, Senior Communications Officer (for item B/17/026 only)
Ms Lynsey Reid, Senior Marketing & Digital Media Officer (for item B/17/026 only)
Ms Pauline Barnaby, Development and Fundraising Manager (for item B/17/030 only)

B/17/026 CDN Marketing Awards Presentation

The Head of Communications and Marketing and two members of the team presented an overview of the recent success of the team at the CDN Marketing Awards, where they received two gold awards, one bronze and the overall Grand Prix award.

She outlined the campaigns which had received the awards.

The Chair asked that the Head of Communications and Marketing pass on the Board's congratulations to her team on their success and the high standard of the work both on the campaigns and in general for events which Board members have been a part of.

B/17/027 Apologies and Declarations of interest

The apologies were noted.

B/17/028 Minutes and Matters Arising of Meeting of 7 December 2017

The minutes of 7 December were approved

Matters arising B/17/015

The Chair noted that members had requested that the lecturing staff who had won the 'Dragons Den' event at the creative learning present to the Board. Owing to the amount of business on the agenda, it had been decided to defer this to a later meeting.

B/17/029 Minutes of Committee Meetings

HR (Inc. Nomination) Committee – 27 February 2018

The Chair of the Committee updated members on the meeting and highlighted the work on the People Strategy.

Members queried the content of the minute in terms of what was meant by engaging with staff "interested" in the process.

The Depute Principal and Chief Operating Officer clarified that the talent academy would be offered to staff but there was also a recognition that some staff were happy with their current role within the College and that these individuals would not be compelled to participate.

Draft Finance Committee – 13 March 2018

Mr Ken Richardson reported on the meeting as he had acted as Chair. He highlighted the resource outturn report and that the College was one of the most successful in the sector in relation to Flexible Workforce Development Funding

The Deputy Chair of the Board informed members that Jim Callander, former College Board member and Chair of the Forth Valley College Foundation had sadly passed away recently. She highlighted his contributions to the College over a long period of time and the Board expressed their condolences on his passing.

STRATEGIC PLAN IMPLEMENTATION

B/17/030 Charitable Donations and Fundraising Policy

The Development and Fundraising Manager presented a new policy for charitable donations and fundraising.

She updated members on recent changes to legislation which had prompted the creation of the policy. She noted that fundraising in Scotland was self-regulated at this time but that the Scottish Government had established the Scottish Fundraising Panel and it was the College's intention to seek the associated Fundraising Guarantee.

She also noted that the policy had been designed to tie into existing policies on procurement and complaints.

Members queried whether this would apply to Student fundraising. The Development and Fundraising Manager noted that best practice should be applied wherever possible and that the policy would be communicated to staff.

The Chair noted that this was an issue that should also be discussed at the Student Association Advisory Board.

Members queried whether there would be offers of donations that would be large enough to come to the Board for decision. The Principal noted that the scheme of delegation covers some aspects of this and, where necessary, the College would seek advice as to whether a gift should be brought to the attention of the Board.

Members also queried the impact of donations from companies whose primary output may cause ethical issues. The Principal noted that, in these instances, he would look at the donation and, if necessary, involve the Board.

Members requested that a report on the activity covered by the policy be brought to a future meeting.

- a) Members approved the policy and also that the College should seek the Fundraising Guarantee

B/17/031 SFC Indicative Allocations 2018/19

The Vice Principal Information Systems and Communications presented a paper on the indicative funding levels from the Scottish Funding Council (SFC).

He outlined the overall funding for the sector and the changes to SFC's approach, including the linking of funding to the 'intensification' aspect of Outcome Agreements which SFC can use to reduce funding for Colleges who are not going to meet their targets.

He noted that while overall funding had increased slightly, the amount of funding for specific areas had changed to reflect issues such as national bargaining costs.

He highlighted the decreases in the College's capital maintenance funding and also student support but assured members that the College felt there was adequate student support funding for projected demand.

Members expressed concerns with SFC being able to, via Outcome Agreement targets, direct which areas of the curriculum in Scotland are prioritised.

Members queried why the risk for this was rated as medium. The Principal confirmed that the College felt the risk was medium owing to the College's ability to credit manage and the ongoing discussions with SFC on a fair and transparent funding model.

a) Members noted the content of the report

B/17/032 Outcome Agreement 2018/19

The Vice Principal Information Systems and Communications presented the draft Outcome Agreement (OA) 2018/19 for discussion.

Members noted that the OA referred to a carer's policy and queried whether this was in place. The Vice Principal Information Systems and Communications noted there wasn't a policy at this time and that the OA would be updated to reflect this.

The Vice Principal Learning and Quality informed members that the College was awaiting guidance from SFC as to what they would expect College STEM strategies to contain.

Members discussed the targets contained within the OA and noted that there did not appear to be specific gender targets. The Vice Principal Information Systems and Communications informed members that the template for the targets was set by SFC but that there was further information on gender targets in the Gender Action Plan.

a) Members noted the content of the report and noted that they were content with the targets as set out in the OA

B/17/033 Risk Management (Verbal)

The Chair of the Audit Committee discussed the ongoing work looking at risk within the College.

She outlined the current position and noted that the Audit Committee would be looking at this further.

Members agreed that the Audit Committee should work on what they would like the risk register to look like, with suggestions of having a 'dashboard' approach for the top risks. Members also agreed to then have a session with the Board to populate the register. It was also suggested that an annual Board review of risk should occur.

a) Members noted the content of the report

B/17/034 Student Association Stress Report

The Student Association Vice President presented members with the report on student stress prepared by the Student Association. She outlined the direct nature of engagement with students to gather the feedback.

She highlighted some of the key points identified in the report including that, while the College offered a range of support services, some students were unaware of these.

Members recommended that the Student Association should work with the Communications and Marketing department on this.

She discussed the recommendations made within the report, including looking at new approaches to mental health and the work undertaken by the Student Association that year.

The Chair noted that further information should be brought to the Strategic Development Committee.

- a) Members noted the content of the report and commended the Student Association for the work on this

B/17/035 Barclays Covenants

As the Vice Principal Finance and Corporate Affairs was unable to attend the meeting, the Chair of the Finance Committee presented the paper.

He provided background to members on the covenants in place at the moment, the reasons that changes were required and outlined the proposed covenants which the College was seeking approval to implement.

Members approved the paper which -

- a) Approved the amendments to the covenant
- b) Authorised Alison Stewart to execute the Amendment Agreement
- c) Authorised Alison Stewart to sign and despatch all documents in connection with the Amendment Agreement

OPERATIONAL OVERSIGHT

B/17/036 Student Association Report

The Student Association President updated members on the activity of the Student Association since the last meeting of the Board.

He confirmed a successful by election had been conducted with individuals appointed to most of the vacant Student Executive roles.

He informed members that progress was being made on the development of a Student Association strategic plan and the consultation events with students had been scheduled.

He updated members on the anticipated timeline for the implementation of a new Student Partnership agreement with the College and confirmed that the Student Council would consider this at their next meeting.

He outlined progress against the operational plan and noted that two areas had been classified as red and outlined the reasons for this.

He informed members that the Student Association had been nominated for two NUS awards but unfortunately had not won. The Principal informed members that, as the awards cover all Colleges and Universities, being nominated was a major achievement for the Student Association.

The Student Association President also informed members that a Forth Valley student had been nominated for student of the year and provided some background information on the student.

He reported to members that the FVSA had also put forward two motions at the NUS Scotland conference which has been accepted.

a) The Board noted the content of the report and commended both the student and Student Association for their recent awards nominations.

B/17/037

Principal's Report

Owing to time, the Principal presented his report to members for information. He was queried where his next 'day in the life' session would be. The Principal indicated this would likely be within the teaching departments.

Ken Richardson, as Chair of the Falkirk Campus Project Board, noted there was information on the new Falkirk campus in the report and provided members with a brief overview of progress to date, highlighting that the recent severe weather had had a slight impact on timescales but there was no indication at this time that there would be a delay to the completion date.

a) Members noted the content of the update

B/17/038 Tuition Fees and Fee Waiver Policy Session 2018-19

The Vice Principal Information Systems and Communications presented the annual update on the Tuition Fees and Fee Waiver Policy for approval. He informed members that this had been considered by the Finance Committee and was recommended by the Committee for Board approval.

- a) Members approved the updated document and noted that this may need to be revisited once the outcome of the student support review is known.

B/17/039 Principal Discipline and Dismissal Policy

The Depute Principal and Chief Operating Officer presented the policy for approval. He outlined the rationale and background which led to the development of this policy, noted that it mirrored the existing staff policy as closely as possible and that recommendations on the content made by the HR Committee had been incorporated.

Members queried who, under the policy, would be responsible for designating an incident as gross misconduct. The Depute Principal and Chief Operating Officer confirmed this would be the Chair of the Board of Management and that the policy would be updated to make this clear.

- a) Members approved the policy subject to the change outlined above

B/17/040 2016-17 Sector Performance Indicators (PIs)

The Vice Principal Information Systems and Communications presented a paper outlining the PIs for the sector for 2016/17. He informed members that, for most areas of the PIs the College was in a leading position and noted that the full time further education figures were the highest the College had ever achieved. He highlighted the Full Time Higher Education figures for members' attention as these had fallen.

The Vice Principal Learning and Quality expanded on this issue and highlighted that, where possible, the College had interviewed leavers from this area to see if further support was needed.

The Board noted that not all the reasons for students in this area leaving the College were negative and that reasons such as securing employment were positives for the students. It was recommended that the positive destinations be separated from the negative ones so the College can focus resources on addressing the negatives.

The Principal confirmed that this was being looked into with College staff.

- a) Members noted the content of the report and that the College was already investigating any underlying issues to stop the decrease becoming a trend.
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B/17/041 Review of Risk

No additional risks were identified during the course of the meeting.

B/17/042 Any Other Competent Business

None

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S1.19, Stirling Campus (commencing at 4.30pm)

Present: Mrs Anne Mearns (Chair)
Mr Alan Buchan, Student Association President
Mr Davie Flynn
Mr Scott Harrison
Mrs Fiona Campbell
Mr Liam McCabe (Exited meeting at 5.40pm)

Apologies: Mrs Caryn Jack
Mr Andrew Carver
Mrs Lorna Dougall
Mr Steven Torrie (Co-opted Member)

In Attendance: Dr Ken Thomson, Principal
Mr David Allison, Vice Principal Information Systems and Communications (VPISC)
Mrs Fiona Brown, Vice Principal Learning and Quality (VPLQ)
Mr Zak Stark, Commercial Manager (For item S/17/026 only)
Mr Stephen Jarvie, Corporate Governance and Planning Officer

S/17/021 Declarations of Interest

None.

S/17/022 Minutes of meeting held on 16 November 2017

The minutes of the meeting held on 16 November 2017 were approved as an accurate record.

S/17/023 Matters arising

a) S/17/015 Flexible Workforce Development Fund

The Chair noted an update on this activity would be provided as part of the agenda.

b) S/17/016 Student Association Activity

The Chair noted that the Student Association President would provide an update on the partnership agreement as part of his report later in the meeting.

c) S/17/017 Outcome Agreement Revised Guidelines & Target Setting

The Chair noted members had requested further information on how the College collects destination information and that a paper on this topic was on the agenda.

c) S/17/005 Safeguarding Our Learning Community

The Chair asked whether the meeting between the Principal and the Student Association Vice President in relation to the student stress report had occurred. The Principal confirmed that the meeting had taken place.

The Chair requested further information on Mental Health First Aid Training.

Following discussion it was agreed that a paper would be brought to the next meeting of the Committee outlining Mental Health support across the College.

S/17/024 Outlook Agreement 2018-19 to 2020-21

The VPISC presented a paper outlining the changes in the Outcome Agreement since the last draft had been presented. He provided members with detail on these changes and confirmed that this did include the final funding allocations announced by the Scottish Funding Council on 18 May 2018.

Members noted that some target areas showed a drop in activity levels. The VPISC updated members on the reason for these. It was noted that, for future papers, this information should be included to allow members to understand the targets being proposed.

The VPISC agreed to take this forward as an action.

a) Members approved taking the Outcome Agreement 2018-19 to 2020-21 to the Board for approval

S/17/025 Operational Plan 2018-19

The Principal presented members with the draft Operational Plan 2018-19. He informed members of the input that had been used in developing the plan.

Following discussion on the content of the plan and some of the language used, it was agreed that the College would review the “what success looks like” targets to ensure that are SMART and measurable in order to allow the Committee to gauge progress against the targets.

a) Subject to the incorporation of the changes above, the Operational Plan 2018-19 was approved to be taken to the Board for approval

S/17/026 Flexible Workforce Development Fund Report

The Commercial Manager provided members with a report on the College’s progress with implementing the Flexible Workforce Development Fund (FWDF). He highlighted that, unlike a majority of the College sector, the College had fully utilised its allocation of funding. He also noted that, of the companies signing up to participate in FWDF

activity, 38% of these were new to the College and this represented a significant opportunity to forge new commercial relationships.

Members commented on the significant amount of work to reach this positive position and queried whether there would be marketing activity to highlight this. The Commercial Manager confirmed that there would be but that this would be timed to coincide with the new round of funding.

He updated members on what the College expected the next round of funding to consist of but cautioned that there was no official announcement at this time as to the rules which would govern future FWDF funding.

a) Members noted the content of the report

S/17/027

College Destination Information Collection

The VPLQ presented the paper on behalf of the Head of Learning and Quality who was unable to make the meeting.

She outlined the primary process taken to gather the information via telephone calls to students who had left College. She informed members that the College had to start destination collection information well before SFC announced its list of students who should be contacted. She highlighted that this was the only way to allow the College to gather all necessary feedback in the time available to complete the exercise.

She also outlined other methodologies taken to try and source this information, such as engaging with students attending the College graduation ceremonies.

Members queried what SFC class as a positive destination and whether this was tied to the course the student had completed. The VPLQ outlined SFC's success criteria and confirmed that, at this time, the relevance of their course to the outcome was not reported on.

The VPLQ confirmed to members that the College did utilise the collected information in a number of ways, including curriculum design.

a) Members noted the content of the report

S/17/028

Student Association Report

The Student President provided members with an update on the activities of the Student Association.

He noted that the partnership agreement with the College was still being developed but that this would be an action for the new Student Association President as he would be tasked with delivering on it.

He highlighted some of the key achievements of his time as Student Association President and the overall development of the Student Association.

Members queried whether the newly elected Student Association President and Vice President would be attending the upcoming Board meeting. Members were informed that they would not be able to attend owing to pre-existing commitments.

The Student Association President also updated members on the work which had gone into the development of the Student Association Strategic Plan which was appended to his cover paper.

The Student Association President informed members that he had recently been offered a position as a student team member with Education Scotland.

a) Members noted the content of the report and recorded their thanks for the work done by Alan Buchan and Amy Scobbie along with the wider Student Association over the last 2 years.

S/17/029 Collaborative Projects with SERC (Belfast)

The VPLQ presented a paper highlighting a recent initiative and collaborative work with a College in Belfast.

She outlined the partnership work with SERC which focussed on 7 pilot creative learning projects and involved staff and students across both institutions collaborating across subjects and departments. She assured members that all activity was designed to contribute to students achieving their qualifications.

She informed members that an evaluation of these pilots was currently underway to identify what worked well and any potential future developments.

Members welcomed the evaluation work being undertaken.

a) Members noted the content of the report

S/17/030 Validated Self-Evaluation with Stirling Council

The VPLQ presented a paper on the work the College was doing with Stirling Council and Stirling High Schools to implement validated self-evaluation. She explained that this was a process whereby the College and Council were invited to come in and review the work of the schools.

She highlighted that this was a unique approach to self-evaluation and that Education Scotland were very interested in how this work was developing.

She informed members that the Schools and Council will be invited to conduct a review of the College.

Members noted that this was an innovative approach and asked for further information on what the College would be assessed on. The VPLQ noted that the areas to be reviewed would be chosen by the College in advance of the visit.

a) Members noted the content of the report and requested that, once completed, the review of the College is brought to the Committee

S/17/031 Operational Plan 2017-18 Monitoring

The VPISC presented a progress report on current operational plan targets. He noted that three areas were classified as red and outlined the reasons for these and the mitigation in place.

He noted that the first red was anticipated to move back to green status as a result of mitigation but that the two red areas relating to international work would remain for the rest of this year.

The Principal updated members on work in relation to international activity and that a paper outlining proposals for developments was being developed for presentation to the Finance Committee.

a) Members noted the content of the report

S/17/032 Student Activity Report

The VPISC updated members on student activity levels. He highlighted that the College was on track to meet its credits target for this session and that the initial drop had related to full time applications which had been offset by an increase in part time enrolments.

Members queried whether this would be an issue going forward. The VPISC informed members that work had been undertaken through Curriculum Review to get ahead of this issue. He noted that departments were being engaged early in terms of estimates for class uptake and that the figures being used would be based on demonstrable 3 year trend information to make projections as accurate as possible.

a) Members noted the content of the report

S/17/033 Stirling and Clackmannan City Deal

The Principal presented a report outlining the recently announced city deal for Stirling and Clackmannanshire and provided members with an overview of the College's role in relation to this.

He outlined the rational for the projects involved, particularly the Scottish Environment Centre led by the University of Stirling and which was the main project the College would be involved in as a key STEM provider in the region.

The Principal assured members that the primary focus of the College at this time would be the delivery of the new Falkirk campus and that, based on our experience with development of new builds, the Scottish Environment Centre would not be in place for 3-5 years from now. He also noted that the College would be engaging with the Scottish Funding Council and other sources of funding to support any College contribution to this development.

Members queried what benefits this funding would deliver to the Clackmannanshire area and the Principal outlined the projects in the city deal which would be based there.

a) Members noted the content of the report

S/17/034 Review of Risk

No new risks were identified.

S/17/035 Any Other Competent Business

None

1. Purpose

To present to the Board of Management the seventeenth Principal's report on key and strategic activity undertaken since the Board meeting in March 2018.

2. Recommendation

The Board should note and comment on the activity undertaken by the Principal since March 2018.

3. Key Highlights

- 3.1 Forth Valley College are set to be heavily involved in projects being developed through the City Deal Funding plans which were revealed on Thursday 31 May. The significant investment forms part of a £90.2 million UK City Region Deal for Stirling and Clackmannanshire, announced at the Engine Shed conservation centre in Stirling by the UK and Scottish Governments. The University will receive £17 million for a new Institute of Aquaculture and Global Aquatic Food Security facility, as well as £22 million for an International Environment Centre developed in partnership with Forth Valley College and Clackmannanshire Council.

The International Environment Centre will draw together academic and technical expertise from across Scotland, the UK and the world. It will connect environmental research with business opportunities, skills and training and will take full advantage of the natural environment and heritage of the region. It will become a STEM hub for Forth Valley. The plans are intended to deliver economic growth that is more socially inclusive, providing new opportunities and aspirations for young adults, the development of skills, and the creation of a sustainable and distinctive source of employment for Scotland. The International Environment Centre will be sited to the west of Alloa on a derelict industrial site on the banks of the River Forth. Appendix 1 shows the breakdown of the City Deal by project.

- 3.2 The new Falkirk Campus continues to grow with the steelwork completed in July. Balfour Beatty's intention will be to have the building wind and watertight by the end of the year. Currently the project is 3 to 5 weeks behind schedule with a recovery plan being drawn up. This is not considered a risk at this stage given we are only one third into the project and time available to catch up. The Project Board's next meeting is on 3rd July.

- 3.3 Opportunities with our strategic University partners continue to grow. I have already mentioned the City Deal project for the International Environment Centre and we are also in very early discussions with the University of Stirling for a collaborative international project in Dubai providing a tertiary education facility. Jen Tempany, Director of Business Development, Fiona Brown, VP Learning and Quality and myself also attended a private dinner with the Principal of Heriot Watt University and his senior team to discuss collaborative projects which included learner journey, [REDACTED]. In addition we have just formalised a new articulation arrangement with St Andrews University for our HNC/D in Chemical and Process Technology and continue to work with St Andrews as part of the Grangemouth Investment.
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- 3.4 I met with Robert Naylor, Director of Children Services, Falkirk Council and Co-ordinator of the Regional Improvement Collaboration, a Scottish Government initiative involving regional areas across Scotland. The Forth Valley region incorporates West Lothian, Falkirk, Stirling and Clackmannanshire. As a result of the meeting, FVC will be meeting with Heads from the regional group to investigate further collaborative opportunities building on our school HNC's, our SCOTS programme and opportunities for further developing the Foundation Apprenticeship portfolio. It should be noted that the Foundation Apprenticeship is an SDS funded programme and not part of SFC grant-in-aid.
- 3.5 FVC hosted a very successful annual engagement dinner at our Stirling Campus with the theme "Making Learning Work for Young People". In attendance was the Minister for Employment and Skills, Jamie Hepburn MSP, our MP for Stirling Stephen Kerr, the CEO of Falkirk Council, all three Council Leaders and two Provosts. In total we had over 140 guests from industry, schools, Universities and from the College itself, including a number of Board members. Appendix 2 is a letter recently received from the Minister.
- 3.6 FVC's Connect Forth project took centre stage at the recent announcement of a £500k College Innovation Fund at West of Scotland College. This funding is three fold: engagement with Innovation Centres, an accelerator fund to work with SME's and a further fund, details yet to be announced. Currently we have received £25k for the FutureEquipped project and have lecturers attending the Construction and Digital Health Care Innovation centres, and £4k, a figure that was awarded to every college to stimulate interest in Innovation Vouchers. These are vouchers worth £5k to SME's to stimulate new innovative projects and can be awarded in partnership with Colleges.
- 3.7 Following a thorough public appointments process I have been appointed to the Board of SQA effective from 1 July 2018. This is a four year appointment in the first instance.

4. Networking

- 4.1 Gillian Docherty, CEO Data Lab and Futurologist, Claire Stevenson of Scott Moncrief and Ross Martin were our keynote speakers at the College Leadership Group meeting held on 21st May. From the workshops held we have identified new thinking for a 2030 vision and have also listed College Panda's. We will work over the summer to produce a report and build on the identified efficiencies and improved productivity opportunities.
- 4.2 As part of my Trustee and Board Member role of Jisc, I attended a strategic Away Day in Oxford. This is a key role for me at the moment as Jisc is the UK provider of the JANET academic network with all Universities and Colleges and has strategic implications for cyber security. Currently, funding for English Colleges has been passed to a subscription model which has implications for cyber security. In Scotland however, the funding continues to be strategically funded centrally from SFC. Should SFC choose to take up a subscription model, it is important we understand the implications and prepare ourselves appropriately.
- 4.3 We hosted Graham Campbell, Director of ScottishPower Distribution and his team at the Falkirk Campus. He met with ScottishPower Apprentices and took the opportunity to showcase the new campus site.
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4.4 I continue to be an active member of the CBI Scotland Council and most recently on the steering committee for the new IoD. In addition, I am on the Curriculum and Assessment Board for Scottish Government which is reviewing Curriculum for Excellence and advising the Cabinet Secretary for Education and the Access Delivery Group on the Universities Widening Access policy.

5. Presentations

5.1 Ross Martin and I were co-presenters at the recent CDN Expo 2018 at Queen Margaret University. This was the first all sector conference of its kind with 600+ attendees over two days. Ross and I presented, as key note speakers, on Colleges as Catalysts – How Colleges can be catalysts for City Deals, inward investment and skills development. The presentation was well received.

5.2 One of the highlights of the year are the SCOTS graduation ceremonies. On the 26 March Stirling SCOTS graduated at the Stirling Campus and a big thank you to Kevin Kelman, Head of Education and Quality for making the presentations. On 5 June David McKay was key note speaker and presented to 50 SCOTS graduates at the Falkirk Campus. Over the years we have seen over 90% success with school pupils staying on at school, going into employment or heading off to College.

5.3 In April, I presented to the CDN Board of Management conference on Innovation in Colleges using examples from Forth Valley College.

5.4 I was invited to speak at the Cross Party Group on Construction at Holyrood and hosted by Monica Lennon MSP. I was speaking alongside Jamie Hepburn MSP, Minister for Employment and Skills.

5.5 Another highlight for me is being called upon to open the FVC Degree & Diploma Creative Industries Exhibition. At the opening event, there were over 150 attendees able to see some fantastic art work. The exhibition continued into the middle of the following week.

6. Key Meetings

I undertook the following key meetings in the period 21 March to 15 June 2018:

6.1 Over the period of this report, I have had four scheduled meetings with Ross Martin, Chair of the Board of Management and a joint meeting with Ross and Alison Stewart looking at future governance. Additional events include meetings of Colleges Scotland Joint Chairs and Principals.

6.2 I have had three monthly meetings with the Student Association and attended all three of the Student Council meetings held in Stirling, Alloa and Falkirk campuses.

6.3 Over the last year, we have worked very closely with Stirling and Clackmannanshire Councils and the University of Stirling to develop the City Deal proposal and to lobby politicians. Over the last year Forth Valley College have attended meetings with Lord Ian Duncan,

Parliamentary Under Secretary of State; David Mundell, MP, Secretary of State for Scotland; Michael Gove, MP and Cabinet Secretary for Environment; Stephen Kerr, MP for Stirling; Luke Graham, MP for Ochil and South Perthshire and councillors and officers from Stirling and Clackmannanshire Council. The College has been working very closely with Professor Malcolm McLeod and Dr John Rogers of the University of Stirling.

6.4 [REDACTED]

6.5 In Falkirk, I have also met with the leader of the Council, Cecil Meiklejohn and Councillor David Alexander to discuss the Grangemouth Investment, CPP and our current land asset.

6.6 On the business front I have met with Tracey Black, CBI Scotland; Fiona Godsman from Scottish Institute for Enterprise and Joe Fitzsimmons, from IoD. All meetings were in developing opportunities for our students as members or to hear keynote speakers.

6.6 [REDACTED]

6.7 Ross Martin and I met Mike Cantley, Chair of SFC, for lunch at the Gallery Restaurant. Topics for discussion included the Falkirk estate, a 2030 strategy for the sector, innovation and strategic funding and inclusive growth in Falkirk town centre.

7. Colleges Scotland (CS)

7.1 Following a review of the Colleges Principals Group (CPG) we have now changed to quarterly meetings which are interspersed with key working groups on finance, policy, innovation and skills. I attended the May quarterly meeting of CPG. I am a member of both the Finance Group and the Innovation Group. The Finance Group meet on a monthly basis immediately followed by the SFC Finance and Funding Committee and since March, I have attended two Finance Groups meetings. I am also a member of the Innovation Group and we have had one meeting in the last three months.

7.2 Andrew Lawson, Depute Principal and Chief Operating Officer and Ross Martin, Chair of the Board, represent the College on the Employers Association.

8. Community Planning Partnership

8.1 There were two meetings of the Leadership Group for Community Partnership Planning in Stirling and two Executive and Strategic Board meetings in Falkirk. Towards the end of the year we will be bringing forward a paper to the Board with an analysis of value added for the College and a recommendation for discussion on taking forward the College's strategic involvement in CPP across the region aligned with our own Strategic Plan and the developing Local Outcome Improvement Plans.

9. Financial Implications

None

10. Equalities

Assessment in Place? – Yes No

If No, please explain why – This paper is an overview report only, there are no changes to College policy or practice involved.

Please summarise any positive/negative impacts (noting mitigating actions) – N/A

11. Risk

Please indicate on the matrix below the risk score. Risk is scored against Impact and Likelihood as Very Low through to Very High.

| | Likelihood | Impact |
|-----------|------------|--------|
| Very High | | |
| High | | |
| Medium | | |
| Low | | |
| Very Low | X | X |

Please describe any risks associated with this paper and associated mitigating actions – None

Risk Owner – Ken Thomson

Action Owner – Ken Thomson

12. Other Implications –

Please indicate whether there are implications for the areas below.

Communications – Yes No

Health and Safety – Yes No

Please provide a summary of these implications – N/A

Paper Author – Ken Thomson

SMT Owner – Ken Thomson



T: 0300 244 4000
E: ministeret@gov.scot

Dr Ken Thomson
Principal
Forth Valley College
Falkirk Campus
Grangemouth Road
Falkirk
FK2 9AD

Our ref: 2018/0012991
05th June 2018

Dear Dr Thomson,

Thank you for inviting me to your Making Learning Work for Young People Dinner, and for the opportunity to speak to your stakeholders.

Please also pass on my thanks and congratulations to your Hospitality students, who did a fabulous job of preparing and serving the meal.

I was impressed by the achievements of Forth Valley College in enabling young people to realise their potential. I look forward to seeing the strong links you continue to develop in the future.

JAMIE HEPBURN

1. Purpose

To present members with the updated College policy outlining FVC requirements under the Equality Act.

2. Recommendation

That members consider and approve the attached policy.

3. Background

FVC has had an Equalities Policy in some form for a number of years. The current Policy, last updated and amended in 2015, has just undergone a review/update.

4. Key Considerations

The attached policy was reviewed and updated by the Head of Equalities, Inclusion & Learning Services with additional input from the Diversity Coordinator and Equalities & Inclusion Coordinator.

The Policy provides the context for which all equality, diversity and inclusion activities in FVC take place. It makes specific reference to the Equality Act requirements on the College as a public sector body. It details the roles and responsibilities of staff and students in FVC. The Policy also outlines the requirements to publish Equality Outcomes, mainstreaming information, equal pay information and EQIA process and evidence on our website every 2-4 years.

While the existing policy was deemed to still be relevant, there were slight amendments made. These included:

- Updating job titles in terms of roles and responsibilities
- making explicit the links between equality and FVC Mission, Vision and Values
- providing more detail around the requirements under the Equality Act for publishing information
- more emphasis on the requirement for staff to understand/demonstrate the equality ethos of FVC
- added in FVSA to those with specific responsibilities
- updated EQIA information

5. Financial Implications

Please detail the financial implications of this item – n/a

6. Equalities

Assessment in Place? – Yes

Please summarise any positive/negative impacts (noting mitigating actions)

Equalities Policy: a positive impact is explicitly intended and very likely.

7. Risk

Please indicate on the matrix below the risk score. Risk is scored against Impact and Likelihood as Very Low through to Very High.

| | Likelihood | Impact |
|-----------|------------|--------|
| Very High | | |
| High | | |
| Medium | X | X |
| Low | | |
| Very Low | | |

Please describe any risks associated with this paper and associated mitigating actions – having a robust Equalities Policy in place helps FVC to outline its staff and students' responsibilities regarding equality and specifically, the Equality Act. Failure to comply with legislation could mean legal repercussions as well as adverse publicity. The College should demonstrate that it has taken all reasonable steps to comply with Equality legislation.

Risk Owner – Andrew Lawson

Action Owner – Mhairi Shillinglaw

8. Other Implications –

Please indicate whether there are implications for the areas below.

Communications – Yes

Health and Safety – No

Please provide a summary of these implications – Approved Policy made available on website and SharePoint. Ensure previous versions deleted. EQIA of Policy also published on website.

Paper Author – Mhairi Shillinglaw

SMT Owner – Andrew Lawson

The purpose of this template is to ensure that decision makers consider impacts on equality when making decisions which may impact on people in some way, or develop new - or revise existing - policies, practices or operating guidelines. This EQIA template should be completed in conjunction with the Guidance Notes.

| | |
|---|--------------------|
| Title of the Policy/Decision considered: | Equalities Policy |
| Impact Assessed by: | Mhairi Shillinglaw |
| Signature(s) of assessor(s): | MS |
| Date of Impact Assessment: | April 2018 |

Step 1: (a) Identify the aims of the policy/decision

| |
|---|
| (i) What is the purpose of the policy/decision? Why has this policy/decision been developed/reached? (ii) How does the policy/decision seek to achieve its purpose? (iii) How do the aims of the policy/the decision relate to equality? |
| This policy summarises Forth Valley College's commitment to have due regard to: <ul style="list-style-type: none"> eliminate discrimination, harassment and victimisation advance equality of opportunity and foster good relations <p>This is required under the Equality Act 2010 and the Equality Act 2010 (specific duties) (Scotland) Regulations 2012. The Policy lists how equality activities will be completed in FVC and who is responsible for implementing them. The Policy is inherently about detailing requirements to meet the Equality Act.</p> |

Step 1: (b) Identify who is affected by the policy/decision

| |
|--|
| (i) Who benefits from this policy/decision? (ii) How does the group of people benefit from the policy/decision? (iii) Who does not benefit from the policy/decision? Is anyone disadvantaged? (iv) If so, how is the group of people disadvantaged by this policy/decision? |
| This policy applies to all those who use College services, whether staff, students, those attending training, visitors, or contractors, irrespective of the following protected characteristics: age, disability, gender reassignment (including identity), marriage and civil partnership status, |

pregnancy and maternity, race (including colour, nationality, ethnic or national origins), religion and belief, sex (formerly gender) and sexual orientation.

As such, all groups are likely to benefit from the policy.

Step 2: (a) Consider the evidence and impact assess

- (i) What data or evidence have you used to consider the impact of the policy/decision on each Protected Characteristic group? E.g. student/staff demographic data, consultation responses, national data.
- (ii) If you lack data/evidence, please outline your plan for obtaining up-to-date data/evidence e.g. consultation, survey, focus group responses, national research.
- (iii) Referring to the evidence you have available, would this policy positively or negatively impact on the following Protected Characteristics groups? If so, then how? Detail how it would be possible to minimise negative impact (an action plan may be required to ensure minimal negative impact in practice/change an aspect of the policy). Refer to the following Duties where possible: **elimination of discrimination; advancing equality of opportunity; and fostering good relations.**

| Protected Characteristic | Evidence | Impact (and how to minimise negative impact). |
|---|----------|---|
| Disability | | + |
| Sex (man or woman) | | + |
| Race (refers to a group of people defined by their race, colour and nationality (including citizenship) ethnic or national origins) | | + |
| Age | | + |
| Gender reassignment (the process of transitioning from one gender to another) | | + |

| | | |
|--|--|---|
| | | |
| Sexual orientation (whether a person's sexual attraction is towards their own sex, the opposite sex or to both sexes) | | + |
| Religion and belief (inc. no belief) | | + |
| Pregnancy and maternity | | + |
| Marriage and civil partnership | | + |
| Other identified groups (e.g. carers) | | + |
| (ii) Action Plan to obtain data and evidence for impact assessment: n/a | | |

Step 3: Consultation

| | |
|--|--------------------------|
| Is a consultation required? Are the views of other people required to be sought, in case they may highlight issues arising from the implementation of this policy? | |
| | <input type="radio"/> No |
| Please provide reasons why you did/did not offer a consultation: Equalities Policy: a positive impact is explicitly intended and very likely. | |
| <i>If 'yes', please complete the following sections.</i> | |
| Analysis of the views/evidence gathered from the consultation: | |

| |
|---------------------------|
| |
| Recommendation(s): |

Step 4: Decision Making

Select an option to summarise how the IA has informed your decision-making:

4.1 No amendment to the policy/decision is required (policy/decision is robust, with no negative impact);

4.2 Adjust the policy/decision (take steps to meet the general duty and reduce negative impact);

4.3 implement the policy/decision without adjustment (continue despite the potential for adverse impact);

4.4 Stop and remove the policy/do not proceed with decision (where adverse effects are not justified and cannot be mitigated or where the policy leads to unlawful discrimination).

4.1

Step 5: Publication:

Equality Impact Assessments must be published.

| | Does this group need to be aware of this EQIA? (tick if applicable) | How to inform this group: |
|---|--|------------------------------------|
| Students (service users) | √ | Publish policy and EQIA on website |
| Employees | √ | Publish policy and EQIA on website |
| Partner organisations & stakeholders | √ | Publish policy and EQIA on website |
| Other - please state: | | |
| Are there any barriers to communication? | | <input type="radio"/> No |
| If 'yes', how will barriers to communication be overcome? | | |

Step 6: Monitoring and Review

How will this policy/decision be monitored to assess its impact on protected characteristics groups? E.g. will qualitative/quantitative data be collected? Survey, Student Council, Listening to Learners sessions?

The Policy will go to SMT for approval. It will then be published on FVC website for all relevant/interested stakeholders to access. It will be placed on the website alongside all associated equality information for FVC.

Where possible, from both staff and student perspective, information will be gathered when the Policy is explicitly brought into use, e.g., regarding matters of student or staff discipline.

| | |
|---|---------------------------|
| Staff member/designation responsible for writing the monitoring report: | Head of EILS |
| Monitoring report publication date: | Before Policy review date |
| Review date: (no later than 3 years after the policy/decision has been impact assessed) | April 2021 |

Please send the completed EQIA to equality@forthvalley.ac.uk

If you require any assistance in completing an EQIA, please contact equality@forthvalley.ac.uk

Equalities Policy

Status:
Date of version:
Responsibility for Policy:

Responsibility for implementation:

Responsibility for review:

Date for review:

Approved
~~April 2015~~ April 2018
~~Associate Principal and Executive~~
~~Director Operational~~
~~Effectiveness~~ Depute Principal & Chief
Operating Officer
~~Equalities Manager~~ Head of Equalities,
Inclusion & Learning Services
Head of Equalities, Inclusion & Learning
Services ~~Equalities Manager~~
April 201821

Equality for All

Forth Valley College is committed to the provision of equal opportunities in all aspects of College life. We welcome students and staff from all backgrounds and aim to provide equal services to all our students and staff. We constantly strive to advance equality, foster good relations and eliminate discrimination, harassment and victimisation of any kind. Discrimination includes that by association or perception and harassment includes third party harassment.

We will actively seek to advance equality of opportunity, foster good relations and eliminate discrimination, harassment and victimisation because of the protected characteristics of: age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation and marriage & civil partnership.

Background

This policy summarises [Forth Valley College's commitment](#) ~~the College's aims and objectives~~ to have due regard to:

- eliminate discrimination, harassment and victimisation
- advance equality of opportunity and
- foster good relations

This is required under the Equality Act 2010 and the Equality Act 2010 (specific duties) (Scotland) Regulations 2012.

The College mission is "**Making Learning Work**" and equality is reflected ~~in our~~ [throughout our overall operational plan Strategic Plan](#), particularly in our [Vision and Values](#). ~~within the~~ Within our strategic theme of:

instilling an energy and passion for our people, celebrating success and innovation

~~one of our~~ Our three key strategic objectives ~~is to:~~ in this theme are to:

- We will ensure all College activities reflect the key principles of equality and diversity to achieve an inclusive organisation
- ~~value staff and students by recognising and celebrating success across the College~~
- ~~invest in our organisational development activities to ensure we attract, recruit and retain the best quality individuals~~

Key College ~~aims and objectives~~ requirements:

- ~~To p~~Publish equality outcomes and progress towards achievement of these every 4 years
- ~~To M~~Mainstream equality in all college functions and publish evidence of this
- ~~To carry out~~Complete equalities impact assessment as and when required
- ~~To P~~Publish employment data as and when required
- ~~To carry out job evaluation~~Undertake, and equal pay audits and examine the gender pay gap when required
- Make reasonable adjustments for students and staff to meet individual need
- ~~To E~~Ensure the College ethos of inclusion is promoted to staff and students via induction and ongoing training
- ~~To P~~Promote college provision to all sections of the community diverse communities
- ~~To M~~Meet the needs of all students by responding flexibly and placing students at the heart of delivery
- Ensure staff fully understand and demonstrate College values of equality, inclusion and respect
- ~~To d~~Develop links with external community partnerships, local community planning partnerships and equalities groups to assist with the delivery of equality outcomes
- ~~To d~~Develop mechanisms for involvement and consultation of equalities groups with the protected characteristics to inform policy and practice
- ~~To e~~Ensure that any incidences of bullying, victimisation, and harassment including third party harassment or discrimination including discrimination by perception or association are dealt with using the appropriate procedures outlined in the Prevention of Harassment and Bullying Policy, the Student Discipline Procedure, Complaints Policy and the Hate Incident Monitoring procedure process

~~The above will help FVC To develop policies, procedures and processes to~~ achieve the general and specific public sector duties in accordance with the Equality Act 2010 and the Equality Act 2010 (specific duties) (Scotland) Regulations 2012

Responsibilities & Monitoring

Senior Management Team: ~~the Associate Principal and Executive Director~~ Operational Effectiveness ~~the Depute Principal & Chief Operating Officer~~ has overall responsibility for the strategic direction of equality work within Forth Valley College

Strategic Development Committee, Board of Management: regularly examines and discusses FVC equality data and information

~~Equalities & Student Engagement Committee~~Inclusion Development Group: oversees monitoring of this policy via regular meetings throughout the academic year and meets regularly to discuss and implement examines information and activities relating to specific equality work, as well as considering staff and student equality data ~~staff and student equality profiles~~

~~Equalities Manager~~Head of Equalities, Inclusion & Learning Services: responsibility to ensure that this Policy is communicated and implemented to support the effectiveness of equality within FVC

Forth Valley College Student Association: as the main body representing students, responsible for participating in and contributing to equality and diversity work in FVC, including awareness raising, events and training

Individual staff: It is the responsibility of every member of staff to ensure that they follow and implement College policy ~~and operating guidelines to fulfil the~~ in order to contribute to meeting the General Equality Duty. In particular, staff should:

- undertake ~~equalities~~ equality, diversity and inclusion training ~~professional development as and when required~~
- advance diversity and equality of opportunity
- foster good relations
- take action, where appropriate, to eliminate discrimination, harassment and victimisation

All College users are responsible and accountable for implementing and adhering to this policy.

Equalities Impact Assessment

~~We welcome feedback on this Policy and the way it operates. We are interested to know of any possible or actual adverse impact that this Policy may have on any groups with the protected characteristics of: age, disability, gender reassignment, pregnancy and maternity, race, religion and belief, sex and sexual orientation and marriage & civil partnership.~~

~~This Policy has been screened to determine equality relevance for people with the following protected characteristics: age, disability, gender reassignment, pregnancy and maternity, race, religion and belief, sex and sexual orientation, marriage and civil partnership. No adverse impact was identified for equality groups with these protected characteristics.~~

Associated documents information

The following ~~documents~~ specifically outline ~~our activities that will allow us to deliver~~ detailing our ~~aims and objectives~~ equality work:

Equality Outcome Plan 2017-21

Equality Mainstreaming Report 2017

Equal Pay Statement [2017](#)

[The following are relevant policies and procedures in promoting equality for all at FVC:](#)

Prevention of Harassment and Bullying Policy

Student Discipline Procedure

Hate Incident [Reporting Procedure](#) [Monitoring process](#)

[Complaints Policy and Procedure](#) [Guide to Making a Complaint](#)

[Complaint Form](#)

Equalities Impact Assessment (EQIA)

[Any changes to, or reviews of, key College policies and practice should be carefully monitored and a full EQIA completed before any action taken.](#)

[An EQIA on this Policy has been completed. As it outlines our commitment to fully comply with equality legislation this Policy will not result in a negative or adverse impact on one or more groups in respect of age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex, sexual orientation or other protected characteristics.](#)

[We are interested to know of any possible or actual adverse impact that this Policy may have on any groups in respect of protected characteristics and we welcome feedback, please contact: \[equality@forthvalley.ac.uk\]\(mailto:equality@forthvalley.ac.uk\)](#)

1. Purpose

To seek approval for the award of Honorary Fellowships of Forth Valley College by the College Board of Management.

2. Recommendation

That members recommend the approval of the award of an Honorary Fellowship to Mary Pitcaithly, retiring CEO of Falkirk Council and great supporter of the College to the Board of Management.

3. Background

Forth Valley College Board of Management introduced a process for recognising outstanding contributions of individuals to College life and development through the award of an Honorary Fellowship. The Fellowships are recognised and celebrated at college graduation.

4. Proposal

There is a single candidate being put forward for consideration this year – Mary Pitcaithly.

Mary has been CEO of Falkirk Council for 18 years and retires in July 2018. Over the last few years particularly she has been a great advocate for the College in areas which include the Estate Development, our involvement on the Economic Partnership and in supporting our work with the Falkirk Schools including the setting up of the very successful SCOTS programme. As a visionary, Mary has seen the opportunities the College and Council have been able to make and as a consequence are seen as equal partners in future opportunities including the new Grangemouth Improvement Plan.

As part of the approval it should be noted how much of an influence Mary has had as CEO in attending Stakeholder events, speaking at Graduations and supporting student initiatives. This is not the same for all our Councils.

5. Financial Implications

There are no financial implications relating to the award of an Honorary Fellowship.

6. Equalities

Assessment in Place? – Yes No

Not applicable.

7. Risk

Please indicate on the matrix below the risk score. Risk is scored against Impact and Likelihood as Very Low through to Very High.

| | Likelihood | Impact |
|-----------|------------|--------|
| Very High | | |
| High | | |
| Medium | | |
| Low | | |
| Very Low | X | X |

U h is well known to Board members as an advocate to the College and will continue to be a firm supporter in the future.

Risk Owner – Ken Thomson

Action Owner – Alison Stewart

8. Other Implications –

Communications – Yes No

Health and Safety – Yes No

Paper Author – Ken Thomson

SMT Owner – Alison Stewart

1. Purpose

For members to approve our Outcome Agreement covering the period from 2018-19 to 2020-21.

2. Recommendation

That members approve the Outcome Agreement.

3. Background

Last year we entered a new three year cycle for Outcome Agreements covering the period from 2017-18 to 2019-20. As such, the expectation from SFC set out in this year's guidance is that changes to the context statement within our Outcome Agreement should be minimal to reflect only significant changes since last Session, while still ensuring that Colleges meet both existing and new Scottish Government priorities, with focus to be on the targets within the Outcome Agreement.

Final funding allocations were published by SFC on 18th May. The targets contained within this version of our Outcome Agreement reflect the Credits allocation for the College as per the final allocation.

The College submitted its first draft version of our Outcome Agreement to SFC in December, and a further draft revision, reflecting indicative allocations was submitted in March. This current revision has no further changes to our targets, with only changes made to the context statement, such as reflecting the objectives contained within our Operational Plan for 2018-19.

There has been no formal feedback from SFC on either of our submitted drafts in the way that there has been in previous sessions, however our Outcome Agreement Manager has fed back that he is comfortable with the targets set within our document, and that colleagues who have reviewed our Outcome Agreement are comfortable that we have 'intensified' our targets. SFC are undertaking an exercise to collate information from all regions to provide a sector position, with Outcome Agreement Managers supporting this process.

The Outcome Agreement was reviewed and approved by the Strategic Development Committee through its meeting on 7th June.

4. Key Considerations

Key Changes to Outcome Agreement (this revision)

The Outcome Agreement was reviewed by members in the March Board of Management meeting. The key changes in this revision are:

- Inclusion of final funding allocations, issued by SFC on 18th May.
 - Addition of front cover detailing the AY2018-19 funding allocations.
 - Update of Priority Outputs to reflect the College's 2018-19 Operational Plan Objectives.
-

- Update on Modern Apprenticeships to reflect the 2018-19 award from Skills Development Scotland.
- Update on Forth Valley Student Association within the student engagement section.

Rationale of Targets for 2018-19

Strategic Development Committee members queried the rationale for some targets for 2018-19 being lower than targets for 2017-18. The main reason for this occurring is that the College's overall Credits target for 2018-19 is less than our Credits target for 2017-18, which is shown in Target 1a. This is also reflected in the 2018-19 target for Credits within Target 1b)i) where we are maintaining the proportion of Credits delivered to learners aged 16-19, however the target number of Credits for this cohort has reduced by 500 from our 2017-18 target. Within Target 1d the target of delivering 49% of Credits to females for Session 2017-18 looks anomalous based on our delivery of 44% of Credits in 2016-17, and an estimate of 45% for the current session, and as such we have set an increased target (from our current in-year estimate) of 46% for Session 2018-19.

Key Changes to Guidelines

In her letter to SFC, the Minister for Further Education, Higher Education and Science took the opportunity to restate that colleges are not required to prioritise full-time provision for 16-24s but rather should be responsive to the current needs of all learners and the economy. This very much reflects the enrolment pattern for the current session witnessed within Forth Valley College, and the College Sector, so is welcome.

The Minister has also asked for intensification of the Outcome Agreement process. In the new guidance, and through discussion with our Outcome Agreement Manager, there is a desire for targets to be as ambitious as they can be for the College and across the Sector, with a primary focus on retention and attainment. SFC also wish intensification of agreements in the areas of widening access, articulation, gender, Developing the Young Workforce, skills, innovation and apprenticeships.

SFC are also looking to reduce the length of time taken to agree Outcome Agreements, with a well-developed draft Outcome Agreement submitted by 15 December 2017, with a focus on targets being set, rather than a focus on text. This target was met by the College. Independently, SFC will be undertaking an exercise to set sector targets for each of the Outcome Agreement targets, and then work back to what they expect individual colleges to achieve, with dialogue with regions if college-set targets are falling below anticipated targets.

Indicative Timeline

The indicative Outcome Agreement timeline is shown below, for information. With Final allocations being announced in May, this timeline has moved.

| | |
|--|--------------------|
| Guidance updated and published | October 2017 |
| 2016-17 Evaluative Report and Enhancement Plan submitted | 31 October 2017 |
| Guidance reviewed by Strategic Development Committee | 16 November 2017 |
| Draft Targets set by SMT | 5 December 2017 |
| First draft outcome agreement submitted to SFC | 15 December 2017 |
| Feedback from SFC | By 31 January 2018 |
| Indicative funding allocations announced | February 2018 |
| Draft Outcome Agreement reviewed/approved by Strategic Development Committee | 22 February 2018 |
| Outcome Agreement reviewed/approved by Board of Management | 22 March 2018 |
| Final Outcome Agreement submitted to SFC | By 30 April 2018 |
| Publication of outcome agreements | May/June 2018 |

5. Financial Implications

Please detail the financial implications of this item – There is potential for SFC to consider situations where there is a concern over a variation in delivery against Outcome Agreement commitments. This action would involve SFC considering – taking context and ambition into account – whether funding needs to be recovered; taking a holistic view of both good and unsatisfactory progress to arrive at its decision.

6. Equalities

Assessment in Place? – Yes No

If No, please explain why – Through the Outcome Agreement the college sets out and monitors its aspirations for all protected characteristics.

Please summarise any positive/negative impacts (noting mitigating actions) – N/A

7. Risk

Please indicate on the matrix below the risk score. Risk is scored against Impact and Likelihood as Very Low through to Very High.

| | Likelihood | Impact |
|-----------|------------|--------|
| Very High | | |
| High | | |
| Medium | X | X |
| Low | | |
| Very Low | | |

Please describe any risks associated with this paper and associated mitigating actions – There is a risk of financial claw-back if the College doesn't make satisfactory progress towards meeting its Outcome Agreement commitments.

Risk Owner – David Allison

Action Owner – David Allison

8. Other Implications –

Please indicate whether there are implications for the areas below.

Communications – Yes No

Health and Safety – Yes No

Please provide a summary of these implications -

Paper Author – David Allison

SMT Owner – David Allison

Outcome Agreement between Forth Valley College and the Scottish Funding Council for AY 2018-19

On behalf of Forth Valley College:

Forth Valley College will receive **£22,034,291** core teaching funding and **£686,626** capital and maintenance funding from the Scottish Funding Council (SFC) for academic year 2018/19, to plan and deliver **84,201** credits worth of further and higher education in the Region. Core student support funding for 2018/19 is **£3,807,681**.

In addition, the college region will receive **£478,510** in European Social Fund (ESF) grant through the SFC to deliver **1,816** further credits to eligible learners.

The total credit target for 2018/19 is therefore **86,018**.

Signed:

Print name: Dr Ken Thomson

Position: Principal

Date:

Signed:

Print name: Ross Martin

Position: Regional Chair

Date:

On behalf of the Scottish Funding Council:

Signed:

Print name: John Kemp

Position: Interim Chief Executive

Date:

Forth Valley Region

Forth Valley College
Outcome Agreement
2018-21

June 2018

Version 4

Contents

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Introduction

Outcome agreements were introduced in 2012-13 and are intended to enable colleges and the Scottish Funding Council (SFC) to demonstrate the impact of the sector and its contribution to meeting Scottish Government priorities clearly and consistently to key stakeholders.

This outcome agreement covers the three year period from 2018-21, setting out the College's key priorities over this period and defining outcomes to demonstrate how impact will be measured.

Reporting

We are committed to regularly monitoring progress towards the delivery of the outcomes set out in this agreement. We will produce a self-assessment report in October each year which highlights the progress being made.

Executive Summary

Forth Valley College is confident that it will deliver on our vision of Making Learning Work, and it is essential that we are able to demonstrate our contribution to the achievement of Scottish Government priorities, its responsiveness to key national policy drivers, our three local authority single outcome agreements, and more broadly, our contribution to communities and economies at local, regional, and national levels.

Forth Valley College has a proven track record of meeting the needs of its local communities and businesses, and is among the top performing colleges in Scotland. In Session 2016-17 we maintained our part-time FE and HE success PIs as the highest across the college sector, we increased our full-time FE success rate to be the highest in the sector, however our full-time HE success rate fell. Through this outcome agreement we aim to intensify all of our targets. In particular we are aiming to further increase achievement from Full Time FE by one percentage point from our current rate, while increasing our Full Time HE achievement rate by five percentage points from our current position.

The overall Credits targets for Forth Valley College for Session 2018-19 reflect the targets recently published by SFC, however, we believe that on a regional and national basis, we have increased demand, particularly in relation to Early Years, Childcare and Digital Health Care, which are reflected in future year targets. That being the case we would wish to review future year activity targets in partnership with SFC.

Part 1 - Regional context statement

College region Forth Valley

College regional grouping Forth Valley College

Funding

College region Forth Valley will receive £22,512,801 from the Scottish Funding Council for academic year 2018-19 to plan and deliver further and higher education in the region.

This funding is on the condition that the College Board signs and commits to deliver the outcomes detailed below.

Priority Outcomes to be delivered by end of AY 2018-19

The College has developed a new Strategic Plan for 2017-22 through our mission for Making Learning Work. Through this strategy we aim to meet the further and higher educational needs of the Forth Valley region, along with meeting the priority outcomes of both SFC and Scottish Government. To align our Outcome Agreement to our Strategic Plan we have mapped our six key priority outcomes against SFC priority outcomes within the Outcomes and targets section of this document. These six key priority outcomes, together with our vision and values, form the Forth Valley College business model which reflects the interdependencies of all aspects of college activity. Through delivery of our six key priority outcomes we will have:

- **Created a superb environment for learning**
- **Cultivated a vibrant learning organisation where learners develop skills, achieve qualifications valued by industry and progress seamlessly**
- **Instilled an energy and passion for our people, celebrating success and innovation**
- **Led as a business that is a champion for governance, financial control and balanced risk taking**
- **Enhanced our position as the business and community partner of choice**
- **Delivered a whole system approach which is simple, effective, efficient and consistent**

Priority Outputs to be delivered in AY 2018-19

The year three operational plan coming from our Strategic Plan for 2017-22 sets out the priority outputs to be delivered in AY 2018-19. The Board of Management of Forth Valley College approved the Strategic Plan in June 2017. Our priority outputs are:

1 – Create a superb environment for learning

- Provide flexible learning spaces and environments, delivering benefits to our students, our community and local employers.
- Increasing flexibility in opening hours to maximise use of campuses all year round.
- Providing an effective life cycle and maintenance strategy across all campuses.
- Manage the successful completion of the new Falkirk Campus on time and within budget.
- Support enhanced, flexible digital environments for students.
- Deploying and evaluating innovative approaches to sustainability and energy conservation, embedding technology and reducing our carbon footprint.
- Promoting a positive record for health and well-being.

2 – Cultivate a vibrant learning organisation where learners develop skills, achieve qualification valued by industry and progress seamlessly

- Working with partners to enable effective and efficient learner journeys through the whole education system.
- Actively engaging employers with curriculum design to meet future skills demand.
- Embedding engaging, collaborative, creative and blended approaches to learning.
- Having staff and students who are digitally competent and confident.
- Providing resources to support learning which are available digitally; inclusive; and accessible.
- Preparing successful students for positive and sustainable destinations.
- Developing students whose skills ensure the best opportunity in the job market.
- Consistently being one of the top three Colleges in the Scottish FE sector for all student success.

3 – Instil an energy and passion for our people, celebrating success and innovation

- Promoting an agile workforce, embracing innovation, facilitation, mentoring and peer support.
- Developing future leaders ensuring effective succession planning.
- Engaging staff in the future direction of the College and providing opportunities for professional development and collaborative initiatives to support our people.
- Deliver the benefits of a digital environment through capacity building and CPD that embraces emerging technology and practices.

- Fully integrated equality and diversity.
- Celebrating our staff and students.

4 – Lead as a business that is a champion for governance, financial control and balanced risk taking

- Delivering improved budgets.
- Fully utilising resource allocations from SFC.
- Identifying new partners and activity areas to grow income for reinvestment to benefit our staff, students and the community.
- Having excellent financial reporting systems which support medium and long term planning and best value investment.
- Identifying opportunities for collaboration in service and procurement.
- Implement efficiencies through business transformation projects.
- Basing our strategic decisions for investment and the use of resources on robust information and review of risk.
- Enabling a high performing, truly transformational learning community through sound governance, leadership and strategic planning.

5 – Enhance our position as the business and community partner of choice

- Operating a successful international model and being recognised in the international arena.
- Delivering our commercialisation strategy.
- Implementing a Marketing and Communications Plan which fully supports the commercialisation plan.
- Fully engaging with employers to recognise the value and benefits of college delivery in terms of developing the skills of their workforce.
- Developing and growing our Modern Apprenticeship activity.
- Ensuring our place as a prominent partner in supporting a region wide skills development and economic strategy.
- Being recognised as active leaders in business and the community; providing ideas, resources and influence.
- Continuing to build strategic partnerships to deliver opportunity in securing funding sources and developing commercial opportunities.

6 – Deliver a whole system approach which is simple, effective, efficient and consistent

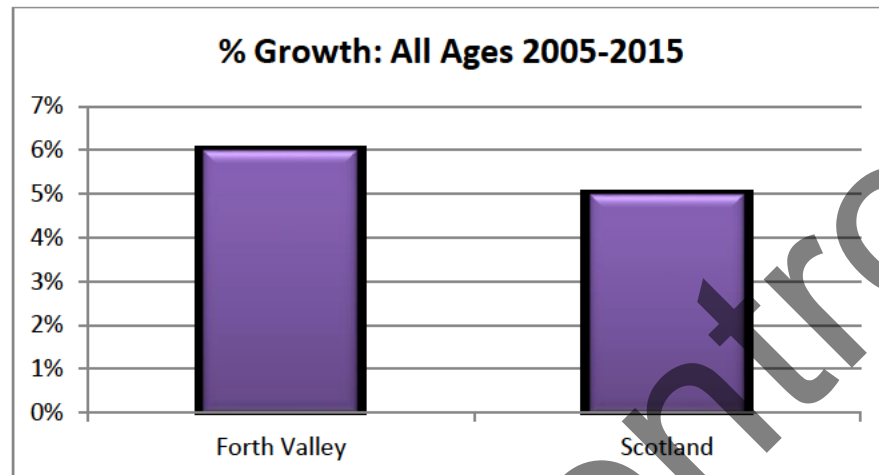
- Identifying, planning and deploying new technology and system developments to be sector leading.
- Providing a long term investment plan to modernise IT equipment, resources, infrastructure and support in response to staff and student expectations.
- Providing our students and staff with excellent support.
- Enabling and supporting staff and students to use their own IT devices within the College.
- Realising the benefit of string marketing and communication for internal and external engagement.
- Developing and modernising a “One College System” ensuring all processes are digital.
- Using learner analytics to enable us to more effectively utilise our data to support students.

The following section provides the regional context for the ambitions set out in our agreement.

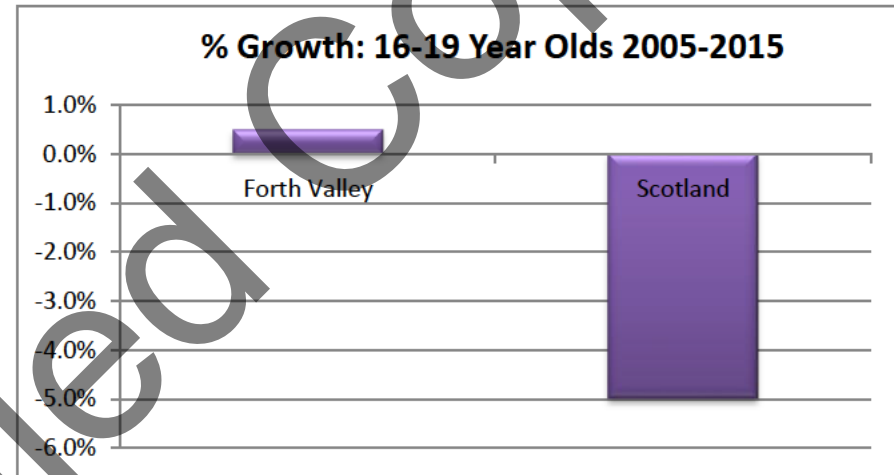
Catchment area profile

Population

The Forth Valley area has a population of just over 300,000 residents, with a demographic profile in line with Scotland, although Forth Valley has witnessed slightly larger population growth compared to Scotland over the period of 2005 to 2015:



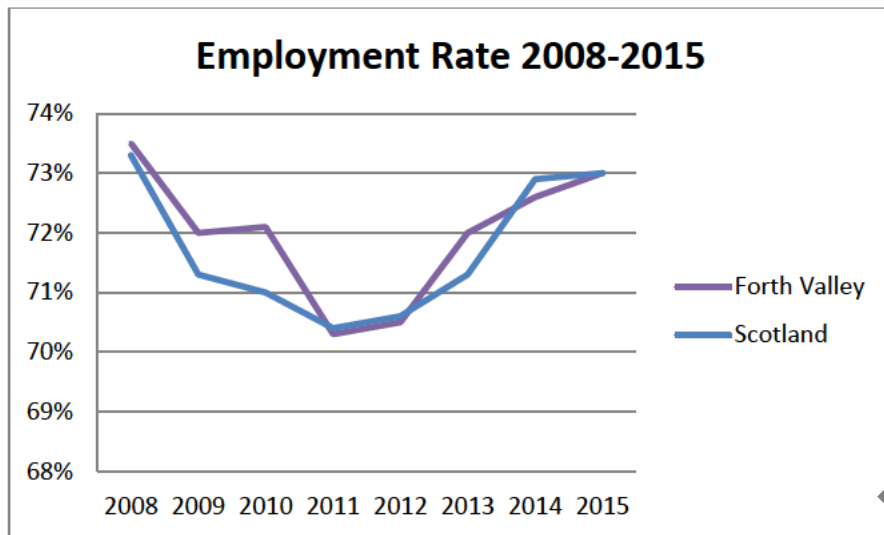
Within the 16-19 age group there has been small growth of 0.5% in Forth Valley, while there has been a 5% reduction in population in Scotland over the period from 2005 to 2015:



The projected growth in population of Forth Valley from 2014 to 2037 is 9%, which is slightly higher than the 8% projected growth in population of Scotland over the same time period. Just under 2% of the population of Forth Valley are from an ethnic minority background. 7% of the total Forth Valley population reside within postcodes classified as being the most deprived in Scotland (SIMD10), with Forth Valley only having 4% of the 10% most deprived data zones in Scotland.

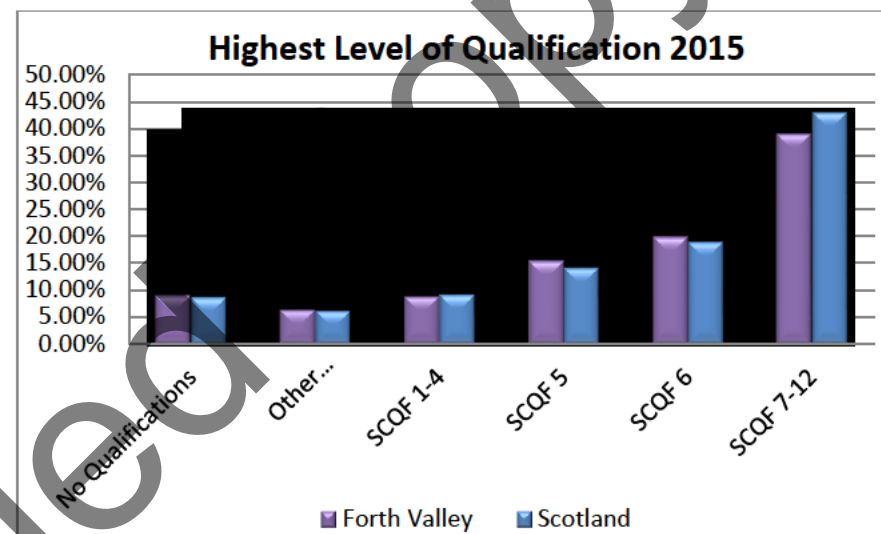
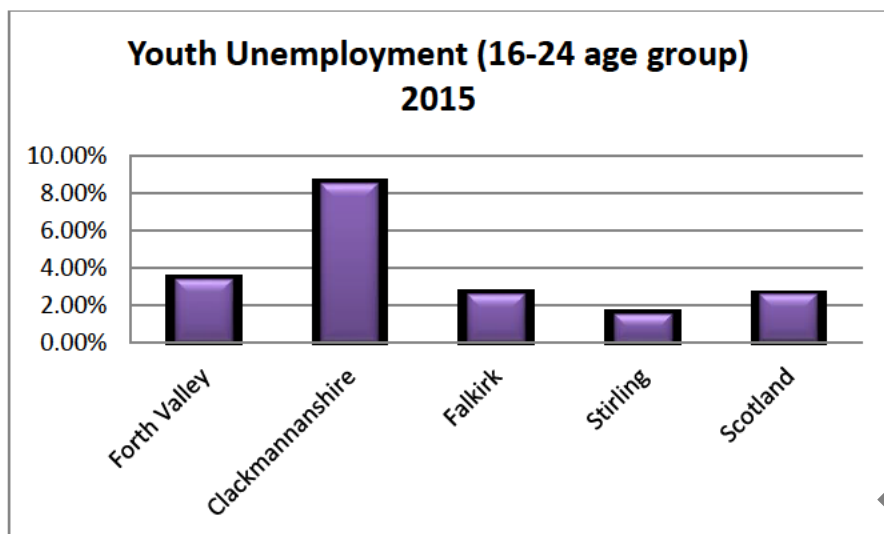
Labour Market

Forth Valley's employment rate for 2015-16 is 73%, which matches both the Scotland and Great Britain rates. Over the past eight years the employment rate of Forth Valley has matched, or been within one percentage point of the rate for Scotland.



There are 1,000 fewer people in work in the region now compared to 2007, with the majority actively seeking work. Employment rates within Forth Valley's constituent Council Areas have all fallen since 2007, and currently vary, as demonstrated in the following table, with Clackmannanshire having a lower rate, and Stirling having a higher rate, than the Scottish and regional average.

Youth unemployment within the Forth Valley region has fallen from 2014 to 2015, but remains above the national average. We have witnessed drops in youth unemployment over this time period across all of our local authority areas, however the following chart demonstrates how significant an issue youth unemployment is within Clackmannanshire, which can be masked within the regional average.



Education and Attainment

The proportion of school leavers going into HE (including College HE provision) and FE has increased by twelve percentage points over the period of 2007-08 to 2014-15, while the number of school leavers entering employment has fallen by three percentage points. The number of school leavers unemployed has fallen by nine percentage points over the same time period. Forth Valley has fewer people with higher level qualifications (SCQF Levels 7-12) and therefore a lower percentage of the working age population have a higher level qualification relative to Scotland as a whole.

Post 16 Education & Training

Around 90% of students at Forth Valley College live within the region, half of which live in Falkirk. Forth Valley College plays a key role in providing opportunities for young people within the Forth Valley Area evidenced by the high participation rates at the College of school leavers. Within Falkirk 20.9% of 2013-14 school leavers entered FE, while a further 12% entered HE in Colleges, with the majority going to Forth Valley College. Within Clackmannanshire 27.7% of 2013-2014 school leavers entered FE, while a further 11.5% entered HE in Colleges, with the majority going to Forth Valley College. Within Stirling 19.6% of 2013-14 school leavers entered FE, while a further 11% entered HE in Colleges, with 36% of these going to Forth Valley College.

The college is working with its local authority partners to increase the number of school leavers entering FE from 2016-17 onwards, in particular those who might otherwise become Unemployed Seeking,

through innovative partnership programmes, including the jointly delivered School-College Opportunities to Succeed (SCOTS) programme, which offers guaranteed progression.

Workforce Profile

The profile of the workforce of Forth Valley by Industry Sector follows a very similar pattern to the profile for Scotland as evidenced below

| Industry Sector | 2015 | |
|--------------------------------------|--------------|----------|
| | Forth Valley | Scotland |
| Health | 17% | 16% |
| Production | 11% | 10% |
| Retail | 10% | 10% |
| Education | 9% | 8% |
| Accommodation & food services | 8% | 8% |
| Public administration & defence | 7% | 6% |
| Construction | 6% | 5% |
| Business administration & support | 6% | 8% |
| Transport & storage (inc postal) | 5% | 4% |
| Professional, scientific & technical | 4% | 7% |
| Wholesale | 4% | 3% |
| Arts, entertainment, recreation | 4% | 4% |
| Financial & insurance | 3% | 3% |
| Motor trades | 2% | 2% |
| Information & communication | 1% | 2% |
| Property | 1% | 1% |
| Agriculture, forestry & fishing | 0% | 3% |

The five largest employing sectors, by order, in 2015 were Health, Production, Retail, Education and Accommodation & Food Services. The profile by occupations is shown below for 2015, and compared with 2005. Occupations which have seen the largest growth have been Managers, Directors & Senior Officials, Caring, leisure and other service occupations and Associate Professional & Technical, while the largest declines have been in Administrative and Secretarial, Sales and Customer Service, and Process, plant and machine operatives.

| Occupation | 2015 | | Change 2005-2015 | |
|--|--------------|----------|------------------|----------|
| | Forth Valley | Scotland | Forth Valley | Scotland |
| Managers, Directors & Senior Officials | 11% | 9% | 247% | 185% |
| Professional Occupations | 17% | 20% | 111% | 278% |
| Associate Prof & Tech | 14% | 13% | 141% | 163% |
| Administrative and Secretarial | 10% | 11% | -258% | -200% |
| Skilled Trades Occupations | 11% | 11% | -4% | -74% |
| Caring, leisure and other service occupation | 10% | 10% | 155% | 49% |
| Sales and Customer Service | 8% | 9% | -238% | -178% |
| Process, plant and machine operatives | 7% | 6% | -200% | -176% |
| Elementary occupations | 12% | 11% | 58% | -92% |

All graphs and data within this section have been extracted from the Data Matrix of the Regional Skills Assessments in Scotland.

Meeting the needs of learners

Forth Valley College has developed a regional curriculum strategy designed around both the needs of the Forth Valley region and national priorities linked to our specialist and high quality programmes tailored to our priority industries and Government key sector industries. The composition of the curriculum is subject to on-going review and is influenced heavily by input from:

- Scottish Government and SFC guidance on priority areas
- The Listening to Learners process
- Employers and sector bodies
- Stakeholders via community planning partnerships
- Close relationships with local employers across a number of key national sectors
- Post-16 training providers and University partners
- Skills Development Scotland and other national bodies such as Job Centre Plus

The College's ability to deliver effective learning across the region has been significantly enhanced by new estates developments in Alloa and Stirling. These award winning buildings not only provide sustainable and well equipped campuses for our learners, but also provide excellent civic buildings which are well used by their communities. On the Falkirk campus the College developed specialist provision in science and engineering as well as maintaining a good overall standard of facilities for all learners on this site. A capital grant of £1.2 million to support the expansion of science and engineering facilities for the Oil & Gas sector was invested in Session 2014-15. The beneficiaries are individuals who secure fast access to employment and careers and companies who need a rapid workforce expansion to respond to market demand. Beyond these immediate target groups the benefits of the investment are felt

through enhanced school/college activity in STEM subjects and for the wide range of science/engineering full-time learners.

During Session 2015-16 the College won a UK-wide Times Education FE Award for Best Learning and Teaching Initiative in recognition of our creative learning community. Our creative approach to learning also secured us top awards in the 'Learning and Teaching' and 'Essential Skills' categories at the Scottish College Development Network Awards in 2015. Creative Learning also featured prominently in our latest Education Scotland review which took place earlier this year, and was identified as an example of sector-leading best practice. This was in addition to 19 areas of positive practice, highlighted through the Review.

The College has also recently produced an Evaluative Report and Enhancement Plan, which has been endorsed by both Education Scotland and Scottish Funding Council. This document evaluates the quality of provision and services the College provides grouped over three headings of Leadership and Quality Culture, Deliver of Learning and Services to Support Learning and Outcomes and Impact. The document also contains an enhancement plan containing actions for improvement.

The development of a new Falkirk Campus to provide students with the same opportunities and learning experience that are currently delivered at our Alloa and Stirling campuses remains a priority for the College. With support from Scottish Funding Council and Scottish Futures Trust, the College has completed a Full Business Case for a new Falkirk Campus Headquarters located on the extended Middlefield site in Falkirk. In December 2016, Scottish Government approved the Full Business Case for our new campus, and the project for the Campus is progressing to plan, with construction on site anticipated in September 2017, with an anticipated entry date of October 2019.

We will continue to map local provision to key industries and learner need across all campuses. This approach has enabled the development of an efficient hub and spoke system of learning provision across our campuses, with Science/Engineering centred in Falkirk, Hospitality and Creative Industries centred in Stirling and with Alloa becoming the centre for Business, with most campuses offering access and progression to all the main college disciplines. A map of provision across our campuses is shown below:

| Curriculum | Falkirk | | | Alloa | | | Stirling | | |
|---------------------|----------|----------|---------|----------|----------|---------|----------|----------|---------|
| | SCQF 1-3 | SCQF 4-6 | SCQF 7+ | SCQF 1-3 | SCQF 4-6 | SCQF 7+ | SCQF 1-3 | SCQF 4-6 | SCQF 7+ |
| Access Provision | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ |
| Business | | ■ | ■ | | ■ | ■ | | ■ | ■ |
| Tourism | | ■ | ■ | | ■ | ■ | | ■ | ■ |
| Hospitality | | | | | | | | ■ | ■ |
| Construction | | ■ | ■ | | ■ | ■ | | ■ | ■ |
| Care | | ■ | ■ | | ■ | ■ | | ■ | ■ |
| Sport | | ■ | ■ | | ■ | ■ | | ■ | ■ |
| Creative Industries | | ■ | ■ | | ■ | ■ | | ■ | ■ |
| Computing | | ■ | ■ | | ■ | ■ | | ■ | ■ |
| Science | | ■ | ■ | | ■ | ■ | | ■ | ■ |

| Curriculum | Falkirk | | | Alloa | | | Stirling | | |
|----------------|----------|----------|---------|----------|----------|---------|----------|----------|---------|
| | SCQF 1-3 | SCQF 4-6 | SCQF 7+ | SCQF 1-3 | SCQF 4-6 | SCQF 7+ | SCQF 1-3 | SCQF 4-6 | SCQF 7+ |
| Salon Services | | ■ | ■ | | ■ | ■ | | ■ | ■ |
| Engineering | | ■ | ■ | | ■ | ■ | | ■ | ■ |

As can be seen from the map of provision, all of our curriculum is mapped to the Scottish Credit and Qualification Framework (SCQF), which is actively promoted through our prospectus and on our website, where you can search our provision by SCQF level. All articulation routes, both internal and with Universities, are also actively promoted to our existing and potential students.

Curriculum Review

Every session, as part of its internal evaluation arrangements, the College undertakes a full Curriculum Review to assess how effectively we are meeting the education needs of our region. As part of this review, Departments use Labour Market Intelligence aligned to college information to identify changes in the curriculum they plan to would like to offer, backed up with evidence to justify these changes or requests.

Creative Learning

To support our mission of “Making Learning Work” and further the momentum of our culture of creativity in learning, in 2017-18, the College launched a joint Creative Learning and Technologies Strategy covering 2017-22 recognising the integral nature of IT in supporting learning and teaching. The six key themes to this strategy are:

- All staff consistently facilitate high quality, engaging, inclusive, collaborative and creative approaches to learning, making best use of a range of technologies to enhance and extend learning and empower students;
- Resources to support learning are available digitally in a variety of engaging and inclusive formats and are easily accessible anywhere and anytime, from any device;
- All of our staff and students are digitally competent and confident to make best use of the technologies available;
- We use learning analytics effectively to understand and optimise student learning;
- All of our students and staff have consistent, ready and reliable access to the right IT equipment, connectivity, resources and technical support to enable them to work and study effectively;
- Our IT infrastructure is safe, secure, robust and agile enough to embrace changing needs and practices.

A five year implementation plan for the strategy has been developed and the year one objectives are fully embedded within the College's Operational Plan for 2017-18, and will be included within subsequent Operational Plans going forward.

The College has also this year entered into a unique partnership around creative learning with South East Regional College (SERC) in Belfast. We currently have six joint curriculum projects in progress, with staff and students working remotely, through Skype for Business and Moodle, on collaborative projects relevant to their curriculum. The impact of these collaborative activities will be evaluated at the end of his academic year and we hope to extend this initiative going forward. We are also planning a unique joint Creative Learning Conference with SERC in August 2018, to showcase the collaborations and generate ideas from staff for further projects for 2018-19.

Close Working with Community Planning Partnerships

Working with our community planning partners in each local authority area (Falkirk, Clackmannanshire and Stirling), and through representation on the following groups we ensure we align skills and training with local, regional and national initiatives:

- Community Planning Partnerships (CPP) – Including Strategic Boards and full partnership in the development of Single Outcome Agreements
- CPP Local Employability Partnerships and associated sub-groups.
- CPP Local Education Partnership Groups
- Forth Valley PACE Partnership (all three local authorities, SDS, Job Centre Plus, third sector and Forth Valley College)
- 16+ Learner Choices and Opportunities for all
- Head Teacher and Principal Teacher Forum
- Engagement with the Single Outcome Agreement process for three local authorities.
- Forth Valley G7 (Consortium of key public sector Chief Executives across Forth Valley)

Forth Valley College works across a geographical area consisting of three local authority areas, all of which vary in terms of need and approach to delivery. The College plays a significant role in Local Employability Partnerships, with College staff leading these groups within Stirling and Clackmannanshire. As such we strive to deliver a consistent level of quality across the three areas, and where appropriate have worked to suggest and implement solutions which have met the needs of all partners, working closely with our partners to achieve this.

Falkirk CPP was audited by Audit Scotland in 2014 and the college has played a significant role in a Community Planning Improvement

Group (CPIG) to implement the recommendations following the audit. Part of this was the establishment of a CPIG and the associated sub groups where the college is represented across all elements from partnership governance and community empowerment to resource planning and performance management. It has led to a new partnership agreement across all the partners in the CPP in the Falkirk area which will support the development of the next Strategic Community Plan.

The Local Employability Pipeline and Local Provision

The Local Skills Pipeline and associated intervention aims to equip individuals with the core transferable and vocational skills to enter and progress within the labour market. Forth Valley College works with each Local Authority and Local Employability Partnership (LEP) to secure best value for public investment minimising duplication, enhancing services and maximising opportunities for local residents and employers.

The College has been supporting the work of the Stirling Local Employability Partnership, raising awareness of its good work and promoting the local positive destinations available. Much of our activities focused on the successful delivery of our first ever annual LEP conference and launch of the stirling.igintion.org web portal. This unique web portal maps local providers against the Skills Pipeline and supports people who are seeking work through referrals, careers support and advice, employer engagement and highlights the value of volunteering.

Meeting the Opportunities for All guarantee

Forth Valley College is working very closely with local partners to review, in particular, access level provision to ensure our curriculum meets the needs of Forth Valley's young learners. An example of

this is College staff are working closely with staff in local schools to develop a detailed understanding of individual learner aspiration for Christmas Leavers, and placing learners on College courses. We have set a target of maintaining the proportion of Credits delivered to learners aged 16-19. The level and type of provision aimed at school leavers varies across our three campuses, and aligns with local need. This is achieved through regular dialogue with schools, Local Authorities, SDS and analysis of available information such as the School Leaver Destination Return/Participation Measure.

The College has also developed a portal initially with Falkirk Council and SDS which provides Council and School staff, along with SDS Careers staff, access to real-time College application information for School pupils with the aim of providing enhanced support for school pupils in their application, and also to enable better tracking of young learners to help ensure they secure a positive transition from School. In Session 2016-17 we enabled access to this information to Stirling and Clackmannanshire schools. This is also being viewed as a national pilot by Scottish Government, and conversations are on-going with other Colleges to explore knowledge transfer, with one College to date launching their own portal.

Developing the Young Workforce Implementation Plan

The college has well-established partnerships with its key local authority education services. It has, for many years, been providing pupils in all 18 Forth Valley secondary schools (8 in Falkirk Council; 7 in the Stirling Council area; and 3 in the Clackmannanshire Council area) with the opportunity to achieve vocational qualifications at SCQF level 5 and above as an integral part of their senior phase curriculum. These courses provide progression onto full-time non-advanced college courses.

Senior phase pupils apply for the courses and all applicants are interviewed to ensure that the places are offered to the pupils who

will benefit most from the opportunity. Throughout this process, we also try to ensure proportionally even distribution of places across the schools.

Building on this strong baseline, we have been focussing on developing responses to the recommendations of the report of the Commission for Developing Scotland's Young Workforce, "Education Working for All" and the Scottish Government's Youth Employment Strategy (December 2014).

Working closely with our three local authority partners, we continue to strive to provide vocational pathways appropriate to the widest range of senior phase school pupils possible.

For young people entering the Senior Phase who are unclear about their choice of vocational area or future pathway and are deemed to be at risk of low achievement and a potential negative destination (including care experienced young people), we continue to offer the jointly delivered School College Opportunities to Succeed (SCOTS) programme for Falkirk and Stirling schools. The programme is unique, in that all the secondary schools work in close partnership with the College to co-deliver the programme. As well as attending the College tasters, pupils are supported by their schools to undertake an employability award based around their experiences on the College programme. Successful pupils are guaranteed a place on a vocationally specific partnership course (Skills for Work or National Progression Award) the following year and then into an appropriate full-time college course when they leave school.

This programme also specifically sets out to challenge gender stereotypical vocational choices, as all of the young people on the programme must agree to undertake the full range of vocational experiences, some of which are traditionally male oriented (such as Engineering) and some female (such as Care).

The SCOTS in Stirling is currently underutilised, as a number of the Stirling schools are under intense pressure to raise attainment and therefore retain pupils in school to do additional work with them on National courses. Since the dissolution of the Stirling and Clackmannanshire joint education service, Clackmannanshire pupils are no longer able to be transported to Stirling to participate in the SCOTS programme and, instead, are being served by specific college courses, aimed at supporting transition into positive destinations, on the Alloa campus. Clackmannan Secondary Support Service see the SCOTS as a viable option for some of their young people and with their flexible timetabling, they can engage with the SCOTS easily for suitable pupils.

In addition to the above, we have well-established "alternative curriculum" courses on each campus for senior phase pupils who are more disengaged and/or have significant barriers to learning or additional support needs. These programmes provide vocational taster activities alongside personal development learning to support positive transitions beyond school. We know that this provision is successful in re-engaging young people and raising their aspirations and has a positive impact on future progression. Further information is provided within the section on meeting additional support needs.

We will continue to offer a broad range of vocational qualifications at SCQF levels 5 and 6, primarily Skills for Work and National Progression Awards. The subject areas in which these are offered align with the college's full-time curriculum and successful completion provides a young person with a "progression advantage" onto an appropriate full-time course. Our overall curriculum is reviewed annually to ensure continued fit with the needs of the region's employers. In line with the definition of Senior Phase Vocational Pathways within the Outcome Agreement guidance, we have moved our school programmes to fit with these criteria by replacing SCQF Level 4 Skills for Work courses with Level 5. This has, however, resulted in a decrease in the successful completion

rate for school courses and we will continue to monitor this to ensure that we have appropriate provision for young people at all levels.

In 2017-18, we successfully tendered to offer seven Foundation Apprenticeship programmes: Social Services and Healthcare; Social Services Children and Young People; and Business Skills; on the Stirling campus and Engineering, Social Services and Healthcare and Social Services Children and Young People on the Falkirk campus. In spite of significant marketing and awareness raising activity, we found these programmes extremely challenging to recruit to. We recruited to three programmes; Social Services and Healthcare and Social Services Children and Young People in Stirling and Engineering in Falkirk; all with very small group sizes, particularly for going forward to their second year.

For 2018-20 we successfully tendered for a further seventeen cohorts, seven in Falkirk and Stirling and three in Clackmannanshire with Engineering scheduled for joint delivery with Alva Academy in school. At the time of writing (March 2018), despite many meetings with school and education staff across all three LA's and significant marketing and awareness raising activities applicant numbers are low in almost half of the programmes offered. We will be unable to proceed with these programmes unless we can guarantee minimum viable pupil numbers for each cohort. We are working hard with SDS, local authority education managers and Head Teachers to promote these opportunities to pupils and parents, however Foundation Apprenticeships remain very challenging to "sell", as their value is not yet widely recognised and there are not yet concrete progression results to show. Our ability to deliver new Foundation Apprenticeships in 2018-20 also depends on us being able to secure support for the work-based element of the awards from sufficient additional employers. We will continue to review the demand for and success of Foundation Apprenticeships throughout the life of this Outcome Agreement and, where possible and desirable, further extend the range of Foundation Apprenticeships we offer.

In September 2016, the college was proud to celebrate the success of our first 35 HNC school graduates from across Forth Valley. Onwards progression for the successful HNC graduates was positive – eight took up the offer of articulation into HND year 2 and two progressed into employment (one a Modern Apprenticeship). Almost all of the remainder progressed to university; however, disappointingly, none of these young people was able to articulate to degree study with no loss of time. The college has a specific objective to secure articulation agreements for these HNC programmes so that future school graduates can benefit from advanced standing. Discussions around this are at an advanced stage in relation to HNC Police Studies and Computing Science. In 2017-18, we continued the HNC offer and expanded it by opening the HNC Police Studies, being piloted with two schools in 2016-18, out to all Forth Valley schools. These courses for 2018-19 are still in the recruitment phase and some of the applicant numbers are lower than anticipated at this point in time and the new Foundation Apprenticeships that are being offered may affect some of them.

This implementation plan for 2018-19 and beyond has been jointly developed with our local authority partners and, where appropriate, with Skills Development Scotland (SDS) and employers. All three of the local authority education services, as well as the college, have put in place dedicated staff at an appropriately senior level to facilitate the planning and implementation. Across all three local authorities, we have agreed that the college will prioritise sustainable partnership activity that is open to senior phase pupils from all Forth Valley secondary schools (rather than school-specific).

The college continues to prioritise the sharing of knowledge and resources and building capacity with school staff to provide relevant and up to date information, advice and guidance on vocational pathways and routes into employment. We continue to implement a planned programme of CPD for teachers and pupil support staff with visits to college campuses and schools. We are also working with our

school partners to provide a range of opportunities for younger pupils to experience the college environment and learn about career options and routes. These activities will have a strong focus on tackling stereotypical vocational choices in relation to gender. We will, where appropriate, target activities at specific gender groups and will make effective use of role models (staff, students, apprentices and other ambassadors) to promote STEM subjects to girls and subjects such as care to boys.

Finally, the college is an active partner in the Forth Valley Developing the Young Workforce Regional Group and is the host employer for the Programme Team (a Programme Manager and three Programme Coordinators). The team are actively working with schools and employers to promote the college's senior phase vocational pathways and to develop and enhance employer engagement with education.

The following tables set out the planned school-college senior phase vocational portfolio for each local authority for 2018-19. This predicts a total of 756 places on Senior Phase Vocational Pathways in 2018-19, as oppose to 538 places (439 actual enrolments) in 2017-18.

| Falkirk Senior Phase Vocational Pathways 2018-19 | SCQF Level | Places |
|---|-------------------|---------------|
| Skills for Work Early Education and Childcare | 5 | 16 |
| Skills for Work Construction Crafts | 5 | 24 |
| Skills for Work Sport and Recreation | 5 | 14 |
| Skills for Work Creative Industries | 5 | 16 |
| Skills for Work Engineering Skills | 5 | 12 |
| Foundation Apprenticeship Engineering Year 1 | 6 | 16 |
| Foundation Apprenticeship Engineering Year 2 | 6 | 4 |
| Foundation Apprenticeship Social Services and Healthcare Year 1 | 6 | 16 |

| Falkirk Senior Phase Vocational Pathways 2018-19 | SCQF Level | Places |
|---|-------------------|---------------|
| Foundation Apprenticeship Children and Young People Year 1 | 6 | 16 |
| Foundation Apprenticeship Accountancy | 6 | 16 |
| Foundation Apprenticeship Business Skills | 6 | 16 |
| Foundation Apprenticeship Information Technology Hardware Systems and Support | 6 | 16 |
| Foundation Apprenticeship Civil Engineering | 6 | 16 |
| HNC Computing Year 1 | 7 | 16 |
| HNC Computing Year 2 | 7 | 16 |
| HNC Electrical Engineering Year 1 | 7 | 12 |
| HNC Electrical Engineering Year 2 | 7 | 6 |
| HNC Sports Coaching Year 1 | 7 | 16 |
| HNC Sports Coaching Year 2 | 7 | 8 |
| HNC Civil Engineering Year 1 | 7 | 16 |
| HNC Civil Engineering Year 2 | 7 | 5 |
| HNC Police Studies Year 1 | 7 | 36 |
| HNC Police Studies Year 2 | 7 | 35 |
| Total Places | | 384 |

| Clackmannanshire Senior Phase Vocational Pathways 2017-18 | SCQF Level | Places |
|--|-------------------|---------------|
| Skills for Work Early Education and Childcare National 5 | 5 | 16 |
| Skills for Work Construction Crafts National 5 | 5 | 24 |
| Skills for Work Engineering Skills National 5 | 5 | 12 |
| City & Guilds Make-Up Artistry (SCQF Level 5 equivalent) | 5 | 16 |

| Clackmannanshire Senior Phase Vocational Pathways 2017-18 | SCQF Level | Places |
|--|-------------------|---------------|
| Foundation Apprenticeship Social Services and Healthcare Year 1 | 6 | 16 |
| Foundation Apprenticeship Children and Young People Year 1 | 6 | 16 |
| Foundation Apprenticeship Engineering Year 1 (Alva Academy) | 6 | 12 |
| Total Places | | 116 |

| Stirling Senior Phase Vocational Pathways 2017-18 | SCQF Level | Places |
|--|-------------------|---------------|
| NPA Sound Production SCQF Level 5 | 5 | 14 |
| Skills for Work Early Education and Childcare | 5 | 16 |
| Skills for Work Construction Crafts | 5 | 36 |
| Skills for Work Creative Industries | 5 | 16 |
| Skills for Work Hospitality | 5 | 12 |
| City & Guilds Make-Up Artistry (SCQF Level 5 equivalent) | 5 | 16 |
| Foundation Apprenticeship Social Services and Healthcare Level 6 Year 1 | 6 | 16 |
| Foundation Apprenticeship Social Services and Healthcare Level 6 Year 2 | 6 | 8 |
| Foundation Apprenticeship Social Services (Children & Young People) Level 6 Year 1 | 6 | 16 |
| Foundation Apprenticeship Social Services (Children & Young People) Level 6 Year 2 | 6 | 6 |
| Foundation Apprenticeship Food and Drink Operations Year 1 | 6 | 16 |
| Foundation Apprenticeship Business Skills Year 1 | 6 | 16 |
| Foundation Apprenticeship Creative Digital Media Year 1 | 6 | 16 |

| Stirling Senior Phase Vocational Pathways 2017-18 | SCQF Level | Places |
|---|-------------------|---------------|
| Foundation Apprenticeship Scientific Technologies Year 1 | 6 | 16 |
| Foundation Apprenticeship Information Technology Hardware Systems and Support | 6 | 16 |
| HNC Hospitality Management Year 1 | 7 | 16 |
| HNC Hospitality Management Year 1 | 7 | 4 |
| Total Places | | 256 |
| Total for 3 Local Authorities | | 756 |

| Other Senior Phase School-College Courses 2018-19 (equivalent to SCQF Level 4) | Places |
|---|---------------|
| Falkirk | |
| Alternative Curriculum | 24 |
| School-College Opportunities to Succeed (SCOTS) | 120 |
| City and Guilds Introduction to Hair and Beauty | 14 |
| Stirling | |
| Alternative Curriculum | 24 |
| School-College Opportunities to Succeed (SCOTS) | 84 |
| Clackmannanshire | |
| Alternative Curriculum | 48 |
| College Joined with Education and Training | 24 |
| Access to Further Education | 12 |

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SHEP Schools

Forth Valley College has four SHEP schools (secondary schools with consistently low rates of progression to higher education) within its region – Grangemouth High School, Bannockburn High School, Alloa Academy and Lornhill Academy. We do not treat these schools differently, but engage with them and all other secondary schools fully in our regional planning for senior phase school-college partnership activity, with a clear aim of promoting progression to FE and HE, as well as employment.

Grangemouth High, Bannockburn High and Lornhill Academy have higher allocations of places on the School-College Opportunities to Succeed (SCOTS) course than other schools (normal allocation is 12 places per school). Alloa Academy chose not to participate in this initiative due to timetabling difficulties, however we have worked closely with Alloa Academy and Lornhill Academy over a number of years to offer two “bespoke” transition courses for them, aimed at pupils at risk of disengagement or of leaving school to a negative destination, and progression rates into FE from these courses has been very good. We are also working with Bannockburn High on a new initiative to offer ECDL to senior phase pupils, as a way of introducing them to the college and to college staff. A further initiative was a joint venture between the college, Lornhill Academy and SP Energy Networks, where a group of pupils spent the day at the Falkirk Campus learning about apprenticeships and careers in power transmission and experiencing a practical activity on the SP Energy Network power-line training poles situated at the college. This inspired all of the participating pupils to apply for apprenticeships they would not have known about without attending.

Forth Valley College, along with Falkirk, Stirling and Clackmannanshire Councils and the University of Stirling does have an ambition to offer eligible pupils in all Forth Valley secondary schools the type of activity currently offered to SHEP schools by LEAPS (Lothian Equal Access Programme for Schools). We believe that together we could provide more regionally focused support activities and engage more pupils than the LEAPS offer, which is very Lothian-centric. This was the subject of a joint bid to the SFC Impact for Access fund during 2014-15, primarily to cover the costs of pupil transport and consumables, however we were disappointed not to be successful. The partnership would still be very keen to take this forward should resources become available.

CPD Plan

Forth Valley College benefits from a bespoke approach to CPD and staff development as well as work force planning which makes up our People Strategy. We adopt a variety of approaches and tailor our staff development process which benefits the employee, line manager and department. Compliance training as well as role specific training is identified and recorded in the employees' appraisal called the PRD (Personal, Review and Development) which creates a positive impact on the culture and focus towards CPD which is evident in the feedback from employee engagement. A new aspect to the PRD is that it allows staff to record their 'Professional Practice' which covers Reflection on Practice, Experiential Learning, Collaborative Learning and Cognitive Development. These areas are in line with Education Scotland's focus for Career-long Professional Learning (CLPL) and will help to inform the on-going Self Evaluation process.

Two distinct strategies are adopted to tailor staff development to achieve maximum impact and return. Management and staff are included in selecting relevant themes as well as designing events around our Learning and Teaching Strategy which ensured that the training is relevant for lecturers CPD when working effectively with younger learners. A Training Needs analysis approach is also adopted with all departments to ensure department and individual development needs are captured and aligned to operational plans. This produces specific requirements for each department which enhances the delivery of the relevant CPD. It also creates the opportunity for line managers to consider cross departmental training and multi skilling to improve effectiveness and reduce resource challenges.

Delivery of talent management programmes aimed at managers and the Senior Management team allows the College to enrich leadership and management skills to deliver the College's mission, vision and values.

TQFE is prioritised for staff who will be working with students, and is spread across all academic departments. PDA is also identified for academic staff to support development and skills. A collaborative approach is adopted in sharing best practice throughout the college and

within the sector. Several opportunities have been identified to enhance CPD such as the Staff Development Collaborative Group (SDCG) which focuses on shared CPD between colleges and utilises in house resource and talent. The College has successfully held a Creative Learning conference and continues to implement a creative learning culture amongst our staff, this focus is maintained by the Colleges Creative Learning Action Community.

The College has recently developed and launched its People Strategy covering 2017-2022 to recognise the hard work, commitment and innovation of our dynamic team that ensures our continuing success. Through our People Strategy we will develop and empower our people as a workforce for the future, we will ensure all College activities reflect the key principles of equality and diversity to achieve an inclusive organisation, and we will value staff by recognising and celebrating success. We will achieve this by:

- Promoting an agile workforce, embracing innovation, facilitation, mentoring and peer support
- Developing future leaders ensuring effective succession planning
- Engaging staff in the future direction of the College and providing opportunities for professional development and collaborative opportunities
- Delivering the benefits of a digital environment through capacity building and CPD that embraces emerging technologies and practices
- Fully integrating equality and diversity in everything we do
- Ensuring every member of staff has the opportunity to contribute to the direction of the College
- Celebrating the success of our staff and students

Articulation

Our partnership links with Universities continue to evolve, developing from traditional articulation models to integrated learner journeys, where students can seamlessly progress through Higher National college activity on to the next level within Stirling, Heriot-Watt and Strathclyde universities.

In partnership with the University of Stirling, we continue to deliver four very strong integrated degree programmes in Applied Biological Sciences; Heritage and Tourism; Digital Media and Computing Science. Unlike traditional articulation arrangements, these are wholly integrated tertiary programmes, jointly designed, developed and delivered by the University, College and industrial partners. Students are Associate Students of the relevant University from the beginning and, while they undertake their HND in college, they benefit from a wide range of enhancement activities, including workplace visits, guest lectures, visits to the University for joint lectures, seminars and practical activities. In terms of wider student life, most of the students on these programmes stay in the University Halls of Residence and participate fully in student life. Data from the University of Stirling shows that participation from students from MD40 is higher on our integrated programmes compared to other under-graduate provision, evidencing that the integrated degree programmes are widening access.

We also continue to work in partnership with Heriot Watt University on the MEng Chemical Engineering and with the University of Strathclyde's Engineering Academy on their BEng Chemical Engineering.

In addition to these Associate Student articulation arrangements, we also have around 122 formal articulation agreements, with guaranteed places, in a wide range of subject areas with University partners across Scotland. We are working to grow this further by progressively enhancing our work with existing HN students to raise aspirations and support articulation transition, although the year-on-year numbers are difficult to predict accurately, as they depend very much on HN students' individual interests and circumstances.

The College will continue to work with University partners to maintain existing articulation agreements and to increase the number of identified articulation routes available to learners, and will seek to maximise the benefit of articulation agreements by timely and targeted communication of all relevant articulation opportunities to learners.

Early communication of articulation opportunities will continue to be accompanied by appropriate advice and guidance to students and support through the UCAS application process.

Learners will also continue to be encouraged to engage with Universities (at subject and programme level) during their HN studies, through the facilitation of visits to University campuses, participation in University hosted lectures and industry events, and bespoke activity aimed at preparing articulating students for the transition to HE.

STEM Assured Status

The College successfully attained STEM Assured status in 2013 and was the first College in Scotland to be STEM accredited by NEF: The Innovation Institute (NEF), and were re-accredited last session. NEF influence the inter-relationship between education, business and government, through research and collaborative networks to prepare for an innovative and creative sci-tech workforce.

STEM Assured is used by education and training providers as a key differentiator to demonstrate their capability in delivering STEM provision that meets the needs of business and industry. Following a framework covering strategy, engagement, delivery, innovation and impact, it ensures a provider's vocational STEM offer meets the needs of learners and employers.

STEM Assured is an outcomes-based standard developed to recognise high quality cross-curricular science, technology, engineering and maths (STEM) education and delivery. It is unique in the education sector and achievement of the standard emphasises exceptional strengths and capabilities, helping providers enhance engagement and success with learners and employers. The Standard offers an assurance process that

builds upon existing standards and quality marks an institution may have achieved. Acknowledged by the government (Department of Business, Innovation and Skills), the National Apprenticeship Service and the UK Commission on Employment and Skills (UKCES), STEM Assured is the ONLY Standard that assures vocational STEM provision.

The College was successfully re-accredited with STEM Assured status last session, with the award panel commending the following examples of good practice:

- The college is guided by strong management that has clear and ambitious plans for the development of STEM provision using new and innovative approaches.
- The college has good engagement with employers and its responsiveness to the regional skills needs of industry.
- Significant investment in facilities demonstrates commitment and a strategic approach to the development of its STEM provision.

The College is taking full account of the Scottish Government's recent STEM Education Strategy in its forward plans. We have already begun working with key partners in the region and beyond (local authorities and schools; universities, the Forth Valley Developing the Young Workforce Regional Group; Energy Skills Partnership and others) on the development of a regional STEM strategy with the College at the centre of a STEM Hub.

Gaelic Provision

The College continues to offer a flexible learning course on Learning Scots Gaelic.

Foreign Language

The College offers a range of foreign language courses through our evening and flexible curriculum. The languages covered through this area of our curriculum are French, German, Italian, Dutch, Spanish, Greek, Icelandic, Japanese, Polish, Portuguese and Russian.

Sustainability

Forth Valley College recognises that the changing climate will have far reaching effects on Scotland's economy, people and environment. Consequently, the commitment to carbon reduction remains a key strategic objective for the College, within the college mission statement of "Making Learning Work." Carbon reduction forms part of the overall sustainability agenda, for which the College initially received recognition at the College Development Network Awards in December 2014, and continues to progress a "whole college approach" with the introduction of the Environmental Association of Universities and Colleges (EAUC) Learning in Future Environments (LiFE) initiative. The LiFE initiative adopts a self-assessment tool for 4 key themes- each with their own objectives;

- Leadership and Governance
- Estates and Operations
- Partnership and Engagement
- Learning and Teaching

Our vision is to continue to lead by example in all our activities and to ensure that learners are aware of the impact their actions will have, on the environment. This commitment is supported by the College Green Sustainability Statement that is approved annually by the Board of Management and Senior Management Team.

The College, through its partnership with the EAUC and re-signing of the Universities and Colleges Climate Commitment for Scotland (UCCCfS) has developed a Carbon Management Plan (CMP) which replaces the previous Climate Change Action Plan under the Carbon Trust. The College estate has altered considerably since the CMP baseline year of 2008-2009, with the opening of our new campus in Alloa (2011) and new campus in Stirling (2012) both of which received the Building Research Establishment Environmental Assessment Method (BREEAM) Excellent rating. The college remains on target to reduce tCO₂ levels by 25% from the baseline figure of 2873.35tCO₂ by the year 2020. The figures from August 2016 illustrate a cumulative 20% reduction from the baseline year to date.

Annual carbon reporting for Public Bodies Duties in the Climate Change (Scotland) Act 2009 will be mandatory for the entire sector from 2016. Forth Valley College participated in the trial submission year in 2015 to the Sustainable Scotland Network (SSN) at Keep Scotland Beautiful, as part of the Public Sector Climate Change Duties Reporting requirements. The College continues to liaise with all partners on these requirements including Resource Efficient Scotland, EAUC, SSN and Keep Scotland Beautiful.

The CMP forms only part of the overall College Sustainability agenda. The College Sustainability Committee consists of various college support and teaching departments along with the student association. The Committee set key performance indicators and continue to monitor progress. These key performance indicators include printing, travel, energy and utilities, health and wellbeing, sustainable procurement, waste, Fairtrade, embedding sustainability into the curriculum along with citizenship and employability.

Governance

The College's Board of Management consists of 18 members as follows:

- Chair
- 12 Independent Non-executive members
- 2 Student members
- 2 Staff members
- Principal

There is a clear differentiation in the roles of the Chair of the Board and that of the Principal. Matters reserved to the Board of Management are set out in the Standing Orders and Operating Guidelines, the Scheme of Delegation, and under the Financial Memorandum with the Scottish Funding Council. The Board of Management is responsible for the on-going strategic direction of the College, approval of major developments and the approval of annual budgets.

Members of the Board have a collective responsibility for the proper conduct of the College's affairs. Members have full and timely access to all relevant information to enable them to perform their roles effectively. Members' roles and responsibilities are described in the Code of Good Governance for Scotland's Colleges and the Guide for Board Members in the College Sector.

Board Effectiveness

The Board of Management has adopted the Code of Good Governance for Scotland's Colleges. The code outlines the activity to be undertaken by a Board. The Board of Management has an effective mix of skills in place, supplemented by a comprehensive induction process which is further enhanced by Board training activities such as the provision of equalities training.

There are self-evaluation processes, led by the Chair and an evaluation process for the activity of the Chair led by the Vice-Chair. These offer a mechanism for members to feedback on their perceptions of the Board, their contribution and any future training needs.

Assessment of corporate governance

In the opinion of the Board of Management, we can confirm that corporate governance is exercised in accordance with the principles of the Code of Good Governance for Scotland's Colleges, the Scottish Public Finance Manual (SPFM) and the Financial Memorandum. Our auditors' opinion on regularity states that "In our opinion in all material respects the expenditure and income in the financial statements were incurred or applied in accordance with any applicable enactments and guidance issued by the Scottish Ministers."

New Quality Arrangements

The College Board of Management remains committed to engaging fully with Education Scotland and the Scottish Funding Council on the new quality arrangements. The College's first Evaluative Report and Enhancement Plan were endorsed by Education Scotland and SFC in

November 2017 and college managers are now working on an engagement calendar for the remainder of 2017-18.

European Union Links

The College are participating in the European Erasmus '3Es Youth in VET (Vocational, Employment, Training): Engagement, Empowerment & Employability' project to support disadvantaged people, in particular, disadvantaged young people. The project is being co-ordinated by our Maltese partners from the Malta College of Arts, Science and Technology (MCASt). The other partners in the project are from the Netherlands, England and Germany. The College are primarily participating in the development and teaching of PSD (Personal and Social Development) units based around the delivery of 'pastoral care' and 'communications'.

To date there has been a planning meeting and a week-long seminar. The College participated by providing workshops on the subject of 'Attitudes and values to work with vulnerable youths' and 'How lecturers take care of their own emotional and mental wellbeing'. The College will be participating further in the project, the specific focus evolving from the current work.

The College are also currently participating in an international initiative to support people with dementia. Staff within the Department of Care Health and Sport are engaging with a project which is funded through Erasmus+ sharing knowledge of this condition and considering ways in which digital technologies can be used as a supportive tool. The Memory Media Project collaboration, which will be on-going until December 2018, involves Forth Valley working with representatives from Dundee and Angus College, Spain, Sweden and China.

Within the project the College will be working towards outputs centring on the development of resources and materials to support learning in this area. The focus of the project will be to utilise digital technologies which can support individuals and families who are touched by Dementia. As part of this a comparative study of the countries involved will be undertaken to identify the landscape in relation to Dementia and

a literature review created to examine current thinking. As the project progresses resources will be developed which could be used for short programmes or independent learning. There is the potential that a digital resource will also be created and trialled within this field for individuals with Dementia.

This project is an exciting opportunity for staff to be part of sharing approaches and thinking with colleagues from a European and International perspective.

Estates Strategy

The Forth Valley College agreed Estates strategy comprises a vision for three new campuses. The first in Alloa, the second in Stirling and a third in Falkirk. A significant investment has already taken place in phases 1 and 2 of this strategy with Alloa and Stirling successfully completing on programme and within budget in 2011 and 2012 respectively. The new Falkirk Campus is planned to open in October 2019.

Significant progress has been made toward the realisation of the new Falkirk campus, with the approval of the Full Business Case in November 2016 and the submission of the final Decision Point 4 report to the Scottish Funding Council and Scottish Government, with approval received on 4 October 2017. Following this approval, the appointment of the main contractor Balfour Beatty occurred on 11 October 2017.

The new campus plans include servicing the current Falkirk Campus curriculum and will accommodate over 11,000 students of which almost 2,000 will be full time. The proposed New Falkirk Campus will be located on the cleared 10.87 acre Middlefield Campus site and an additional section of land (4.8 acres) to the East of this. The new facility will be 20,720sqm and will incorporate state of the art and flexible teaching accommodation, as well as low carbon initiatives, such as Photovoltaics, a Ground Source Heat Pump system, Combined Heat and Power boilers, along with other sustainable functions required to meet the Building Research Establishment Environmental Assessment Method (BREEAM) standard.

Meeting the needs of employers

Forth Valley College plays a key role in the economic development activity of Forth Valley through working with and supporting local and national employers and our connections with Scottish Enterprise, SDS and the priority sectors. Succession planning and workforce development needs are key to this activity where we provide extensive Modern Apprenticeship provision, work-based learning and up skilling and a range of tailored services for companies and their employees. The College is fully committed to delivering economic regeneration including the STEM national priority, (we have recently been reaccredited with STEM Assured status from NEF), and supporting key sectors including Energy, Creative Industries and Hospitality and Tourism. Furthermore the College delivers significant services for Construction, Business, IT and Health and Social Science.

Modern Apprenticeship

Forth Valley College is one of the largest College providers of Modern Apprenticeship (MA) training and contributes significantly to the achievement of Scottish Government and SDS priorities. Our MA provision directly supports key sectors of the Scottish Economy with significant activity in Engineering, Science, Hospitality and Salon Services, Management, Business Administration and Construction. Our record for successful delivery of MAs has also attracted non-government funded places through key sector bodies such as SECTT, SNIPEF, BEST and Construction Skills. We continue to achieve higher than average attainment rates for learners undertaking MA provision as well as higher than average achievement rates.

Our aspirations to build our MA provision in 2017-18 was successful and the numbers of engineering MAs have returned to the level prior to the downturn, however the anticipated growth in construction MAs has been slower with one potential factor being the introduction of the new pathway, which is a significant change for the sector.

We are continuing to engage with industry on MA provision and the fact that FVC was awarded the largest contract for colleges for 2018-19 is testimony to that.

Employer Engagement

Employer engagement is right at the heart of Forth Valley College's business model and our mission of "Making Learning Work" means making learning work for employers, as well as for students. One of our six strategic themes is "Enhancing our position as the business and community partner of choice" and we deliver on this through a whole-college approach to meeting employers' current and future skills needs. Every department has a responsibility to develop effective and mutually beneficial relationships with employers, ranging from partnership working to create opportunities to enhance employability skills for full-time students, through to the development of bespoke training courses and facilities for employers. We work with companies from the smallest, local, social enterprise through to multi-national corporations and pride ourselves in meeting their diverse range of needs and challenges.

The College was shortlisted for the TES FE Awards 2016 in the category of Employer Engagement, for the extent and breadth of our engagement with employers, and also in the category of Modern Apprentice Programme of the Year for the bespoke MA and training programme for Building Service Maintenance that we developed alongside FES Facilities Management Ltd.

Forth Valley College has very strong links with industry across our courses in all teaching Departments, with employers having significant input into course designs, and in many cases, courses developed specifically for employers. The Business Development department supports the activities of all the teaching departments and is a liaison and interface for the college, employers and employees as part of our role Business Development provides a client management service to ensure employers fully understand the progression of their employees and the requirements for gaining industry recognised qualifications. Our commitment to working with employers is at the forefront of our teaching

departments ensuring we are meeting the needs of the industry sectors in which we operate.

Skills Development Scotland (SDS) are a key stakeholder for the college and we engage at a variety of levels to ensure that we are meeting the skills development needs of local and national employers. .

The main areas of activity and connections fall into three main areas:

- Well-established relationship with the national programme team through our contract for delivery of Modern Apprenticeships (MAs).
- Strong links with the industry sector teams connecting to the Skills Investment Plans and the Regional Skills Assessment for the area. This has supported a number of activities for the college from the development of the computing strategy to the accessing the Energy Skills Challenge Fund to support transitional training in the college.
- Local SDS offices are also a key connection for the college and recent show and tell type events across both teaching and service departments have been very successful in developing relationships and allowing better understanding of college programmes, processes and procedures. Local SDS staff operate out of the college campuses and we are starting to look at the potential of co-location in the new Falkirk campus.

Business Development represent the college in a number of employer engagement forums including:

- The Forth Valley Partnership Action for Continual Improvement (PACE) Steering Group.

PACE (Partnership Action for Continuing Employment) is the Scottish Government's national strategic partnership framework for responding to redundancy situations.

Skills Development Scotland (SDS) co-ordinates PACE at a national level and facilitates local level response teams providing tailored

help and support for individuals at risk of, or experiencing, redundancy. Forth Valley College play a key role in this group and are currently supporting several local businesses facing closure. An example being Carron Phoenix, where we are supporting individuals gain formal accreditation for roles they have carried out for a number of years, but do not currently have formal qualifications in these areas.

- LEP Employer Engagement Group

The Stirling and Clackmannanshire and Falkirk Local Employability Partnership exists to facilitate, support and co-ordinate the provision of employability services in Clackmannanshire. Forth Valley College have chaired the Stirling group and are active partners on the Falkirk executive group and as a result we have taken a lead on several employer engagement events across the Forth Valley.

The Electrical Instrumentation and Chemical Engineering (EICE) and Applied Science, Maths and Mechanical Engineering (ASMME) departments continue to work with Scottish Power to reflect on-going needs in the sector from craft apprenticeship, adult apprenticeships and higher level awards. Cross departmental working between the client managers in Business Development and the lecturers in both departments ensure that we are adapting and flexing elements of the training programme to ensure the apprentices are work ready and skilled for their progression out into industry. ASMME AND EICE are also working with Alexander Dennis on bespoke training for their Modern Apprentices, this involves the construction of a bus type structure to allow their MA's to handle battery operated hand tools in the same way as in industry to provide skill sets required to assemble a bus on an assembly line rather than in an engineering workshop environment.

Through our success with the Energy Skills Challenge Fund and our connections with the Chemical Sciences Skills Investment Plan, the EICE Department is also working with three local companies to develop a bespoke up-skilling instrumentation course to resolve the issue of suitably trained instrumentation personnel. It will be targeted at electrical trades' people and be offered on a one day per week basis to

match the company's utilisation of key staff. We have also recently started discussion with GSK and Ineos O&P to develop a transition programme for automation engineering skills and this could be widened out to other employers within the chemicals sector. Our partnership with Scottish Power continues to grow with the College now providing training for their apprentices, Transition training for up-skilling, training for their contractors, along with delivery of their Advanced Apprenticeship course to HND level.

Our Science department continues to develop strong links with the Life Sciences Skills Investment Plan implementation and is participating in a joint working group between education and industry in relation to the requirements for the life sciences MA. The department has recently changed our model of delivery to be a straight two year programme rather than a roll on roll off and this has attracted new employers to the college namely Quotient and SASA.

We continue to deliver a number of successful short courses in conjunction with local employers such as Process Optimisation and Safety in Microbiology. The College has also successfully delivered bespoke training relative to fish pathogens. This company had struggled to source this training and the College has supported industry by developing the entire training programme which will be delivered by FVC staff predominately on the company's site. Due to the success of this programme further delivery is planned in 2016-17. HND Applied Biological Science, HND Applied Chemistry and HNC/D Chemical Process Technology were reviewed with employers to review course design. There continues to be significant employer engagement with the delivery of the Applied Biological Science Degree that was developed jointly with the University of Stirling.

The College was awarded pathfinder funding to develop Foundation and Graduate apprenticeship programmes in Engineering, and is currently working in partnership with 2 Falkirk High Schools in the delivery for of the Foundation Apprenticeship, and Heriot Watt University for the Graduate Apprenticeship. FA delivery commenced on August 16 with the GLA being delayed until 2017-18.

Following on from the College's successful STEM reaccreditation from The STEM Foundation (NEF), the College held a "Making STEM Work" conference where over a hundred local secondary school pupils attended industry led workshops with key local employers.

A very effective link has been created with the Energy Skills Partnership (ESP) which has created a wide range of opportunities to engage with industry and associated supply chains. With industry partner support ESP have facilitated staff development sessions and provided financial support to develop and deliver elements of curriculum relative to micro energy generation, energy efficiency and energy conservation. ESP also supported the Bloodhound challenge as part of the STEM open day, this involved students from local Primary Schools coming into College to race rocket cars that they had designed and built by the Pupils, this was supported by ESP and the Army by contribution of equipment, College staff CPD and attendance at the event. This was an excellent event in encouraging Primary School student involvement in STEM as a fun educational activity.

Within our Business department all of our NQ Administration students undertake a two week work placement as part of their programme. As part of the review of these work placements there are scheduled meetings between college staff and employers, and questionnaires are used to gain feedback on the work readiness of our learners. The information gathered from these sources and the work place supervisor report is used to shape course content for future cohorts, and to provide feedback and personalised support for current learners.

The successful development of our Heritage and Tourism degree programme continues to receive support and advice from industrial contacts including Historic Scotland, Stirling Council Archaeological Services and members of the Scottish Tourism Alliance. As well as this guest speakers and employer representatives from Barrhead Travel, Thomas Cook and others engage regularly with staff and tourism learners across all three campuses.

The department has developed a very productive partnership with Ineos Grangemouth that supports Ineos' internal management development

programmes. This involves our students taking part in a series of competency based workshops on site at Ineos as well as guest lectures from Ineos staff on campus.

Within accounting, meetings have taken place between accounting practitioners, examining bodies and college teaching staff to help us ensure that our programmes equip our accounting students with the skills and knowledge needed to help them gain employment and be ready to undertake professional accounting qualifications. In August 2016 the department introduced the Foundation Apprenticeship in Financial Services in partnership with Prudential Stirling, where staff from Prudential and the college worked together through the recruitment, programme design and delivery planning processes and in Session 2016-17 we are running with the first cohort of learners on this programme. Learners alternate between studying on campus at Stirling and undertaking work experience on Prudential premises at Craigforth Stirling.

Our HR and Management qualifications that are accredited by CIPD and CMI allow staff from the college to work with local employers to develop tailored training solutions with a good example of this being the work recently done with ID Systems in developing a CMI Management training programme with blended content and delivery methods tailored to the needs of both the employer and programme participants.

The Department has also developed a bespoke Management Training Programme with FES. Eight FES employees operating in a range of management roles (Project Managers, Operations Managers, Contracts Managers and Supervisors) commenced studying HNC Management and Leadership programme with the College. Regular review meetings between FES and college staff confirms the success and value of the current programme and plans for a second FES cohort to commence August 2017 are underway.

The profile of workforce detailed in the Regional Skills Assessment for the Forth Valley area suggest that concentrations of construction trade related employment is above the national average. The college has seen this reflected in several historic employers reengaging with the

department of Construction this year and will reflect this by requesting places in various trades in our 2017-16 SDS MA bid.

The Department of Construction currently delivers programmes at SCQF level 3-8 from all main College Campuses. The programmes delivered are specifically designed to achieve strategic national Education and Training objectives in partnership with local and national employers, sector skills councils and local authorities. As a result of improving Construction Industry activity levels demand for Modern Apprenticeships (MA's) at both Craft and Technician level is developing into one of the main Curriculum drivers for the Department.

Employer engagement is constantly evolving with the creation of new business development solutions for a growing number of partners and key stakeholders including the Construction Industry Training Board (CITB), Building Engineering Services Association (BESA), Scottish & Northern Ireland Plumbing Employers Federation (SNIPEF), Local Authorities, University Sector and many other organisations. Following effective employer engagement over the period 2013-16 the Department has successfully introduced two new MAs; Building Service Maintenance (FES Facilities Management) and Civil Engineering (CITB) with demand for existing and new Craft and Technician MAs predicted to increase over the period 2016-2019.

In partnership with Stirling based employer - Facilities Management group FES FM a new fully equipped training facility has been created to train Building Service Maintenance MAs over the next five years. The MAs are recruited from throughout the United Kingdom and trained to SVQ level 3 at the Alloa Campus facility. In October 2014 the partnership was awarded the best in "Learning and Career Development" category at the prestigious annual UK British Institute of Facilities Management (BiFM) awards and in September 2016 the partnership gained success in the Scottish Training Federation Awards.

In partnership with key employer partners including; Robertson Construction, Historic Environment Scotland, Scottish Canals and the Civil Engineering Contractors Association the Department has developed a wide range of new vocational and Higher Education

programmes in line with industry requirements, the Department has in addition, through effective employer engagement secured work experience for learners and opportunities for college staff to participate in Continuing Professional Development training and events.

The Department works very closely with the Scottish Government funded Energy Skills Partnership (ESP) to develop relevant programmes in line with employer and industry requirements. Recent examples include energy efficiency, renewable energy and Building Information Modelling (BIM).

The department of Access and Progression currently delivers Stage 2 Employability in Construction and Retail at the Falkirk and Alloa campuses. These full-time courses include SQA units and work placements. Our Work Placement Co-ordinator liaises with many employers in Forth Valley to agree work placement opportunities. Students may potentially progress onto an Apprenticeship, employment or further training or study. The department also participates in a wide range of placements with a variety of organisations and agencies to facilitate work placement opportunities for courses including Working with Communities and Employability courses.

The Department of Creative Industries has made significant advances in developing a wide range of employer links recently, with a department-wide realignment of provision ensuring a more adaptable, agile and industry-relevant suite of courses. The media section is developing links for work placements, guest lectures and course development support with a variety of organisations including Scottish Television, the NUJ, Prudential, Eden Consultancy and others. In addition, the Computing area of the department has made significant changes to realign more closely with industry demands, and now offer significant industry-backed additional qualifications to students via vendor-accredited courses, with developing partnerships with a host of organisations including Oracle. In Art and Design, project-led learning ensures that students are preparing for industry-led activity throughout their courses, with a significant series of successful briefs, including work with Stirling Cycle Hub, the Macroberts Arts Centre and Glaxo

Smithkline. In Sound Production, students work with employers to learn specific specialist studio techniques, led via visits to studios and employer talks. In addition the team work with industry experts like Mediaspec to promote and develop courses. All students are encouraged to develop vital skills and understanding across the core competencies of industry-specific training; creativity; and enterprise and entrepreneurialism, with PDPs, work placements, visits, guest lectures and other activities all developing industry-relevant links.

Within the Department of Hospitality and Salon Services, employer engagement is at the highest it has ever been. Students have been working with top industry professionals in the capacity of work placements or employed status. Key employers include Michelin Star Chef Tom Kitchen; Gleneagles; Crieff Hydro; Dunblane Hydro; Maxxium House; McDonald Hotels; Stirling Court Hotel; Stark Events, Collesio Hotel, Stirling Schools, to name but a few. Students have also participated in a few events at Holyrood where they were involved with food preparation and service to Members of the Scottish Parliament. Professional Cookery and Hospitality students were involved in a 'Chefs of The Future' competition dinner, which attracted a large number of chefs and restaurant managers, who on seeing the high standard of service and food produced, offered several students paid employment. Hospitality and Salon Services staff and students worked alongside Tom Lewis and his staff at Monachle Mhor Hotel on their highly successful music, food and drink festival weekend and such was the success of this event that 150 Hair, Beauty and make-Up Artistry students were invited to work with DF Concerts in the Refresh area at Scotland's largest music festival, T in the Park.

Within Salon Services all hairdressing students participate in Work Placement one day per week which involves a large number of salons across Central Scotland. Salon Services has three main industry partners – Paul Mitchell Haircare, Eve Taylor Skincare and NSi Nail Systems who work extensively with students to ensure their skills and knowledge are current to industry requirements and current trends. They also offer a wide variety of CPD opportunities to staff. Also, the department worked alongside Job Centre Plus to devise a Sector Based

Skills Academy which offers work experience, employability skills and bespoke training to the long-term unemployed.

To ensure that our programmes meet local employer/authority requirements, the Department of Care, Health & Sport is represented on a wide range of collaborative working groups, including Stirling Care Village, Stirling and Clackmannanshire Early Years Workforce Development Group, Falkirk Early Years Workforce Development Partnership, Falkirk Council's Health and Well-Being Service and School Improvement Team, Falkirk Community Trust, Wallace & Stirling Community Sports Hub, Active Stirling and local voluntary based sporting organisations. Additionally, learner and employer feedback has identified the need for flexible and accessible training that meets industry standards. From the nationally recognised PDA awards for the Early Years and Fitness sectors, National Governing Body Awards for Sports Coaching, to customised CPD awards in Health and Social Care; this delivery ensures that the department continues to provide training and services that meet consistently the requirement of learners and employers.

Within Health and Social Care we contribute to the Workforce Planning and Training Model being developed by NHS Forth Valley and Stirling Council at both strategic and operational levels. In addition to this HNC Care and Administrative Practice has articulation to Stirling University.

Within Early Education and Childcare we are working collaboratively with Falkirk, Stirling and Clackmannanshire councils to meet a growing demand for trained staff. As part of this collaboration, College staff engages in joint CPD with council staff.

Within Sport & Fitness we continue to work collaboratively with a wide range of organisations within the Forth Valley area, including Falkirk Community Football Foundation, Bannatynes and LK Galaxy, to enhance student citizenship and employability skills via volunteering and workplace experience opportunities.

Employability

In Session 2015-16 the College undertook a review and evaluated both the effectiveness and affordability of the Skills Development Scotland Employability Fund courses. The outcome of this review is that the College did not deliver SDS Employability Fund courses in Session 2016-17.

The College recognises that there is a need for this type of provision and delivers under the employability banner in many courses across the college. However the extended work experience element we delivered within the Employability Fund programmes is a crucial support mechanism for the more vulnerable learner and the more we can offer to scaffold transitions to employment the better; as the college, the learner and employer will all benefit. As such, two new courses have been developed in Construction and Retail, which run for 18 weeks, and provide learners with an extended 14 week supported work placement. The College offered both courses with three different start dates through Session 2016-17, and is continuing with this delivery.

The learners for this type of programme tend to be young people who are vulnerable and need additional support; they lack self-confidence and self-esteem, they have struggled in the school environment and tend to be care experienced. As such they do require more support both in college and when they are in the work place. By changing the programme to an 18 week programme opens up the student support services and funding to this group and allows us to recruit on this basis. Furthermore we have strong links with DWP and SDS as well as our LEP partners in identifying and reaching this group of young people.

Work Placements

The College has increased the number of work placements available to our students from our 2013-14 figure of 476 to 670 in Session 2016-17, and we plan to further increase the number of available work placements over the period of this Outcome Agreement. The main subject areas where this increase will be focused upon are Care, Business and Engineering. The second phase of our Employer Engagement systems

development is to introduce a central work placement reporting tool which will allow greater transparency, ease of reporting and monitoring of progress towards this target.

The College takes cognisance of the Work Placement Standard for Colleges, and strives towards all appropriate vocational courses having a meaning work placement in accordance with the Standard.

The College has seconded a member of staff, paid for by SFC Developing the Young Workforce funding, to further develop work placements, with the focus being on Civil Engineering in the first instance.

Access, equality and diversity

The College successfully complies with all Equality Act requirements and the Scottish Specific Duties, and continues to meet the three aims of the Equality Duty through our mainstreaming approach to equality. We published our Mainstreaming Report and our Equality Outcome progress together with our annual employment data and equal pay statement.

Equality remains a key element of staff development with general awareness raising sessions delivered to complement on-line training. Specific resources for equality are also made available for staff. Staff from our Learning Support Service have delivered tailored staff development on reasonable adjustments and specific needs and barriers of students with particular additional support needs such as Autistic Spectrum Disorders and Mental Health. We have worked jointly with the Student Association to raise awareness through events throughout the year to highlight specific issues such as violence against women, LGBT History Month, and Show Racism the Red Card. We successfully raised the profile of the 16 Days of Action Campaign through a very thorough social media campaign that was well received across college.

Staff and student data are collated and analysed for any negative impacts in terms of profile, retention, progression and attainment. Specific action is being planned for areas of under-representation, for example women in STEM, and action is taken through the self-evaluation process where there are any differences in attainment for people with protected characteristics.

Equality is integrated into learning and teaching approaches through the Creative Learning & Learner Technology Strategy and associated Learning Activity Planning Tool. Partnership remains a key focus, with the Equalities team having representation on local groups consisting of public sector and third sector partners such as the Forth Valley LGBT Development Group, the MAHRS (Stop Hate Campaign) group and the 16 Days of Action Group (raising awareness of issues of violence against women).

The College holds two key charter mark awards for Equality. We were the first college in Scotland to receive the BRITE Chartermark for inclusion, demonstrating our commitment to inclusive practice across college. We have also gained the LGBT Youth Chartermark at Foundation level for our strategic and structural approach to equality across the whole organisation. We also received the Silver award for our Student Services function area, again for our inclusive practice in supporting LGBT students. These awards examine and recognise everything from our Respect campaign, equality awareness raising, staff and learner development, learning support service, inclusive learning and teaching approaches through to physical aids and adjustments in terms of accessibility of services, buildings and technology.

The College has developed an Access and Inclusion Strategy, which includes the College's Gender Action Plan.

Meeting additional support needs

The College Equalities Team provides a needs-led Extended Learning Support (ELS) service for learners with additional support needs. Support is tailored to individual circumstances with the learner at the centre of the process to ensure their needs are met effectively. High quality needs assessments are completed with learners and the College is an accredited needs assessment centre for Student Awards Agency for Scotland Disabled Student Allowance applications. All prospective, new and current learners are informed of support available and how to access it – learners are able to disclose support needs at any time during their time at College. Currently, in Session 2016-17, we are currently providing ELS to over 600 students with a wide range of additional support needs from acquired brain injury, short term memory loss, dyslexia or asperger syndrome to mental health difficulties, completing a range of programmes at all levels. Further detail is provided within the College's draft Access and Inclusion Strategy.

The department of Access and Progression provides a wide range of courses, under the banner of 'supported programmes', for

disadvantaged young people in the senior phase of school who have a diverse range of support needs. This spans from supporting those with learning disabilities and/or those with social, emotional and behavioural needs.

We provide, on all three campuses, extended school link classes for young people with learning disabilities to support them in their transition from school into college or the workplace. These young people have learning support needs ranging from profound and complex needs to those with mild to moderate learning difficulties. We work closely with schools and support agencies, such as social work, to help these young people to progress.

In addition, the department provide a wide range of courses specifically targeted towards young people in the senior phase of school who have social, emotional and/or behavioural support needs. These young people are amongst the hardest to reach in our community who may have disengaged with school and/ or the wider society or currently be in a specialist school support unit. Working with a diverse range of agencies and partners, including schools, we participate in school leaver destination meetings and, where possible, individual review meetings to support the young person, their carers/families and wider agencies support the young person's progression into college or the workplace.

Safeguarding

The College has recently updated its Safeguarding policy to ensure the Safeguarding of all Children, Young People and Adults who are involved in any way with the College. The policy also gives staff a clear structure within which they can operate safely. The College fulfils its duty of care by:

- raising the awareness of all staff of the need to Protect Children, Young People and Adults, and to emphasise the responsibility of all staff in reporting possible cases of abuse or harm to the Safeguarding Team;

- providing appropriate procedural steps in order to monitor the Colleges involvement in Child and Adult Support and Safeguarding Referrals;
- contributing appropriately to assessments of need and support packages for those Children, Young people and Adults affected by abuse or harm;
- emphasising the need for, and facilitating good levels of, communication between all members of staff and other agencies.
- providing mandatory compliance training for all existing and new staff, delivered by the Safeguarding Team.

Corporate Parenting

Forth Valley College is represented on several external groups where transitions and care experienced young people are discussed and where policy and procedures are agreed and implemented. These include: Falkirk Corporate Parenting Steering Group, Local Employability Partnerships, school transitions meetings, Clackmannanshire Positive Destinations group, Clackmannanshire Corporate Parenting group, Stirling Community Enterprise, Stirling Voluntary Enterprise, and memberships in Who Cares? Scotland, Children in Scotland, CELCIS (Centre for Excellence for Looked after Children in Scotland), CEECEF (Care Experienced, Estranged and Carers East Forum), CLASS (College Liaison Association with Scottish Schools), West of Scotland Care Leaver Forum, University of Stirling Corporate Parenting forum and more.

The College developed its Corporate Parenting Plan to cover 2017-20, which includes a revised and detailed Corporate Parenting Action Plan.

To demonstrate our on-going commitment the College has set targets to increase the number of Credits delivered to Care Experienced students at the College, through both increasing disclosures from students and also increasing our overall number as Care Experienced students become more aware of the support available from the College.

Meeting Diverse Needs

Forth Valley College strives to improve learners' life chances ensuring that learners with a disability have the opportunity to access educational provision that, where appropriate, best matches their abilities and allows them to reach their full potential and where suitable, progress from on to either mainstream provision, training or employment. The majority of the Access and Progression department's programmes build on learners' personal and social development, employability skills, health and wellbeing. College staff are involved in a Youth Transitions Work stream, where we work with Local Authorities and other agencies to identify care leavers, disengaged young people, and learners not in a positive destination in order to put in place local interventions. Currently, provision for learners with severe and complex needs is delivered within our school link curriculum and some of the learners progress onto our full time Lifestart programme either on a full or part time basis, or onto our Opportunities for Young People course. Our Enable Transitions worker supports learners to secure suitable work placement opportunities. Adults with severe and complex needs access our evening provision which is practical in nature (drama, music, art). The programme of study is accredited with SQA units at Access 1 level.

Not all learners with complex and profound needs undertake learning which has formal recognition of achievement, so are not all included within the target set for this group. The College is meeting the needs of this learner group by working closer with our partners to ensure smooth transition from school to college, with staff attending transition meetings and hosting events to try to make students and their families feel more supported in moving on to college from school.

We invite parents/carers into the College with the young person and conduct tours prior to their interview to help build a relationship with the young person and their families.

The College strives to ensure all learners have access to College courses, evidenced by our target of increasing the proportion of activity delivered to learners from the 10% most deprived postcodes by over 1% to 12% over the three year period, which represents a higher percentage than the 7% of the whole Forth Valley population who reside within the

10% most deprived postcodes. Our success rates for students from both the 10% most deprived postcodes, and also from the 20% most deprived postcodes were also the highest in the college sector for Session 2016-17. We have set a target of maintaining enrolments from students from a black or ethnic minority at 3%, which represents a higher percentage than the 2% of residents within Forth Valley who are from a black or ethnic minority.

Gender

The College is committed to delivering on its Gender Action Plan. At subject level there is under-representation of females within STEM subjects, which has been highlighted as a target, however this isn't a quick or easy fix. The College has a number of initiatives with one example being our STEM club which is aimed at primary aged pupils, and has attracted more females than males. The purpose of these courses is to spark an enthusiasm of young (predominantly female) learners in STEM subjects. We have also launched Primary Engineers where College Engineering staff are visiting primary school pupils to engage them in Engineering at an early age. For every school visit female engineering staff have been involved to highlight that Engineering is a career path for both sexes.

Our School-College Opportunities to Succeed courses are designed to provide a taster of subjects for school pupils entering their senior phase, and these courses have been deliberately designed to allow both females and males to experience subject areas they may not have experienced before eg females experiencing Construction & Engineering, and males experiencing Hairdressing & Care. From its first year of running two males progressed on to Childcare courses from this course.

The College was successful in its bid to the Equality Challenge Unit for the Attracting Diversity Project, which commenced in session 2015-16, and the work of this project is continuing. A project team has been established within the College, which set targets and has gained insight and experience from other colleges involved within the projects, and

benefit from the experience of staff from within the Equality Challenge Unit.

Forth Valley College's project mission is to ensure that our specialist science and engineering provision and enhanced school/college activity in STEM subjects is actively promoted to women and girls who are currently under-represented in these subject areas. We aim to build on our STEM assured status and strong partnership links to tackle stereotypical vocational choices in relation to gender. One of the activities which will be undertaken is evidence gathering through a survey of our school link cohort to gather knowledge of the key influencers on subject choice and the rationale of subject choice, to better understand how the College can influence future learners. We are also focusing effort through our Developing Young Workforce Action Plan to adjust our course literature and marketing materials to actively encourage females to engage with STEM subjects. Our offering within this area includes HNC subjects in Electrical Engineering and Computing Science, our SCOTS programme, and the new Foundation Apprenticeship in Engineering. Alongside the marketing material we also have a planned programme of engagement with schools, including pupil and parent information events, CPD for teachers and pupil support staff and visits to the College campuses.

Gender of Board of Management and Staff

There are currently 17 members within our Board of Management, which comprises of eight females (47%) and nine males (53%). There is a 50/50 gender split within the twelve non-executive members, and the same 50/50 gender split between both our student and staff board members.

Within the College's overall headcount the gender balance is 55% female and 45% male. Within the College's Senior Management Team there are 3.5 FTE males (64%) and two FTE females (36%).

Equal Pay

The College undertook an Equal Pay Audit assessment on 30 November 2016. The Equal Pay audit is an independent assessment of pay equity. An initial audit was completed in 2009, further updated in 2012 and 2014. The report is conducted by NGA Human Resources who are independent reward consultants utilising tailored software solutions to provide reward consulting services.

The findings were that the College does not have any significant exposure to equal pay challenge. The major job groups which are gender dominant do not present major concern in relation to widespread challenge one role referenced against another.

The College has made some considerable improvements to the pay structure since the previous audit analysis of 2014. Concern was expressed over the application of overlapping incremental steps within the support grade structure. This matter has been addressed with the positive steps taken by the College.

Race and disability were assessed along with gender during the November 2016 audit with no significant pay gap being reported in any equal work group

British Sign Language

Forth Valley College is committed to implementing the British Sign Language (Scotland) Act 2015. The College will take measures to achieve the outcomes of the BSL National Plan for Scotland, where possible to do so. The aim of the legislation is to:

Promote awareness and the use of BSL; and
Improve access to services for Deaf and Deaf-blind people.

The College has ambition to implement the following measures in order to achieve the aims of the BSL (Scotland) Act 2015:

- To make more College information available in BSL;

- To encourage the use of assistive technology to support BSL users;
- To facilitate the provision of communication support to BSL users; and
- To include BSL actions and outcomes in the up-coming FVC Equality Outcome Agreement and Access & Inclusion Strategy.

In accordance with the legislation Forth Valley College will develop a BSL Authority Plan. In order to attempt to achieve consistency with the BSL National Plan for Scotland, Forth Valley College will consider guidance from: the BSL National Plan for Scotland, the Scottish Funding Council, and the Deaf Sector Partnership.

Carers

The College will strive to encourage disclosure from both students and staff of non-education needs such as having carer responsibilities through awareness raising campaigns on the support and potential funding available for carers. In particular we will be part of the Carers Trust 'Going Higher' campaign, and we aim to achieve Carer Positive standard.

Student engagement

The College is fully committed to engaging students in developing and improving all aspects of our provision and services and in shaping and enhancing their own learning. Our Learning Strategy 2014-18: Empowering Learners clearly sets out our commitment to increase learner ownership of and control over their own learning. We have well-developed and effective processes for recruiting and training class representatives, including the opportunity for returning students to train as “senior class representatives” and take an enhanced role in leading focus groups and training their peers. We engage our students in reflection on and planning for enhancements to learning through our comprehensive biannual Listening to Learners Focus Groups. Our class representatives engage with members of the Senior Management Team through Student Council meetings. We have a strong and active Students’ Association, led by sabbatical officers and supported by a Student Liaison Officer and dedicated administrative support. All of this ensures that the student voice is clearly represented in our processes for self-evaluation, which in turn inform our programme, department and college planning and target-setting processes, including the development of our Outcome Agreement.

There is strong student representation on our Board of Management, and representation on board committees, specifically our Strategic Development Committee, which ensures that the student body is also involved in strategic discussions related to our Outcome Agreement and in its approval.

Forth Valley College and Forth Valley Student Association (FVSA) are fully committed to the NUS Framework for the Development of Strong

and Effective Students Associations. The Student Association regularly carry out evaluation activities against the framework, which is then discussed at their advisory group, which consists of students, officers, College staff and board members, as well as an external student member from another College/University. The Association also carry out annual evaluations using the Student Engagement Framework for Scotland, reviewing SA and College student engagement using the How Good is Our College challenge questions, which are linked to the framework.

FVSA activity is mapped out by strategic/operational plans and the elected officers’ plan of work, which contains manifesto promises and policies passed by the Student Council. The Strategic plan was developed in consultation with SA Officers and Staff, Students across all campuses of the College, the FVSA Advisory Group and consultation with the College and other stakeholders. The plan also takes into account evaluation activities and National campaigns and work through NUS. FVSA are supported to meet these plans by staff from all levels and departments across the College. There is effective high-level support and guidance from the Senior Management team through regular meetings with the Principal and a designated Senior Management Mentor. FVSA receive operational support from the Curriculum and Quality team in delivering training to class reps on Listening to Learners and through a range of other departments and staff members who support FVSA in meeting their objectives through collaboration on projects, sharing information and engaging with FVSA activities that benefit the student body.

Appendix 1: Part 2 - Outcomes & targets

| No | Measure | Performance | | Current | Targets | | | Comment |
|---------------|---|---|--|---|--|--|--|---------|
| | | 2015-16 | 2016-17 | Year Target | 2018-19 | 2019-20 | 2020-21 | |
| 1a)* | The volume of Credits delivered Credits Delivered: Core ESF Core + ESF | 84,031 2,241 86,272 | 83,926 2,370 86,296 | 84,647 2,230 86,877 | 84,202 1,816 86,018 | 85,694 1,816 87,510 | 85,694 1,816 87,510 | |
| 1b)i) | Volume and proportion of Credits delivered to learners aged 16-19 and 20-24 Volume of Credits delivered to learners aged 16-19 Proportion of Credits delivered to learners aged 16-19 Volume of Credits delivered to learners aged 20-24 Proportion of Credits delivered to learners aged 20-24 | 38,790 45% 19,955 23% | 38,911 45% 20,460 24% | 40,000 46% 18,300 21% | 39,500 46% 19,500 23% | 39,500 45% 19,500 23% | 39,500 45% 19,500 23% | |
| 1b)ii) | Volume and proportion of Credits delivered to full-time learners aged 16-19 and 20-24 Volume of Credits delivered to full-time learners Volume of Credits delivered to full-time learners aged 16-19 Proportion of Credits delivered to full-time learners aged 16-19 Volume of Credits delivered to full-time learners aged 20-24 Proportion of Credits delivered to full-time learners aged 20-24 | 52,527 26,610 51% 11,458 22% | 51,644 26,477 51% 11,126 22% | n/a n/a n/a n/a | 51,500 26,265 51% 11,330 22% | 51,500 26,265 51% 11,330 22% | 51,500 26,265 51% 11,330 22% | |
| 1c)* | Volume and proportion of Credits delivered to learners in the most deprived 10% postcode areas Volume of Credits delivered to learners in the most deprived 10% postcode areas Proportion of Credits delivered to learners in the most deprived 10% postcode areas | 9,808 11.4% | 9,052 10.5% | 10,000 12% | 10,000 12% | 10,100 12% | 10,100 12% | |
| 1d) | Volume and proportion of Credits delivered to learners from different protected characteristic groups and Care Experienced Gender - Volume of Credits delivered to females ⁽¹⁾ Proportion of Credits delivered to females ⁽¹⁾ Volume of Credits delivered to males ⁽¹⁾ Proportion of Credits delivered to males ⁽¹⁾ Volume of Credits delivered to Other learners ⁽¹⁾ Proportion of Credits delivered to Other learners ⁽¹⁾ Ethnicity - Volume of Credits delivered to students where ethnicity is Black or an Ethnic Minority Proportion of Credits delivered to students where ethnicity is Black or an Ethnic Minority Disability - Volume of Credits delivered to students who are disabled Proportion of Credits delivered to students who are disabled Care Experience - Volume of Credits delivered to Care Experienced Learners Proportion of Credits delivered to Care Experienced Learners | 40,375 47% 45,897 53% - - 2,481 3% 13,625 16% 1,616 2% | 37,753 44% 48,399 56% 145 0% 2,588 3% 14,768 17% 1,903 2% | 42,244 49% 43,790 51% n/a n/a 2,500 3% 12,000 14% 1,700 2% | 39,963 46% 45,905 53% 150 0% 2,500 3% 14,500 17% 1,900 2% | 40,832 47% 46,518 53% 160 0% 2,500 3% 14,500 17% 2,000 2% | 41,701 48% 45,639 52% 170 0% 2,500 3% 14,500 17% 2,100 2% | |
| 2a)* | Number of senior phase age pupils studying vocational qualification delivered by the College | 218 | 322 | 380 | 430 | 450 | 470 | |
| 2b) | Volume and proportion of Credits delivered to senior phase age pupils studying vocational qualifications delivered by colleges | | | | | | | |

| No | Measure | Performance | | Current Year Target | Targets | | | Comment |
|-------------|---|-------------|---------|---------------------|---------|---------|---------|--|
| | | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 | |
| | Volume of Credits delivered to senior phase age pupils studying vocational qualification delivered by the College | 1,221 | 1,891 | 1,850 | 1,850 | 1,850 | 1,850 | Increase in numbers is planned to be in Foundation Apprenticeships, and therefore there isn't an increase expected in Credits. |
| | Proportion of Credits delivered to senior phase age pupils studying vocational qualification delivered by the College | 1.4% | 2.2% | 2.1% | 2.2% | 2.1% | 2.1% | |
| 2c) | Volume and proportion of Credits delivered to learners at S3 and above as part of 'school-college' provision | | | | | | | |
| | Volume of Credits delivered to learners at S3 and above as part of 'school-college' provision | 6,828 | 7,014 | 5,100 | 7,000 | 7,200 | 7,400 | |
| | Proportion of Credits delivered to learners at S3 and above as part of 'school-college' provision | 7.9% | 8.1% | 6% | 8% | 8% | 8% | |
| 2d) | Volume and proportion of Credits delivered at HE level to learners from SHEP schools | | | | | | | |
| | Volume of Credits delivered at HE level | 22,338 | 22,638 | n/a | 22,600 | 22,600 | 22,600 | |
| | Volume of Credits delivered at HE level to learners from SHEP schools | 3,574 | 4,075 | 3,100 | 4,000 | 4,000 | 4,000 | |
| | Proportion of Credits delivered at HE level to learners from SHEP schools | 16% | 18% | 15% | 18% | 18% | 18% | |
| 3) | Volume and proportion of Credits delivered to learners enrolled on STEM courses | | | | | | | |
| | Volume of Credits delivered to learners enrolled on STEM courses ⁽²⁾ | 29,197 | 31,809 | 30,000 | 31,000 | 31,500 | 32,000 | |
| | Proportion of Credits delivered to learners enrolled on STEM courses ⁽²⁾ | 34% | 37% | 35% | 36% | 36% | 37% | |
| 4a)* | Proportion of enrolled students successfully achieving a recognised qualification: | | | | | | | |
| | The number of FT FE enrolled students achieving a recognised qualification | 1,415 | 1,516 | n/a | 1,460 | 1,452 | 1,443 | |
| | The total number of FT FE enrolled students | 2,025 | 2,063 | n/a | 2,000 | 1,975 | 1,950 | |
| | The percentage of FT FE enrolled students achieving a recognised qualification | 70% | 73% | 71% | 73.0% | 73.5% | 74% | |
| | The number of PT FE enrolled students achieving a recognised qualification | 4,808 | 5,984 | n/a | 5,915 | 6,006 | 6,097 | |
| | The total number of PT FE enrolled students | 5,289 | 6,427 | n/a | 6,500 | 6,600 | 6,700 | |
| | The percentage of PT FE enrolled students achieving a recognised qualification | 91% | 93% | 91% | 91% | 91% | 91% | |
| | The number of FT HE enrolled students achieving a recognised qualification | 1,040 | 930 | n/a | 1,018 | 1,043 | 1,069 | |
| | The total number of FT HE enrolled students | 1,392 | 1,322 | n/a | 1,375 | 1,400 | 1,425 | |
| | The percentage of FT HE enrolled students achieving a recognised qualification | 75% | 70% | 75% | 74% | 74.5% | 75% | |
| | The number of PT HE enrolled students achieving a recognised qualification | 752 | 1,232 | n/a | 1,246 | 1,246 | 1,246 | |
| | The total number of PT HE enrolled students | 858 | 1,401 | n/a | 1,400 | 1,400 | 1,400 | |
| | The percentage of PT HE enrolled students achieving a recognised qualification | 88% | 88% | 89% | 89% | 89% | 89% | |
| 4b)* | Proportion of enrolled MD10 students successfully achieving a recognised qualification: | | | | | | | |
| | The number of MD10 FT FE enrolled students achieving a recognised qualification | 210 | 204 | n/a | 219 | 221 | 222 | |
| | The total number of MD10 FT FE enrolled students | 306 | 285 | n/a | 300 | 300 | 300 | |
| | The percentage of MD10 FT FE enrolled students achieving a recognised qualification | 69% | 72% | 71% | 73.0% | 73.5% | 74% | |
| | The number of MD10 PT FE enrolled students achieving a recognised qualification | 484 | 508 | n/a | 491 | 501 | 510 | |
| | The total number of MD10 PT FE enrolled students | 537 | 543 | n/a | 540 | 550 | 560 | |
| | The percentage of MD10 PT FE enrolled students achieving a recognised qualification | 90% | 94% | 91% | 91% | 91% | 91% | |
| | The number of MD10 FT HE enrolled students achieving a recognised qualification | 74 | 81 | n/a | 89 | 89 | 90 | |
| | The total number of MD10 FT HE enrolled students | 117 | 117 | n/a | 120 | 120 | 120 | |
| | The percentage of MD10 FT HE enrolled students achieving a recognised qualification | 63% | 69% | 68% | 74% | 74.5% | 75% | |
| | The number of MD10 PT HE enrolled students achieving a recognised qualification | 31 | 42 | n/a | 45 | 45 | 45 | |
| | The total number of MD10 PT HE enrolled students | 35 | 54 | n/a | 50 | 50 | 50 | |
| | The percentage of MD10 PT HE enrolled students achieving a recognised qualification | 89% | 78% | 89% | 89% | 89% | 89% | |

| No | Measure | Performance | | Current | Targets | | | Comment |
|------|--|--|---|--|---|---|---|---------|
| | | 2015-16 | 2016-17 | Year Target | 2018-19 | 2019-20 | 2020-21 | |
| 4c)* | Proportion of senior phase age pupils successfully completing a vocational qualification delivered by the College The number of senior phase FT FE enrolled students achieving a recognised qualification The total number of senior phase FT FE enrolled students The percentage of senior phase FT FE enrolled students achieving a recognised qualification The number of senior phase PT FE enrolled students achieving a recognised qualification The total number of senior phase PT FE enrolled students The percentage of senior phase PT FE enrolled students achieving a recognised qualification The number of senior phase FT HE enrolled students achieving a recognised qualification The total senior phase FT HE enrolled students The percentage of senior phase FT HE enrolled students achieving a recognised qualification The number of senior phase PT HE enrolled students achieving a recognised qualification The total number of senior phase PT HE enrolled students The percentage of senior phase PT HE enrolled students achieving a recognised qualification | - 1 0% 76 135 53% - - - 69 82 84% | 6 10 60% 134 222 60% - - - 67 90 74% | n/a n/a n/a n/a n/a n/a n/a n/a n/a n/a n/a n/a | 6 10 62% 200 322 62% - - - 67 90 74% | 6 10 64% 206 322 64% - - - 67 90 74% | 7 10 66% 213 322 66% - - - 67 90 74% | |
| 4d)* | Proportion of full-time enrolled Care Experienced students successfully achieving a recognised qualification The number of CE FT FE enrolled students achieving a recognised qualification The total number of CE FT FE enrolled students The percentage of CE FT FE enrolled students achieving a recognised qualification The number of CE FT HE enrolled students achieving a recognised qualification The total number of CE FT HE enrolled students The percentage of CE FT HE enrolled students achieving a recognised qualification | 35 67 52% 5 9 56% | 40 66 61% 7 13 54% | n/a n/a n/a n/a n/a n/a | 46 70 65% 8 15 56% | 52 75 69% 10 17 58% | 59 80 74% 12 20 60% | |
| 4e)* | Proportion of full-time FE enrolled students aged 16-19 successfully achieving a recognised qualification The number of FT FE enrolled students aged 16-19 achieving a recognised qualification The total number of FT FE enrolled students aged 16-19 The percentage of FT FE enrolled students aged 16-19 achieving a recognised qualification | 784 1,137 69% | 860 1,160 74% | n/a n/a n/a | 844 1,140 74% | 849 1,140 74.5% | 855 1,140 75% | |
| 5) | Number of starts for direct contracted apprenticeships (including industry bodies such as CITB and SECTT) | 256 | 279 | 347 | 357 | 367 | 375 | |
| 6) | Number and proportion of full time learners with substantial 'work placement' as part of their programme of study Total number of full time learners Number of full-time learners with substantial 'work placement experience' as part of their programme of study Proportion of full-time learners with substantial 'work placement experience' as part of their programme of study | 3,418 582 17% | 3,393 670 20% | n/a 600 n/a | 3,450 750 22% | 3,500 800 23% | 3,500 850 24% | |
| 7)* | Number and proportion of successful students who have achieved HNC or HND qualifications articulating to degree level courses with advanced standing Number and proportion of successful learners who have achieved HNC or HND Qualification articulating to degree level courses with advanced standing Proportion of successful learners who have achieved HNC or HND Qualification articulating to degree level courses with advanced standing | 235 52% | n/a n/a | 157 40% | 239 53% | 239 53% | 243 54% | |
| 8)* | The number and proportion of full-time college qualifiers in work, training and/or further study 3-6 months after qualifying Response rate | 94% | 90% | 92% | 93% | 95% | 95% | |

| No | Measure | Performance | | Current Year Target | Targets | | | Comment |
|------------|--|-------------|------------|---------------------|------------|------------|---------|---|
| | | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 | |
| | The total number of full-time FE college qualifiers (Confirmed destination) | 1,148 | 1,012 | n/a | 1,100 | 1,200 | 1,200 | |
| | The number of full-time FE college qualifiers in work, training and/or further study 3-6 months after qualifying | 1075 | 958 | n/a | 1,045 | 1,140 | 1,140 | |
| | The proportion of full-time FE college qualifiers in work, training and/or further study 3-6 months after | 95% | 94.0% | 95% | 95% | 95% | 95% | |
| | The total number of full-time HE college qualifiers (Confirmed destination) | 492 | 517 | n/a | 550 | 575 | 600 | |
| | The number of full-time HE college qualifiers in work, training and/or further study 3-6 months after qualifying | 458 | 486 | n/a | 523 | 546 | 570 | |
| | The proportion of full-time HE college qualifiers in work, training and/or further study 3-6 months after | 94% | 94% | 95% | 95% | 95% | 95% | |
| 9) | The percentage of students overall, satisfied with their college experience (SSES survey) | | | | | | | |
| | Response rate | 30% | 31% | 40% | 45% | 50% | 50% | |
| | Full-time | 95% | 95% | 96% | 96% | 96% | 96% | |
| | Part-time | 96% | 95% | 95% | 96% | 96% | 96% | |
| | Distance Learning | 94% | 95% | 96% | 96% | 96% | 96% | |
| 10) | Gross carbon footprint | 2,280 tCO2 | 2,263 tCO2 | 2,221 tCO2 | 2,220 tCO2 | 2,178 tCO2 | - | New baseline to be set for move to new Campus |

Uncontrolled

1. Purpose

To present members with a draft of the Budget for 2018-19.

2. Recommendation

That members approve both the capital and revenue budgets for 2018-19.

3. Background

The College has to report on two different year ends based on two different accounting regimes. This paper considers the College's revenue budget for the financial year, which runs from 1 August 2018 to 31 July 2019 and capital budget, which runs 1 April 2018 to 31 March 2019.

Due to the anomaly between Colleges' reporting on a financial year basis under recognised accounting standards, and the need to balance Scottish Government Resource Budgets, SFC and Scottish Government have issued direction that it is acceptable for Colleges to report operating deficits to a level equivalent to their net depreciation. The deficit, however, must be in relation to specific expenditure items as determined by SFC. For Forth Valley College this deficit will be used to fund loan repayments, the 2015/16 pay award and early retirement pension costs.

The budget was considered and approved by the Finance Committee on 15 June 2018.

4. FVC Funding

| Funding Allocations | 2018/19 Final | 2017/18 Final | Variance | % |
|--------------------------------|------------------|------------------|-----------|--------|
| GIA | 20,793,053 | 20,710,100 | | |
| Childcare | | 93,842 | | |
| | 20,793,053 | 20,803,942 | (10,889) | -0.1% |
| ESOL (17/18 Strategic Funding) | 71,807 | 75,452 | (3,645) | -4.8% |
| ESF | 478,510 | 535,267 | (56,757) | -10.6% |
| Total Teaching Grant | 21,343,370 | 21,414,661 | (71,291) | -0.3% |
| National Bargaining pay costs | 1,169,430 | | 1,169,430 | |
| | 22,512,800 | 21,414,661 | 1,098,139 | 5.1% |
| Student Support | 3,807,681 | 3,984,072 | (176,391) | |
| Childcare | - | 21,281 | (21,281) | |
| ESF Student Support | - | 21,469 | (21,469) | |
| | 3,807,681 | 4,026,822 | (219,141) | -5.4% |
| Capital & Maintenance | 686,107 | 1,043,370 | (237,504) | -18.6% |
| New Falkirk Campus | 42,000,000 | 19,500,000 | | |
| Credits | 2018/19 Final | 2017/18 Final | Variance | % |
| GIA (including Childcare) | 84,201 | 84,647 | (446) | -0.5% |
| ESF | 1,816 | 2,230 | (414) | -18.6% |
| | 86,017 | 86,877 | (860) | -1.0% |

Grant in Aid (GIA)

The SFC announced the final funding allocations on the 19th May 2018 for the Academic Year 18/19. Overall the College's GIA allocation has increased by 5.1% to £22,513k. This increase relates to funding for National Bargaining of £1,169k to assist with the projected costs of implementing the agreed pay structure for teaching staff and the job evaluation for support staff. If you exclude the National Bargaining funding there is actually a 0.3% decrease in credit related funding, with a reduction of 0.5% (446) core credits.

European Social Fund (ESF)

Funding for ESF has reduced by 10.6% (£56k), but when you factor in that this reduced funding no longer includes funding for Student Support Childcare costs, funding has actually reduced by 14.6% (£78k). There is however a corresponding reduction in the number of credits to be delivered of 18.6% (414 credits).

Student Support

Student support funding has decreased by 5.4% (£219k) despite SFC providing an inflationary increase of 1.5%. The criteria for payments to students is changing for 2018/19, no longer requiring full attendance for payments, only that students "appropriately engage in their studies". We anticipate paying out more Student Support under the new guidelines, however given that we are expecting an underspend of funding in 2017/18 of £480k, our funding allocation should be sufficient. SFC has advised that the in-year redistribution process will take place as usual.

Flexible Workforce Development Fund

The SFC is carrying out a review of the 2017/18 FWDF. Once this review is complete, the format of the 2018/19 fund will be published. We have therefore made assumptions for the budget, as to the funding that FVC will be able to access.

Capital & Maintenance

For financial year 2018-19 FVC's budget is £630k for lifecycle maintenance and £56k for high priority backlog maintenance, an overall reduction of 18.6% (£238k). Given that Alloa and Stirling are relatively new campuses and there is capital funding for the new Falkirk Campus, this is the minimum level of funding the College requires to support the lifecycle maintenance of all 3 campuses. From this funding FVC has to fund £168k for interest payments.

It is worth noting that should this level of funding be maintained going forward, this is below the £1m lifecycle funding highlighted in the Decision Point 4 Report as being required to support the new Falkirk campus.

Capital Funding

The current budget allocated by SFC also includes £42 million in respect of funding for the construction of the new Falkirk Campus.

5. Key Considerations

The revenue budget for 2018-19, detailed in Appendix 1, shows an operational surplus of £16k. Although this is a small surplus, we know historically that there are always savings made within the salary budgets due to periods of vacancy whilst recruiting, giving a level of comfort. We will monitor the budget closely and, if necessary, at the Q2 forecast we will remove discretionary spend. The key assumptions for the budget are detailed in Appendix 2.

As well as the additional Grant in Aid funding, there is a significant increase in SDS funding in relation to Foundation Apprenticeships for 2018/19. This income relies on an assumed level of uptake for the new cohorts in August 2018.

Commercial course fee income is also a major contributor to supporting the additional staffing and operational costs of the College. The key areas where growth in income is incorporated into the budget are CMI/CIPD programmes and short term commercial Comp'Ex courses.

A working group has been formed to grow Evening Provision, and combined with an earlier advertising campaign, a target for additional income of £100k has been included, with associated costs.

The Capital and Maintenance grant is allocated on a fiscal year basis of 1 April 18 to 31 March 19. The maintenance element is contained within the revenue budget in Appendix 1 while the capital element is ring fenced with the appropriate capital resource budget (CDEL) being allocated. See Appendix 3.

6. Financial Implications

The proposed budget delivers an operational surplus of £16k. In order to achieve this surplus significant items of expenditure have been left out of the budget, including a number of requested posts, Management development costs, Strategic projects, some membership subscriptions, upgrades for Cognos and Skype for Business, a new Library Management System and an upgrade to Moodle. It is hoped that the Library Management System and upgrade to Moodle can be achieved before the end of July 2018 as there will be an in-year surplus for 2017/18. If this is not possible, they will be reconsidered at the 2018/19 Q2 forecast. Savings have also been made through the restructuring of the teaching departments.

Given the forecast outcome for 2017/18, International income for the budget has been set modestly. This does therefore leave an opportunity to achieve income beyond budget, both through projects and strategic partnerships.

We believe FVC continues to be underfunded in comparison to other Colleges across the sector. SFC is currently looking at a new simplified funding model, which is expected to be in place for 2022/23. The College should continue to argue for a fair and transparent funding model for the sector to ensure a fair settlement for FVC.

It is worth highlighting that National Bargaining, through the no detriment clause, restricts our lecturers to 22 hours delivery, compared with other Colleges of 23+1 hours. We therefore currently have an inefficiency compared with other Colleges to deliver the same teaching. One

hour per FTE lecturer equates to a cost of approximately £489k, and this has not been recognised by SFC in any of their National Bargaining funding scenarios. All new lecturing posts will have terms and conditions of 23+1 hours.

7. Equalities

Assessment in Place? – Yes No
Not applicable given the nature of this report.

8. Risk

Please indicate on the matrix below the risk score. Risk is scored against Impact and Likelihood as Very Low through to Very High.

| | Likelihood | Impact |
|-----------|------------|--------|
| Very High | | |
| High | x | x |
| Medium | | |
| Low | | |
| Very Low | | |

- Given the poor recruitment historically for the Foundation Apprenticeship programmes, a more accurate reflection of the projected income will not be known until a decision has been made regarding the delivery of the programmes for 2018/19.
- Both Unison and EIS have recently rejected the pay offers that we have assumed in the budget.
- The format of the Flexible Workforce Development Fund for 2018/19 is still to be published. Any major change could put our assumptions for income off target. In addition the budget includes £233k relating to the 2017/18 Fund, and there remains a risk that companies withdraw from their applications until the delivery commences.

Risk Owner – Alison Stewart

Action Owner – Alison Stewart

9. Other Implications –

Please indicate whether there are implications for the areas below.

Communications – Yes No

Health and Safety – Yes No

Please provide a summary of these implications

Paper Author – Senga McKerr

SMT Owner – Alison Stewart

Appendix 1 Income & Expenditure Account

| Income and Expenditure | | Forth Valley College | | | |
|---|----------------------------|---------------------------------|-------------------|----------------------------|-------------------|
| | 2018/19 Budget £'000 | 2017/18 Q3 Forecast £'000 | Variance £'000 | 2017/18 Budget £'000 | Variance £'000 |
| Income | | | | | |
| SFC Grants | 23,041 | 21,623 | 1,418 | 21,425 | 1,616 |
| Tuition Fees | 1,526 | 1,453 | 73 | 1,545 | (19) |
| HEI Tuition Fees | 1,470 | 1,434 | 36 | 1,511 | (41) |
| International Income | 210 | 83 | 126 | 339 | (129) |
| Evening Provision | 335 | 244 | 90 | 172 | 163 |
| Commercial Training Income | 941 | 723 | 217 | 866 | 85 |
| Modern Apprentice Income | 2,428 | 2,564 | (136) | 2,379 | 49 |
| Foundation Apprenticeship Income | 371 | 166 | 205 | 128 | 244 |
| Catering and Hospitality Income | 824 | 823 | 1 | 829 | (5) |
| Other Income | 601 | 543 | 58 | 402 | 199 |
| Total Income | 31,746 | 29,657 | 2,089 | 29,585 | 2,161 |
| Expenditure | | | | | |
| Salary Costs | (25,674) | (23,676) | (1,998) | (23,789) | (1,885) |
| Staff Related Costs | (391) | (345) | (47) | (356) | (35) |
| Learning and Teaching Materials | (708) | (650) | (57) | (676) | (32) |
| Learning and Teaching Exams and Registration Fees | (548) | (603) | (45) | (511) | (37) |
| Learning and Teaching Student Support | (33) | (34) | 0 | (34) | 0 |
| Learning and Teaching Other | (237) | (133) | (104) | (97) | (141) |
| Catering and Hospitality Costs | (520) | (515) | (5) | (506) | (14) |
| Property and FM Costs | (1,618) | (1,619) | 1 | (1,533) | (85) |
| Equipment Costs | (213) | (218) | 5 | (192) | (21) |
| Marketing and Communication Costs | (220) | (197) | (23) | (210) | (10) |
| Printing Costs | (226) | (213) | (14) | (231) | 4 |
| Finance Costs | (287) | (272) | (16) | (322) | 34 |
| Governance Costs | (187) | (154) | (33) | (184) | (4) |
| IT Costs | (425) | (411) | (14) | (430) | 5 |
| Telecomms Costs | (101) | (99) | (2) | (94) | (7) |
| Other Costs | (119) | (116) | (4) | (112) | (7) |
| Total Expenditure | (31,508) | (29,154) | (2,355) | (29,275) | (2,234) |
| Recharges | | | | | |
| External Recharges | 0 | 1 | (0) | (2) | 3 |
| Total Expenditure | 0 | 1 | (0) | (2) | 3 |
| Non Cash Expenditure | | | | | |
| Net Depreciation | (216) | (216) | 0 | (141) | (76) |
| Holiday Pay Accrual | (6) | (13) | 8 | 6 | (12) |
| Total Non Cash Expenditure | (222) | (230) | 8 | (134) | (88) |
| Surplus/(Deficit) | 16 | 274 | (258) | 174 | (158) |
| Non recurring expenditure | | | | | |
| New Falkirk Campus Expenditure | (1,029) | (878) | (151) | (1,103) | 74 |
| New Falkirk Campus Income | 76 | 61 | 15 | 0 | 76 |
| Grants received from ALF | 953 | 327 | 626 | 1,103 | (150) |
| Total New Falkirk | 0 | (490) | 490 | 0 | 0 |
| Donations made to ALF | 0 | 0 | 0 | 0 | 0 |
| Student Support Funded by College | 0 | 0 | 0 | 0 | 0 |
| Surplus/(Deficit) | 16 | (216) | 232 | 174 | (158) |
| Revaluation Reserve | 29 | 29 | 0 | 29 | (0) |
| Loss on Disposal | 0 | (1,400) | 1,400 | 0 | 0 |
| Net Surplus/(Deficit) | 45 | (1,587) | 232 | 203 | (158) |

Appendix 2 Key assumptions

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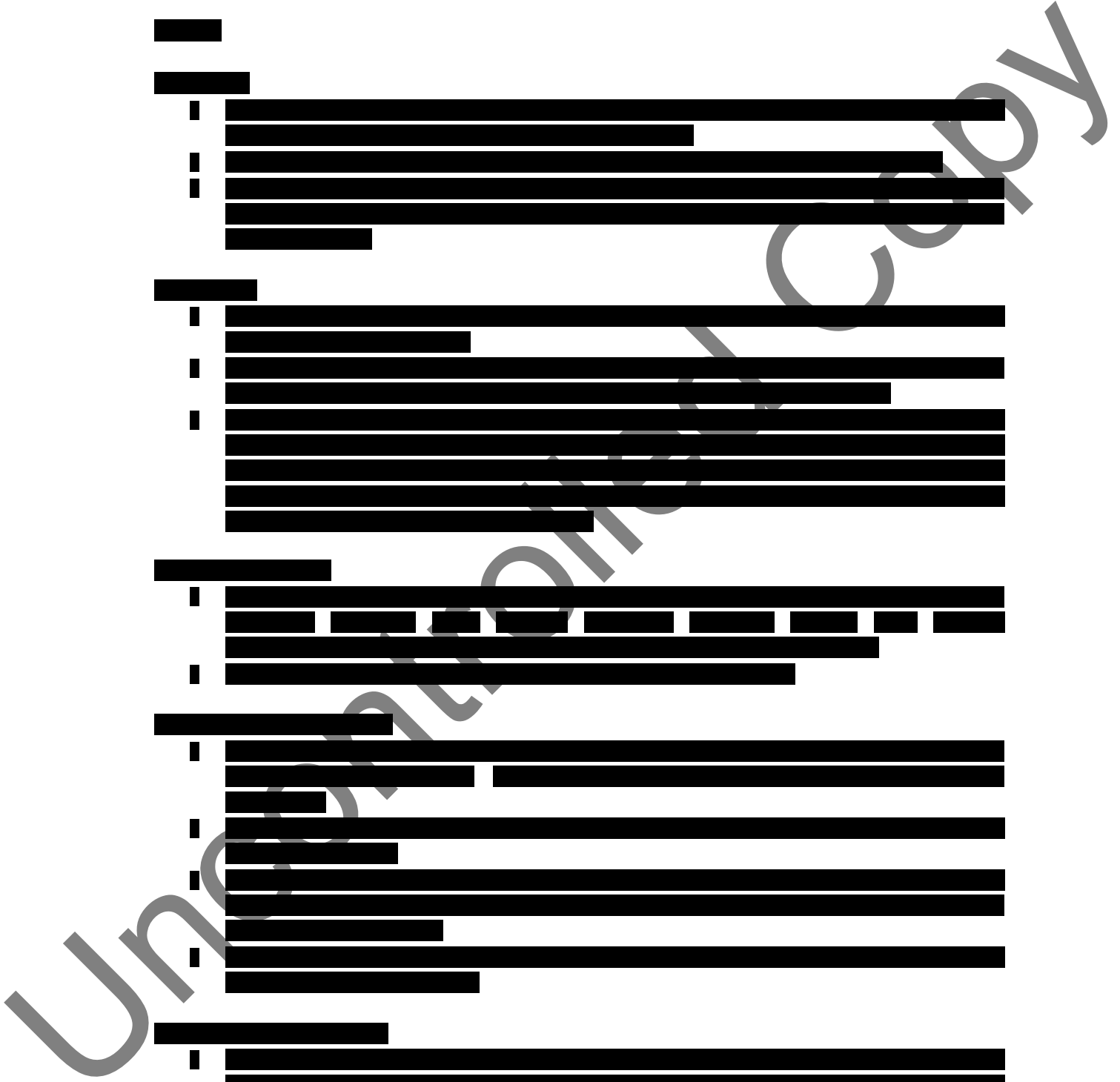
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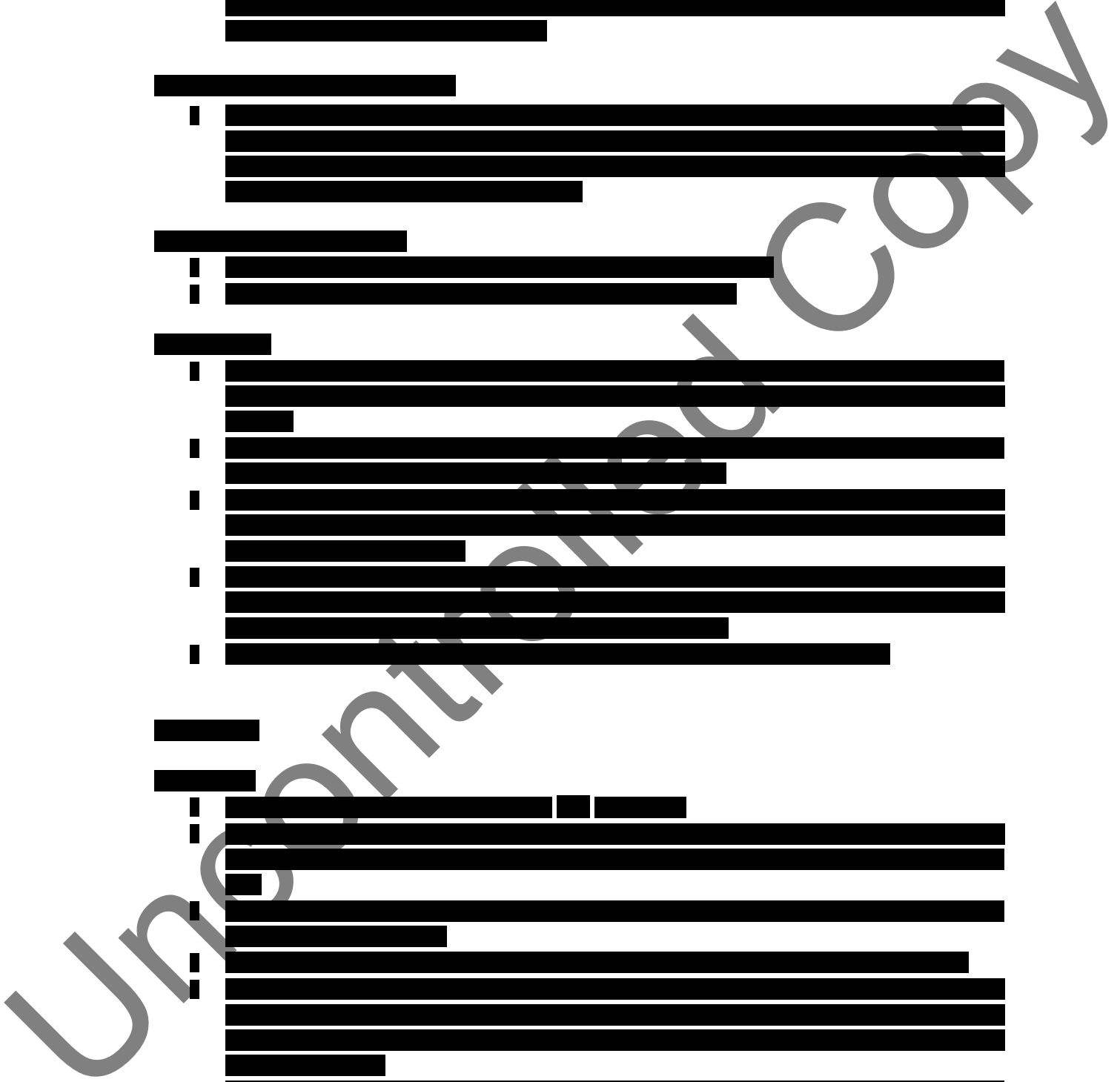
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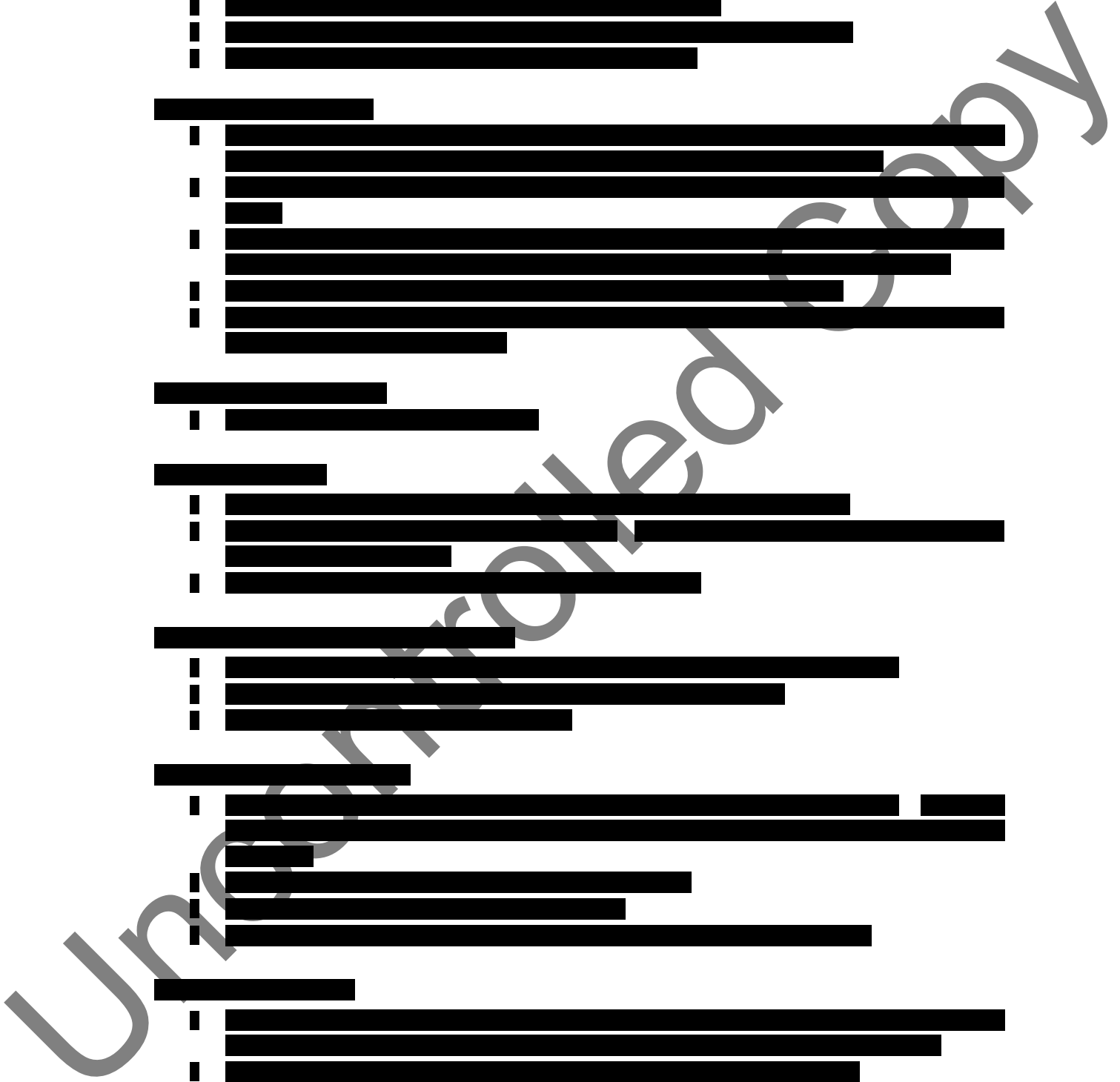
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Appendix 3

Capital & Maintenance Budget

**Forth Valley College
Capital Budget April 2018 - March 2019**

| Project | Dept | Campus | Project | Finance Committee Budget |
|---|------|----------|--|--------------------------|
| | IT | Alloa | MS Surfaces (Phase 4 of roll out, within Alloa workroom project costs) | 52,045 |
| | IT | Alloa | MS Surface Docks (Classrooms at Alloa) | 4,121 |
| | IT | Stirling | Apple Macs (3 Apple Mac suites, 3 machines in LRC to allow current software) | 118,800 |
| | IT | Alloa | Apple Macs (Apple Mac suite where devices need replaced to allow current software) | 37,400 |
| | CI | | Sound Reinforcement System | 14,095 |
| | CI | | Additional AV | 9,663 |
| CPCB1901 | Est | | Mini bus | 29,105 |
| Total Capital Spend on Current Year Projects | | | | 265,229 |

**Forth Valley College
SFC Revenue Maintenance Budget April 2018 - March 2019**

| Project | Campus | Project | Finance Committee Budget |
|--|--------|------------------------|--------------------------|
| £ | | | |
| | All | Estates | 252,878 |
| Total for Maintenance Projects | | | 252,878 |
| | | Interest on Borrowings | 168,000 |
| Total for Maintenance Projects and Interest on Borrowings | | | 420,878 |

1. Purpose

To update members on the purpose and recommendations of the 15-24 Learner Journey Review, published May 2018 by Scottish Government and highlight the key recommendations, which may affect the college.

2. Recommendation

That members consider the recommendations made in the review and note the implications these may have on the college.

3. Background

The 15 – 24 Learner Journey Review was commissioned in 2016 to set out further improvements in the Scottish education and skills system to ensure young people are getting as much from this system as possible. The recommendations build on existing strategies such as Curriculum for Excellence and Developing the Young Workforce.

4. Key Considerations

The review outlines five priorities for improvement:

1. Information, advice and support to deliver greater personalisation
2. Provision to deliver real choice
3. Alignment, in terms of making the best of the four-year degree programmes
4. Leadership to build collective leadership across the education and skills system
5. Performance (understanding how well the education and skills system is working)

To drive this improvement, the review sets out a set of short, medium and long term plans. Short to medium term (1-3 years), there is the aspiration to have a shared vision and smoother transitions across the sectors. In the longer term (3+ years), there is the vision for a fully aligned 15-24 education and skills system. The report makes seventeen recommendations to achieve these priority improvements and these are set out in Appendix 1. The college is already working towards a number of these. The report sets out in broad terms how Scottish Government intend to take each recommendation forward, but does not include detailed action plans. All of the recommendations could impact on the college sector in some way, however those most likely to have direct impact are:

Recommendation 5: Easier application to college, including the development of a more standardised timetable for college applications. FVC is already planning a review of the college application process and timeline in 2018-2019.

Recommendation 7: Raise aspiration and improve the offer and support for statutory leavers and looked after young people. This will include early identification, planned curriculum and support for young people at risk of disengagement, led by schools but devised in partnership with the third sector, SDS, colleges and/or employers. FVC is already well engaged with our three local authorities in planning and delivering provision for school pupils and leavers at risk of disengagement.

Recommendation 9: Embed DYW in school curriculum by 2021. Work with Regional Improvement Collaboratives, schools, local authorities, colleges, DYW Regional Groups, third sector, CLD, businesses and employers and national bodies to embed the expectations set out in the DYW programme within curriculum, planning, design and delivery. FVC is already very well-engaged with all secondary schools in Forth Valley, providing a well-developed programme of vocational courses at SCQF levels 5 – 7 to school pupils. FVC is also host employer for the Forth Valley DYW Regional Group and this team are working very effectively with schools.

Recommendation 10: Support and enable the Foundation Apprenticeship and other vocational qualifications to be embedded as learner options in senior phase by 2021. FVC has significantly increased its Foundation Apprenticeship offer for 2018-2020 and is already working closely with secondary schools to further increase this in the following years.

Recommendation 11: Build on and support the college sector's pivotal role in education and skills, to maximise the vocational pathways learners and employers need. Review and development of the range of modes of study and measures of success to demonstrate impact. The report is not very clear about what this means for colleges or how it will be achieved, however it is likely that it ties in with the intensification of Outcome Agreements and the implementation of the new quality arrangements.

Recommendation 13: Minimise unnecessary duplication at SCQF Level 7. Enable learners to move, where appropriate, from S5 to year 1 of a degree and through greater recognition of Advanced Highers to year 2. This recommendation is slightly concerning, as the proposition to create an additional route into year 2 degree study, as well as the HNC route, potentially confuses the landscape further and could lead to unhelpful competition amongst schools, colleges and universities around S6/SCQF level 7 study. This recommendation is being taken into consideration by SQA in its current review of HN qualifications and development of "next generation" HN awards.

Recommendation 14: Support colleges to ensure more learners progress from college to all universities without unnecessary duplication of SCQF credit, to ensure full recognition of prior college learning where appropriate. Expectation that all universities actively support this and commit to substantially increasing the proportion of HN learners they admit with full credit to at least the 75% benchmark identified by SFC. This recommendation is welcomed and will hopefully provide leverage for those universities which have not yet engaged with colleges in creating advanced standing articulation routes (principally the "ancient" institutions). FVC is well-placed to capitalise on this to build its already extensive range of articulation opportunities with universities across Scotland.

5. Financial Implications

There are no direct financial implications.

6. Equalities

Assessment in Place? – No

If No, please explain why

This paper simply summarises the outcomes of the Learner Journey Review. If actions are proposed in response, they will be subject to Equalities Impact Assessment.

7. Risk

Please indicate on the matrix below the risk score. Risk is scored against Impact and Likelihood as Very Low through to Very High.

| | Likelihood | Impact |
|-----------|------------|--------|
| Very High | | |
| High | | |
| Medium | | |
| Low | x | x |
| Very Low | | |

Risks: There are no immediate risks, however specific actions arising may lead to risks (and opportunities) for the college.

Mitigating Actions: FVC to remain fully appraised of actions arising from the review as they emerge and engage fully in the shaping and delivery of future developments in relation to the Learner Journey 15-24.

Risk Owner – Fiona Brown

Action Owner – SMT

8. Other Implications –

Please indicate whether there are implications for the areas below.

Communications – No

Health and Safety – No

Paper Author – Fiona Brown

SMT Owner – Fiona Brown

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Summary of Recommendations

Information, Advice and Support

Recommendation 1: Every learner in Scotland has an online learner account to link skills and attributes better to course choices. The online learner account will be hosted on My World of Work and the review suggests there is potential for this to be linked to learners making an application to college.

Recommendation 2: Learners, parents, carers and practitioners to have access to an online prospectus of learning choices available in their region.

Recommendation 3: Joined up approach to careers information, advice and guidance. This will involve working with Colleges Scotland to develop a coherent approach to CIAG service delivery to college learners.

Improving Wider Support

Recommendation 4: Greater emphasis to be placed on mentoring, focused on wider health and wellbeing supported at key transitions. Stronger partnerships to be built with student associations, other pastoral care providers and NHS Scotland to support, sensitively the varying needs of all learners.

Recommendation 5: Easier application to college. SDS to improve search functionality for college courses on My World of Work. This also includes the development of a more standardised timetable for college applications.

Provision

Recommendation 6: National strategy to be produced to explain and promote breadth of choices in 15 – 24 learner journey.

Recommendation 7: Raise aspiration and improve the offer and support for statutory leavers and looked after young people. This will include early identification, planned curriculum and support for young people at risk of disengagement, led by schools but devised in partnership with the third sector, SDS, colleges and/or employers.

Recommendation 8: Better align financial incentives to encourage continued participation in school for young people at risk of disengagement, irrespective of whether learning takes place in the third sector or college whilst a learner is still at school. This will be part of taking forward the recommendations of the Student Support Review (2017).

Recommendation 9: Embed DYW in school curriculum by 2021. Work with Regional Improvement Collaboratives, schools, local authorities, colleges, DYW Regional Groups, third sector, CLD, businesses and employers and national bodies to embed the expectations set out in the DYW programme within curriculum, planning, design and delivery.

Recommendation 10: Support and enable the Foundation Apprenticeship and other vocational qualifications to be embedded as learner options in senior phase by 2021.

Recommendation 11: Build on and support the college sector's pivotal role in education and skills, to maximise the vocational pathways learners and employers need. Review and development of the range of modes of study and measures of success to demonstrate impact.

Recommendation 12: We will improve choice through the expansion of Graduate Apprenticeships, to provide new higher level technical skills as part of a better balanced education and skills system.

Alignment

Recommendation 13: Minimise unnecessary duplication at SCQF Level 7. Enable learners to move, where appropriate from S5 to year 1 of a degree and through greater recognition of Advanced Highers to year 2.

Recommendation 14: Support colleges to ensure more learners progress from college to all universities without unnecessary duplication of SCQF credit, to ensure full recognition of prior college learning where appropriate. Expectation that all universities actively support this to happen and to commit to substantially increasing the proportion of HN learners they admit with full credit to at least the 75-per-cent benchmark identified by SFC.

Leadership

Recommendation 15 and 16: Provide system leadership to ensure there is a shared vision about purposes of post 15 education. Support greater alignment and collaboration across education and skills system. This includes consideration of maximising the value of existing structures, such as the new Enterprise and Skills Strategic Board or the new Scottish Education Council; supporting connection between the new regional collaboratives with regional colleges, universities and the respective quality arrangements of the different parts of the system. This sets an expectation for leaders to commit to further improving the collaboration effort across the system, and including the commitments of head teachers, CLD leaders, college and university senior staff and employers.

1. Purpose

To seek approval from members for the Procurement Strategy, Procurement Policy and Sustainable Procurement Policy

2. Recommendation

That members consider and approve the attached Procurement Strategy.

3. Background

The College's Procurement Strategy was approved by the Board of Management in December 2016 and is now due for review. It has been updated where necessary to ensure the College complies with the Public Contracts (Scotland) Regulations 2015, the Procurement Reform (Scotland) Act 2014 and the Procurement (Scotland) Regulations 2016.

The Procurement Strategy was considered and approved by the Finance Committee on 14 June 2018.

4. Procurement Strategy

This is an updated Strategy for 2018-20. Changes for the previous Strategy for 2016-2018 have been tracked. The key changes are in relation to the Procurement Action Plan where more detail has been included.

5. Financial Implications

None.

6. Equalities - N/a given nature of paper is regarding Procurement Strategy & Policies.

7. Risk

Please indicate on the matrix below the risk score. Risk is scored against Impact and Likelihood as Very Low through to Very High.

| | Likelihood | Impact |
|-----------|------------|--------|
| Very High | | |
| High | | |
| Medium | | |
| Low | | x |
| Very Low | x | |

Risk Owner – Alison Stewart

Action Owner – Ester Vasallo

8. Other Implications –

Communications – Yes - Internal communication required once approved by the Board of Management.

Paper Author – Alison Stewart

SMT Owner – Alison Stewart

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Procurement Strategy 2018-20

Foreword

This Strategy has been designed to ensure legislative compliance with the Procurement Reform (Scotland) Act 2014 and other relevant legislation and is aligned with the College's and the Scottish Funding Council's key strategic outcomes as detailed in our Regional Outcome Agreement and Strategic Plan.

The key elements of the new legislation:

- require us to publish a procurement strategy and action plan
- require us to maintain a public contracts register on our external website
- increase the scope of our regulated procurements
- require us to publish an annual procurement report
- require us to meet the sustainable procurement duty

This Strategy sets us challenging but realistic goals for the development of our procurement activities over the next two years which will be subject to regular and transparent review.

The successful implementation of this Strategy can only be achieved by everyone involved in the procurement of goods, services and works on behalf of the College working in partnership with our Procurement Department and collaboratively with our partners across the wider education and public sector.

Working together we can significantly contribute to the future sustainability of the College through the reinvestment of resulting savings and efficiencies from our procurement activities to enhance our students learning experiences and outcomes and meet our Mission Statement '**Making Learning Work**' and the supporting Vision and Value Statements.

Alison Stewart
Vice Principal of Finance and Corporate Affairs

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1. Formation and approval of our Procurement Strategy

The formation of this Strategy has been guided throughout by the College's Procurement Department and [Vice Principal of Finance and Corporate Affairs](#), and is the culmination of consultation and engagement with an appropriate and relevant range of staff across the College as well as external stakeholders.

This Strategy has also been informed by the Scottish Procurement's statutory guidance under the Procurement Reform (Scotland) Act 2014 with the support of APUC, the procurement centre of expertise for all of Scotland's colleges and universities.

The Strategy was approved by the College's [Board of Management Finance Committee](#) on the ~~xx~~ 2018 and subsequently published on our website.

The Procurement Department and [Vice Principal of Finance and Corporate Affairs](#) in consultation with APUC as appropriate, will as a minimum, review this Strategy annually in compliance with the Procurement Reform (Scotland) Act 2014, thus maintaining the alignment of our procurement activity with our broader priorities and allow the College where necessary to revise the Strategy and its related Action Plan.

The Finance Committee will approve, review and monitor the progress of the procurement strategy, reporting into a college's board of management or equivalent, where required.

In addition, the college will establish an operational group of staff involved in procurement, to ensure wider consultation as required by the legislation.

2. Context

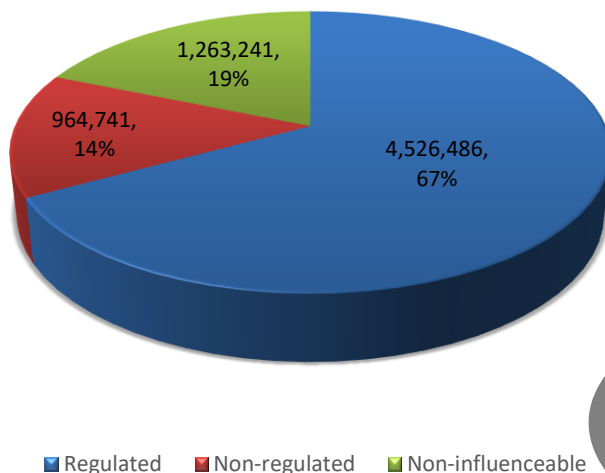
This Procurement Strategy provides the framework within which the procurement activities of the College can develop and help support our strategic objectives and outcomes. It can also be understood as a procurement improvements journey based on a clear understanding of where the College is currently, in terms of our procurement practice and where we want and need to be, and how we should get there.

As above, the College is now legally required to have and maintain a procurement strategy as part of the requirements of the Procurement Reform (Scotland) Act 2014, which provides a national legislative framework for sustainable public procurement that supports Scotland's economic growth through improved procurement practice.

The Act focuses on a small number of general duties on contracting authorities regarding their procurement activities and some specific measures aimed at promoting good, transparent and consistent practice in procurement processes detailed in section 6 below.

The College's annual spend profile is displayed below with a total non-pay spend of £6,754,468 of which [£1,263,241](#) is non-core or non-influenceable spend (2016-17).

FVC Total Spend 16/17



Thus our annual influenceable procurement spend is £5,491,227 made up of £4,526,486 of regulated spend (above threshold) and £964,741 of non-regulated spend (below threshold).

This Strategy recognises that our procurement practice is based on the Scottish Model of Procurement which sees procurement as an integral part of policy development and service delivery and is essentially about achieving the best balance of cost, quality and sustainability.

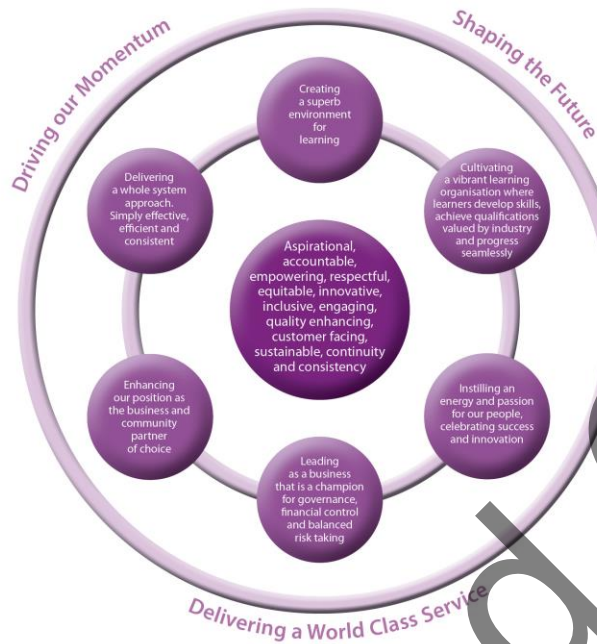
A key element of this Strategy is about moving the balance of procurement effort away from the buying or tendering phase and towards a greater emphasis on the planning and post contract phases of procurement. Included in this is an increasingly greater engagement with our internal and external stakeholders.

3. Procurement Mission

The Procurement mission for Forth Valley College is:

“To deliver a best in class, co-ordinated and efficient procurement function which is focused on achieving sustainable best value for all College stakeholders”

This aligns to the College’s Business Model which is formed by our Mission Statement **‘Making Learning Work’**, which is supported by the following Vision and Value statements:



The Procurement Department aims to ensure all procurement activities are carried out in the best interests of the College to support the College's Strategic Priorities and Objectives.

To achieve this, Procurement will ensure:

- We understand and respond to internal and external stakeholders' business needs and challenges and constantly changing market conditions;
- We will actively seek to use collaborative arrangements where they represent best value for the College;
- We will seek, establish and maintain supplier relationships to enhance the service we provide whilst obtaining best value for money and value added services;
- We will strive to improve processes to facilitate a streamlined approach for procurement of goods, services and works across the College, that drive innovation and reduce transactional costs through continuous improvement of the procurement process;
- We will take a lead role on strategic procurement initiatives
- We will always remain open and act in a transparent and proportionate manner in all of our procurement activities
- We will embed best practice Sustainable Procurement considerations in our procurement activities; and
- We will conduct all regulated procurements in line with the College's Procurement Policy and Procedures

- We will have due regard to whether Procurement Policy and Procedures will further the aims of the General Equality Duty, through consideration of Public Sector Equality Duty in our procurement activities

4. Procurement Policy

Our Procurement Policy and Procedures set out the operational framework of how we conduct procurement of goods, services and works across the College, and are based on the EU Treaty Principles of equal treatment, non-discriminatory, mutual recognition, transparency, proportionality.

Furthermore, these policies and procedures are largely based upon the Scottish Government's Procurement Journey. This will facilitate our regulated procurements being conducted in accordance with best practice in a legally compliant manner that is consistent with the rest of the Scottish public sector in achieving value for money for our stakeholders.

The policy is therefore intended to:

- Ensure that procedures are in accordance with standards of public accountability;
- Ensure that procedures are in accordance with the Supplier's Charter;
- Ensure that the College is compliant to its obligations under the Public Procurement (Scotland) Act 2015, the Procurement Reform (Scotland) Act 2014 and Procurement (Scotland) Regulations 2016; and
- Promote equality, diversity and sustainability through procurement matters.

5. Strategic Procurement Objectives

Our strategic procurement objectives form the core of our Procurement Strategy.

These procurement objectives are designed to link to each of the following:

- College Strategic Priorities and Objectives (Mission/Vision/Value Statements noted above)
- Scottish Funding Council (SFC) Strategic Aims, as detailed in the College's Regional Outcome Agreement
- The Scottish Model of Procurement

5.1. College Regional Outcome Agreement

The Regional Outcome Agreement for the Forth Valley region contains the following SFC Priority Outcomes:

- Efficient and Sustainable
- Right learning in the right place
- High quality learning
- A developed workforce
- Equalities

5.2. The Scottish Model of Procurement

The Scottish Model of Procurement is based upon achieving the best balance between cost, quality and sustainability (i.e. not simply focusing on cost and quality). This model is supported by a Value for Money Triangle, which consists of the following four objectives:

- Delivering savings and benefits
- Maximising efficiency and collaboration
- Improving supplier access to public contracts
- Embedding sustainability in all we do

Scottish Procurement



Scottish Model of Procurement



5.3. Forth Valley College – Strategic Procurement Objectives – 2018-20

The Strategic Procurement Objectives (PO) for the period of this Procurement Strategy (2018-2020) are set out below:

PO1 - To maximise collaborative procurement opportunities in the delivery of value for money and efficiency

PO2 - To further develop a College wide approach to procurement which is co-ordinated, efficient and effective in the achievement of value for money, and which supports the delivery of high quality learning

PO3 - To develop sound and useful procurement management information in order to measure and improve procurement and supplier performance in support of the College Strategic Priorities and Objectives

PO4 - To embed relevant and appropriate procurement strategies to manage or reduce risk to the College

PO5 - To embed sound economic, social and environmental procurement policies, and to comply with relevant Scottish, UK and EU legislation in performance of the Sustainable Procurement Duty

The Procurement Action Plan in Section 8 shows how each of these link to the College Strategic Plan, Regional Outcome Agreement and Scottish Model of Procurement.

Furthermore, the Procurement Action Plan shows how these actions are measured and reported through our involvement in the Scottish Government's Procurement and Commercial Improvement Programme (PCIP) and through the publication of an Annual Procurement Report (see Section 7).

6. Ensuring compliance with general duties and specific measures of the Procurement Reform (Scotland) Act 2014

As required by the Act the College must comply with a small number of general duties and some specific measures which will be embedded in our Procurement Policy and Procedures or in our Action Plan (Section 8) but for clarity and to ensure full compliance with the Act are stated below:

| General Duties/Specific Measures under the Act | What we will do |
|--|---|
| <p>Contribute to the carrying out of our function and the achievement of our purposes</p> | <p>The College will analyse our non-pay expenditure to identify: EU regulated procurements Goods and Services greater than <u>£181,302</u> Works worth more than <u>£4,551,413</u>; and Procurement Reform Act regulated procurements Goods and Services greater than £50,000 Works worth more than £2 million</p> <p>The College will ensure that all commodity strategies and project specific procurement strategies align to the College's strategic aims and objectives and in turn the College's Regional Outcome Agreement. This will be</p> |

| | |
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| | <p>achieved through appropriate and effective consultation.</p> <p>The College will consider where appropriate the effective use of contract and supplier management to monitor and further improve the regulated procurement contract outcomes.</p> |
| <p>Deliver Value for Money</p> <p>“Value for money, as defined by the Scottish Model of Procurement, is not just about cost and quality but about the best balance of cost, quality and sustainability”</p> | <p>The College through its Procurement Policy and Procedures will seek to consistently apply the principle of Value for Money, albeit the balance of cost, quality and sustainability will vary for each procurement depending on the particular commodity, category and market.</p> <p>The College will consider the whole-life cost of what is being procured and when applying the above principle of value for money, ensure that it does so in a clear, transparent and proportionate manner; in line with the Treaty on the Functioning of the European Union of equal treatment, non-discrimination, transparency, proportionality and mutual recognition and in complying with the general duties of the Act as well as the sustainable procurement duty (see below)</p> |
| <p>Treating relevant economic operators equally and without discrimination</p> | <p>The College will conduct all its regulated procurements in compliance with the principles of the Treaty on the Functioning of the European Union (<i>equal treatment, non-discrimination, transparency, proportionality and mutual recognition</i>) and will consider early engagement with the supply market where relevant prior to the publication of a contract notice.</p> <p>All regulated procurements will be posted on portals such as Public Contracts Scotland (PCS) and Public Contracts Scotland-Tender(PCS-T) and shall strive to ensure the use of separate lots, where appropriate, with straightforward output based specifications and clear evaluation criteria to ensure the procurement is accessible to as many bidders as possible.</p> |
| <p>Acting in a transparent and proportionate manner</p> | <p>The College will ensure it engages with its local supply market and through the College’s Procurement Policy will mandate the use of clear and precise language in its specifications.</p> <p>The College shall ensure contracts are awarded using appropriate quality, risk and sustainability factors as well as cost according to declared score weightings specific to each contract.</p> |

| | |
|---|---|
| | <p>The College will actively take steps to make it easier for smaller and local businesses to bid for contracts through:</p> <ul style="list-style-type: none"> - the use of Public Contracts Scotland and Quick Quotes, - information contained on the Procurement page of the College website, - the provision of training and/or provide information on third party training opportunities (such as the Supplier Development Programme) - attending local supplier/buyer engagement events (such as Meet the Buyer) |
| <p>The Sustainable Procurement Duty</p> | <p>The College will give consideration to the environmental, social and economic issues relating to all regulated procurements and how benefits can be accrued, on a contract-by-contract basis by taking proportionate actions to involve SMEs, third sector bodies and supported businesses in our procurement activities and in so doing benefit not only the College but the wider Forth Valley region.</p> <p>The College will endeavour to make use of available tools and systems such as the Scottish Public Procurement Prioritisation Tool, the Sustainability Test, Life Cycle Impact Mapping, the Scottish Flexible Framework as well as APUC's Code of Conduct, Sustain and Electronics Watch where relevant and proportionate to the scope of the procurement.</p> |
| <p>Policy on the use of community benefits</p> | <p>The College will consider for each of its procurements over £4m how it can improve the economic, social or environmental wellbeing of the Forth Valley region through the inclusion of community benefit clauses aligned with the College's own strategic outcomes as well as a number of the Scottish Government's National Outcomes namely outcomes 2, 3, 4 and 7:</p> <ul style="list-style-type: none"> - We realise our full economic potential with more and better <i>employment opportunities</i> for our people; - We are better educated, more skilled and more successful, renowned for our <i>research and innovation</i>, - Our young people are successful learners, confident individuals, effective contributors and responsible citizens and - We have tackled the significant inequalities in Scottish society |

| | |
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| | <p>Examples of the scope of community benefits clauses may include, amongst others as appropriate, the delivery of training opportunities or subcontracting opportunities within the Forth Valley region, relevant and proportionate to the particular procurement.</p> <p>The College will strive to engage with internal stakeholders including students where relevant as well engage with the local and wider supplier community to ensure suppliers understand the use of community benefits and how to respond where they are included.</p> <p>Where possible and proportionate, such clauses may also be included in procurements below £4m</p> |
| <p>Consulting and engaging with those affected by its procurements</p> | <p>The College will take note of available good practice/principles of engagement including those detailed in the National Standards for Community Engagement as well as ensuring procurement staff have or will be developed to have the relevant communication and engagement skills.</p> <p>The College will consider each procurement, the community affected by the resultant contract and ensure any affected organisations/persons are consulted (e.g. impact on service for students, persons or groups with relevant protected characteristics where reasonable adjustments may be considered as part of a specification, or a local contract that could be combined with other similar institution's needs). Such consultation will always be on a scale and approach relevant to the procurement in question.</p> <p>All of the above will be embedded in the College's procurement practice.</p> |
| <p>The Living Wage</p> | <p>As an organisation who is a Living Wage employer, the College recognises the value of a well-motivated and dedicated workforce both in its own organisation and in those of its suppliers. In compliance with the Act the College will consider, before undertaking a procurement, whether it is relevant and proportionate to include a question on fair work practices along with other relevant criteria, whilst ensuring the appropriate balance between quality and cost of the contract, paying regard to the statutory guidance including the application the living wage.</p> |

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| <p>Promoting compliance with the Health and Safety at Work Act 1974</p> | <p>The College is committed to contracting only with suppliers that comply with all appropriate and relevant legislation, including Health and Safety legislation.</p> <p>Where appropriate, and on a contract by contract basis, the institution will assess the legislation applicable to a procurement and take steps to ensure bidders comply with such legislation. Where proportionate, the College also seek to assess the compliance of subcontractors.</p> |
| <p>The procurement of fairly and ethically traded goods and services</p> | <p>As an organisation which holds Fairtrade status, the College actively supports the sourcing of goods that are fairly and ethically traded.</p> <p>Where directly relevant it shall make use of appropriate standards and labels in its procurements to take account of fair and ethical trading considerations as well as considering equivalent offerings from suppliers that can demonstrate they can meet the specified criteria without necessarily having the specific certification</p> |
| <p>The provision of food and improving the health, wellbeing and education of communities in the College's area, and the promotion of the highest standards of animal welfare</p> | <p>The College will find practical ways to supply healthy, fresh, seasonal, and sustainably grown food which represents value for money whilst improving the health, wellbeing and education of our teaching and learning communities, coupled with promoting the highest standards of animal welfare.</p> <p>The College will work to put in place affordable contracts, which meet the nutritional requirements for all users of our catering services and will use available good practice and guidance such as that made available by The University Catering Organisation (TUCO) and any other relevant bodies.</p> <p>The College utilises APUC and TUCO Framework Agreements for the vast majority of our food and catering requirements, and the products and services under these Frameworks must comply with all relevant legislation and standards.</p> |
| <p>Payment terms</p> | <p>The College recognises the importance of paying suppliers promptly once a service has been performed or goods delivered and that late payment is particularly detrimental to SMEs, third sector bodies and supported businesses.</p> <p>The College will comply with the Late Payment legislation and will review on a contract by contract</p> |

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| | basis whether such obligations should be enforced and monitored further down its supply chain |
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7. Annual Procurement Report

7.1. Statutory Requirement

In accordance with requirement of the Procurement Reform (Scotland) Act 2014 the College will publish an Annual Procurement Report as soon as practicable after College's financial year end and will describe as required by the Act how it has discharged its obligations under the Act and how it has exercised discretion and judgement as permitted by the public procurement rules to secure strategic objectives in compliance with the Act.

This report will also provide a commentary on the progress of this Strategy and its Action Plan.

7.2. Contents of our Annual Procurement Report

The Annual Procurement Report in compliance with the Act will contain as a minimum:

- A summary of the regulated procurements that have been completed during the year covered by the Report
- A review of whether these procurements complied with this Strategy
- The extent that any regulated procurements did not comply, a statement of how the College intends to ensure that future regulated procurements do comply
- A summary of any community benefit requirements imposed as part of a regulated procurement that were fulfilled during the year of the Report including for example; apprenticeships completed, curriculum support activities, business support activities, support to communities and resource efficiencies achieved in terms of materials, waste or water.
- A summary of any steps taken to facilitate the involvement of supported businesses in regulated procurements during the year covered by the Report
- A summary of the regulated procurements the College expects to commence in the next two financial years
- Such other information as the Scottish Ministers may by order specify and where applicable that demonstrate compliance with other legislation that places specific requirements on the College with respect to its procurement activities and the College will also consider including:
 - What it has learned from its consultation and engagement with stakeholders and those affected by its procurements, and what it is doing to respond to these views, including how procurement has furthered the College's work with regard to the General Equality Duty
 - What it is doing to improve its performance and impact, drawing on relevant information – for example spend analysis – and what improvements have been achieved since its last report; and
 - How it is working with other bodies – for example procurement centres of expertise – to maximise effectiveness and efficiency.

The College will seek to publish its annual procurement report in an inclusive way that takes into account equality and accessibility issues and allows stakeholders to form a clear view of the College's performance.

8. Procurement Action Plan

8.1. Introduction

The Action Plan consists of a number of specific actions and commitments in relation to each of the strategic objectives and their desired outcomes these are also cross referenced to the relevant section of the Procurement and Commercial Improvement Programme (PCIP).

Progress against this Action Plan (see below) will be regularly monitored by the College's Procurement Advisory Group.

As part of the formal annual review of this Strategy, as indicated in section 1 above, this Action Plan will be reviewed and updated as required, to maintain alignment of the College's procurement activity with its broader priorities.

Forth Valley College – Procurement Action Plan

| | | | | | | | |
|---|---|--|---|--|---|---|-----|
| SFC Priority Outcome | <ul style="list-style-type: none"> Efficient and Sustainable | | | | | | |
| FVC Strategic Plan Value Statement | <ul style="list-style-type: none"> Leading as a business that is champion for governance, financial control and balanced risk taking Delivering a whole system approach. Simply effective, efficient and consistent | | | | | | |
| Scottish Model of Procurement Objective | <ul style="list-style-type: none"> Maximising efficiency and collaboration Delivering Savings and Benefits | | | | | | |
| Procurement Objective 1 | Target/Outcome | Main Actions | Benchmark Data/Sources | KPI/Measure | Target Date for Review | PCIP Ref | RAG |
| To maximise collaborative procurement opportunities in the delivery of value for money and efficiency | To maximise the use of collaborative Framework Agreements and Contracts (CAT A, B and C1) | <ul style="list-style-type: none"> Review expenditure analysis on an annual basis to identify non-pay expenditure not covered by regulated contract Develop forward contracting plan and identify opportunities to utilise collaborative opportunities Identify any sectoral or regional opportunities to collaborate Further embed collaborative procurement into policies and procedures (aligned to Procurement Journey) Work with relevant College staff to maximise use of Framework Agreements where possible | <ul style="list-style-type: none"> Scottish Procurement Information Hub/FVC expenditure analysis APUC Annual Benefits Statement FVC expenditure analysis CoEs and other Publicly funded Bodies Contracts Registers FVC procurement policy and procedures Framework Agreement information on FVC SharePoint site Periodic departmental review meetings Quarterly expenditure reports | Increase uptake of available Collaborative Framework Agreements and Contracts annually (% of collaborative contracts used) | July-November 2018 then annually thereafter | <ul style="list-style-type: none"> Dashboard Assessment Q2.1 Assessment Q3.3 | |

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|--|---|---|--|---|--|--|-----|
| SFC Priority Outcome | <ul style="list-style-type: none"> Efficient and Sustainable High Quality Learning Right Learning in the right place | | | | | | |
| FVC Strategic Plan Value Statement | <ul style="list-style-type: none"> Leading as a business that is champion for governance, financial control and balanced risk taking Delivering a whole system approach. Simply effective, efficient and consistent | | | | | | |
| Scottish Model of Procurement Objective | <ul style="list-style-type: none"> Maximising efficiency and collaboration Delivering Savings and Benefits | | | | | | |
| Procurement Objective 2 | Target/Outcome | Main Actions | Benchmark Data/Sources | KPI/Measure | Target Date for Review | PCIP Ref | RAG |
| To further develop a College wide approach to procurement which is co-ordinated, efficient and effective in the achievement of value for money, and which supports the delivery of high quality learning | To increase the number of regulated contracts for College wide use for commonly purchased goods, services and works | <ul style="list-style-type: none"> Review expenditure analysis to identify categories of goods, services and works which are not currently covered by a College wide contract Engage with relevant departments/staff to understand common requirements and develop appropriate procurement strategy (including route to market) Implement College wide contracts, including appropriate contract management approach | <ul style="list-style-type: none"> Scottish Procurement Information Hub/FVC expenditure analysis Stakeholder Focus Groups/Surveys CoEs and other Publicly funded Bodies Contracts Registers FVC Contracts Register (website) FVC SharePoint page (intranet) | Increase the proportion of annual non-pay expenditure covered by a regulated contract (CAT A, B, C or C1) | November 2018 then annually thereafter | <ul style="list-style-type: none"> Dashboard Assessment Q3.3 | |
| | | | | Increase the number of regulated contracts in FVC Contracts Register | November 2018 then annually thereafter | | |

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| | To maximise efficiency of processes relating to the requisition and invoicing of goods, services and works | <ul style="list-style-type: none"> Ensure procurement policy and procedures maximise efficiency relevant to value/risk of purchase Maximise use of available electronic processes and tools Reduce the cost of processing orders and invoices throughout the purchasing cycle | <ul style="list-style-type: none"> Relevant staff/stakeholder survey/feedback FVC procurement policy and procedures P2P purchasing system Procurement Cards PCS/PCS-T P2P purchasing system/Finance system Finance Reports | Reduce total number of Purchase Orders and Invoices processed per annum | November 2018 then annually thereafter | <ul style="list-style-type: none"> Dashboard Assessment Q2.3 Assessment Q4.1 |
| | To improve the awareness of procurement policies and procedures amongst relevant College staff and suppliers through various sources of information | <ul style="list-style-type: none"> Introduce a short Procurement induction course on Moodle for relevant new staff | <ul style="list-style-type: none"> HR induction plan Moodle Report | Total number of FVC staff that have completed the Induction Moodle course | July 2019 then annually thereafter | <ul style="list-style-type: none"> Assessment Q1.4 Assessment Q1.5 |
| | | | | Outputs of staff and supplier surveys/feedback | November 2018 then annually thereafter Periodic | |
| | | <ul style="list-style-type: none"> Introduce periodical review meetings/training opportunities with departments to provide relevant updates | <ul style="list-style-type: none"> Records of meetings/training sessions held and relevant information discussed. | Number of training sessions delivered to FVC staff on Procurement topics | July 2019 then annually thereafter | |
| | | <ul style="list-style-type: none"> Improve the awareness of procurement information available for College staff | <ul style="list-style-type: none"> Periodical department meetings Procurement SharePoint page Relevant staff/stakeholder survey/feedback E-Focus bulletins | Increase the satisfaction percentage in the Procurement Satisfaction Survey | November 2018 then annually thereafter | |
| | | <ul style="list-style-type: none"> Improve the awareness of procurement information available for suppliers | <ul style="list-style-type: none"> FVC website Supplier survey/feedback as appropriate Supplier engagement events | Increase the satisfaction percentage in the Procurement Satisfaction Survey | November 2018 then annually thereafter | |

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|--|--|--|---|--|--|---|--|
| | <p>To ensure that our procurement policies and procedures continue to deliver the requirements of the College in an efficient and effective manner</p> | <ul style="list-style-type: none"> • Introduce new approaches to gathering feedback from College staff about the service provided by Procurement and suggestions for improvement • Continue to review and improve our policies and procedures based on feedback received | <ul style="list-style-type: none"> • Stakeholder Focus Groups/Surveys • Procurement SharePoint Page | <p><u>Outputs of staff and supplier surveys/feedback</u></p> | <p><u>November 2018 then annually thereafter</u></p> | <ul style="list-style-type: none"> • Assessment Q1.5 • Assessment Q1.6 • Assessment Q2.3 • Assessment Q3.1 • Assessment Q3.2 | |
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|---|---|--|---|--|--|--|-----|
| SFC Priority Outcome | <ul style="list-style-type: none"> Efficient and Sustainable | | | | | | |
| FVC Strategic Plan Value Statement | <ul style="list-style-type: none"> Leading as a business that is champion for governance, financial control and balanced risk taking Delivering a whole system approach. Simply effective, efficient and consistent | | | | | | |
| Scottish Model of Procurement Objective | <ul style="list-style-type: none"> Maximising efficiency and collaboration Delivering Savings and Benefits | | | | | | |
| Procurement Objective 3 | Target/Outcome | Main Actions | Benchmark Data/Sources | KPI/Measure | Target Date for Review | PCIP Ref | RAG |
| To develop sound and useful procurement management information in order to measure and improve procurement and supplier performance in support of College Strategic Priorities and Objectives | To continue to record savings and efficiencies achieved through procurement activity | <ul style="list-style-type: none"> Record local savings and efficiencies using agreed sector methodology Review APUC Annual Benefits Statement for savings and efficiencies achieved through Frameworks | <ul style="list-style-type: none"> FVC procurement savings report/Hunter database APUC Annual Benefits Statement | Annual Report to Senior Management Team showing overall totals of: <ul style="list-style-type: none"> Cash Savings Non-Cash Savings Added Value | <u>November 2018 then annually thereafter Annual</u> —as soon as possible after FY end | Dashboard Assessment Q2.3 Assessment Q2.4 | |
| | To report the benefits delivered by the Procurement function in support of College objectives | <ul style="list-style-type: none"> Preparation of periodic reports that address the aims and objectives of the College, and the requirements of Procurement Reform (Scotland) Act 2014 Prepare Annual Report on performance against Procurement Strategy | <ul style="list-style-type: none"> FVC procurement savings report/Hunter database FVC Contracts Register Stakeholder Focus Groups/Surveys PCIP report Forward Contracting Plan | Annual Report showing the achievement of strategic objectives in line with the requirements of the Procurement Reform (Scotland) Act | <u>November 2018 then annually thereafter Annual</u> —as soon as possible after FY end | Assessment Q1.2 Assessment Q2.4 | |

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|--|---|---|---|--|---|--|--|
| | <p>To seek to continually improve supplier performance through the management of performance on contracts</p> | <ul style="list-style-type: none"> • Seek feedback from College staff/departments on key suppliers/contracts • Hold periodic supplier reviews with key suppliers and discuss feedback and/or provide feedback to relevant CoE's for Framework Agreements • Seek supplier feedback on performance and opportunities to deliver further improvements | <ul style="list-style-type: none"> • Stakeholder Focus Groups/Surveys • Contract KPI's/SLA's • Supplier feedback/performance improvement reports | <p>Level of staff satisfaction/positive feedback on supplier performance from Focus Groups and Surveys</p> | <p>July 2019 then annually thereafter Annual Customer Satisfaction Survey Annual Supplier Satisfaction Survey</p> | <p>Assessment Q3.1 Assessment Q3.2 Assessment Q3.3</p> | |
|--|---|---|---|--|---|--|--|

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|---|---|--|---|---|--|---|-----|
| SFC Priority Outcome | <ul style="list-style-type: none"> Efficient and Sustainable | | | | | | |
| FVC Strategic Plan Value Statement | <ul style="list-style-type: none"> Leading as a business that is champion for governance, financial control and balanced risk taking | | | | | | |
| Scottish Model of Procurement Objective | <ul style="list-style-type: none"> Delivering Savings and Benefits Maximising efficiency and collaboration Embedding Sustainability in all we do | | | | | | |
| Procurement Objective 4 | Target/Outcome | Main Actions | Benchmark Data/Sources | KPI/Measure | Target Date for Review | PCIP Ref | RAG |
| To embed relevant and appropriate procurement strategies to manage or reduce risk to the College. | To understand risks relating to key suppliers/contracts and implement relevant management approach | <ul style="list-style-type: none"> Embed risk as a key consideration when developing contract/commodity strategy Through detailed spend analysis, identify supplier/contract risk levels and determine appropriate tactical and strategic approaches to supply markets and contract management <u>Review the</u> Establish a procurement risk register <u>regularly</u> to collate and manage all identified procurement risks Communicate appropriate risks to Senior Management Team for inclusion in College Risk Register | <ul style="list-style-type: none"> FVC Commodity Procurement Strategy in conjunction with relevant FVC staff FVC Expenditure Analysis | <u>Implement-Review</u> procurement risk register <u>regularly and identify key procurement risks</u> | <u>Quarter 1 2017</u> then <u>ongoingQuarterly</u> | Dashboard Assessment Q1.5 Assessment Q1.6 Assessment Q3.1 | |

| | | | | | | |
|--|--|---|---|--|---|--|
| | To reduce the College's exposure to any forms of risk relating to procurement activity | <ul style="list-style-type: none"> Embed risk management processes into Policy and Procedures, including: <ul style="list-style-type: none"> Schemes of Delegation Conflict of Interest Gifts and Hospitality Counter Fraud <u>Continue to</u> Communicate Policy and Procedures to all FVC staff involved in procurement activity | <ul style="list-style-type: none"> FVC procurement policy and procedures Procurement SharePoint page (intranet) Periodical departmental meetings Moodle induction | <p><u>Total number of FVC staff that have completed the Induction course</u> Total number of FVC staff to complete Moodle course</p> | <p><u>July 2019 then annually thereafter</u> Ongoing</p> | |
| | | | <p>Number of training sessions delivered to FVC staff on Procurement topics</p> | <p><u>July 2019 then annually thereafter</u></p> | | |

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| | | | | | | | |
|--|---|--|---|---|---|---|-----|
| SFC Priority Outcome | <ul style="list-style-type: none"> Efficient and Sustainable High Quality Learning A developed workforce Equalities | | | | | | |
| FVC Strategic Plan Value Statement | <ul style="list-style-type: none"> Cultivating a vibrant learning organisation where learners develop skills, achieve qualifications valued by industry and progress seamlessly Instilling an energy and passion for our people, celebrating success and innovation Enhancing our position as the business and community partner of choice | | | | | | |
| Scottish Model of Procurement Objective | <ul style="list-style-type: none"> Embedding Sustainability in all we do Improving supplier access to public contracts | | | | | | |
| Procurement Objective 5 | Target/Outcome | Main Actions | Benchmark Data/ Sources | KPI/Measure | Target Date for Review | PCIP Ref | RAG |
| To embed sound economic, social and environmental procurement policies and to comply with relevant Scottish, UK and EU legislation in performance of the Sustainable Procurement Duty. | To maximise the economic, social and environmental outcomes from our procurement activity | <ul style="list-style-type: none"> Embed sustainability considerations into relevant commodity procurement strategies through the use of the Sustainability Test (including Sustainable Procurement Duty considerations) Identify and maximise Community Benefit opportunities from contracts where appropriate Place at least one contract with a Supported Business Seek to maximise opportunities for SMEs and local businesses, particularly for below regulated procurement opportunities | <ul style="list-style-type: none"> Scottish Government Public Procurement Prioritisation Tool FVC Commodity Procurement Strategy in conjunction with relevant FVC staff FVC Contracts Register (website) FVC procurement policy and procedures PCS/PCS-T | <ul style="list-style-type: none"> Measure of sustainability benefits outcomes secured in contracts awarded, including Sustainable Procurement Duty considerations | <u>November 2018 then annually thereafter</u> Annual <u>as soon after FY end as possible</u> | Dashboard Assessment Q1.2 Assessment Q2.2 Assessment Q2.4 | |
| | | | | <ul style="list-style-type: none"> Award a contract to a Supported Business | <u>November 2018 then annually thereafter</u> <u>Annually</u> | Dashboard Assessment Q2.4 | |

| | | | | | | | |
|--|---|--|---|--|---|-----------------|--|
| | To support the achievement of the College's overall Sustainability targets and objectives | <ul style="list-style-type: none"> Actively participate in the College Sustainability Committee Report on economic, social and environmental outcomes from our procurement activity Maintain Level 2 of Flexible Framework as a minimum Communicate Sustainable Procurement objectives to College stakeholders | <ul style="list-style-type: none"> Sustainability Committee actions/Sustainable Procurement KPI's Summary of outcomes contained in Award Recommendation Report Annual Report Flexible Framework Assessment/Action Plan Procurement SharePoint page | <ul style="list-style-type: none"> Annual Report showing the achievement of strategic objectives in line with the requirements of the Procurement Reform (Scotland) Act | <p><u>November 2018 then annually thereafter Annual</u> — as seen as possible after FY end</p> | Assessment Q1.2 | |
| | | <ul style="list-style-type: none"> Maintain Level 2 of Flexible Framework as a minimum Communicate Sustainable Procurement objectives to College stakeholders | <ul style="list-style-type: none"> Annual Report Flexible Framework Assessment/Action Plan Procurement SharePoint page | <ul style="list-style-type: none"> Maintain Level 2 of Flexible Framework | <p><u>July 2019 then annually thereafter</u> <u>Ongoing</u></p> | | |
| | Increase supplier engagement in relation to FVC's sustainable procurement objectives | <ul style="list-style-type: none"> Improve information available to suppliers on how to do business with the College, and sustainability objectives Attend supplier engagement events in the Forth Valley area, such as Meet the Buyer | <ul style="list-style-type: none"> FVC website Supplier survey/feedback as appropriate APUC Sustain tool Supplier engagement events | <ul style="list-style-type: none"> <u>Increase the satisfaction percentage in the Procurement Satisfaction Survey</u> <u>Increase the number of suppliers in the APUC Sustain tool</u> | <p><u>November 2018 then annually thereafter</u> <u>Periodic</u></p> | Assessment Q2.4 | |
| | | <ul style="list-style-type: none"> Improve information available to suppliers on how to do business with the College, and sustainability objectives Attend supplier engagement events in the Forth Valley area, such as Meet the Buyer | <ul style="list-style-type: none"> FVC website Supplier survey/feedback as appropriate APUC Sustain tool Supplier engagement events | <ul style="list-style-type: none"> <u>Increase the satisfaction percentage in the Procurement Satisfaction Survey</u> <u>Increase the number of suppliers in the APUC Sustain tool</u> | <p><u>July 2019 then annually thereafter</u> <u>Ongoing</u></p> | | |

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1. Purpose

To inform members of FVSA activity for 2017/18 and of the new Strategic Plan for 2018-2022.

2. Recommendation

That members note and comment on the attached Strategic Plan and Annual Report.

3. Background

FVSA have had another very successful year. We have begun to see the benefits of our work over the past two years to become a more sustainable organisation.

We look forward to the year ahead with two new F/T officers, a group of motivated volunteers who intend to run for voluntary officer positions again next year, a clear strategic plan to support our development, staff support and strong processes in place to help us reach our goals.

Annual Report

There have been a number of key highlights across this year, with successful elections for voluntary officers, the development of new clubs & societies, the launch of a Carers Charter in partnership with the College and being shortlisted for two awards at the NUS Scotland Awards.

Members can review the activity within the annual report attached as appendix 1.

Strategic Plan

At the beginning of the year, the executive committee carried out a self-evaluation against the NUS 'framework for the development of strong and effective student associations'. Officers and staff also carried out a number of strategic planning workshops, discussing the future vision for FVSA, conducting a swot analysis, identifying current and strategic partnerships and reviewing current activity.

Student workshops were conducted alongside our Student Council Meetings in April. Students were asked to discuss the future of FVSA based around three key areas of activity. These were Partnerships, Representation, and People. From these sessions we developed a strategic plan that will allow FVSA to enhance its position as a strong and effective student association.

The draft plan was then discussed by members of our advisory group, before being approved by our executive committee. This plan will also inform the development of a new Student Partnership Agreement between FVSA and FVC, discussions will take place over the Summer on shared projects that will form the basis of the agreement.

The Strategic Plan is attached as Appendix 2.

4. **Financial Implications-** The SA carries out all activities within our operational budget. As the Strategic Plan progresses there may be requirement to review the budget of FVSA, however FVSA will not implement any plans/activities that require additional funding before seeking the support of the College SMT and Board of Management.

5. **Equalities**

Assessment in Place? – Yes No

Some of the planned activities will require to be impact assessed, however this will be done on an individual basis.

6. **Risk**

Please indicate on the matrix below the risk score. Risk is scored against Impact and Likelihood as Very Low through to Very High.

| | Likelihood | Impact |
|-----------|------------|--------|
| Very High | | |
| High | | |
| Medium | | |
| Low | x | x |
| Very Low | | |

Please describe any risks associated with this paper and associated mitigating actions –n/a

Risk Owner –Alan Buchan

Action Owner – Alan Buchan

7. **Other Implications**

Please indicate whether there are implications for the areas below.

Communications – Yes No

Health and Safety – Yes No

FVSA will publish both our annual report and Strategic Plan for students and our partners.

Paper Author –Alan Buchan

SMT Owner – Andrew Lawson



Forth Valley Student Association

Annual Report

2017-18

Last updated: 15 June 2018

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FVSA Highlights of 2017/2018



#fvsafreshers

#fvsa17

#fvsa18

#fvsawelcome

#fvsaelections

#fvsafe

#fvsareprtraining



@forthvalleySA



Shortlisted for NUS Scotland Campaign Award 2017/18

Shortlisted for NUS Scotland College SA of the Year 2017/18

73 students trained in Scottish Mental Health First Aid Training

Implemented FVC Carers Charter 2017/18

211 Class Representatives trained

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Introduction

Welcome to Forth Valley College's FVSA Annual Report 2017-2018. It has been a remarkable academic year for FVSA and this report will detail all the hard work that has gone into ensuring our students have the most productive and enjoyable learner experience possible.

We would like to thank our members, volunteers, and partners for their continued support in making the student experience at Forth Valley College the best it can be.

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About Forth Valley Student Association

Forth Valley Student Association (FVSA) are an autonomous organisation who are responsible for representing the voice of students in order to improve the educational experience of its members and students of the College as a whole.

FVSA Strategic & Operational Plan

Strategic Plan 2016-18: [Click here](#) to view the Strategic Plan for 2016-2018

Operational Plan 2017/18: [Click here](#) to view the operational plan for 2017/18.

FVSA Constitution

FVSA are required by the Education Act 1994 to have a Constitution. This Constitution is a legal document that sets out the activities and procedures of FVSA. It provides a framework for the operation of FVSA by:

- Defining what the Association can or cannot do.
- Indicating how the Executive Committee can act on behalf of Association members.
- Outlining how Association members can air their concerns.

The FVSA Constitution also outlines the FVSA structure and role profiles for each Executive Officer. The current version of the Constitution was published in April 2017

[Click here](#) to view the FVSA Constitution.

Student Council

Student Council is the decision making body of FVSA , and forum for students to hold elected officers to account, give feedback to FVSA on the learner experience and to shape the work of the SA based on the views of students. Students can put forward motions, vote on issues and vote for changes to the FVSA constitution. FVSA are responsible to the student body via the constitution, which outlines what the Association and it's members can and cannot do.

Student Council takes place twice a year (block 1 and block 2). The meetings are always well attended and also gives the Class Reps/students a chance to feedback on their learning experience directly to a member of the Senior Management Team (SMT) through an open floor discussion.

FVSA Team 2017/18

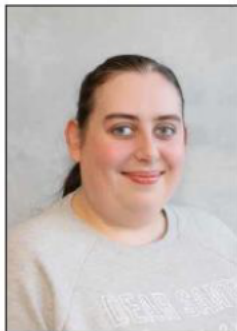
FVSA Executive Committee:



Alan Buchan
Student President



Amy Scobbie
Vice President



Claire Green
Disabled Students Officer



Liam Slaven
Executive Officer



Regina Nurney
Executive Officer



Stewart Kirkland
Mature Student Officer



Shannon Easton
LGBT+ Officer

FVSA Staff:



Angela Muirhead
Student Liason
Officer



Elena Semple
Student Activities
Co-ordinator

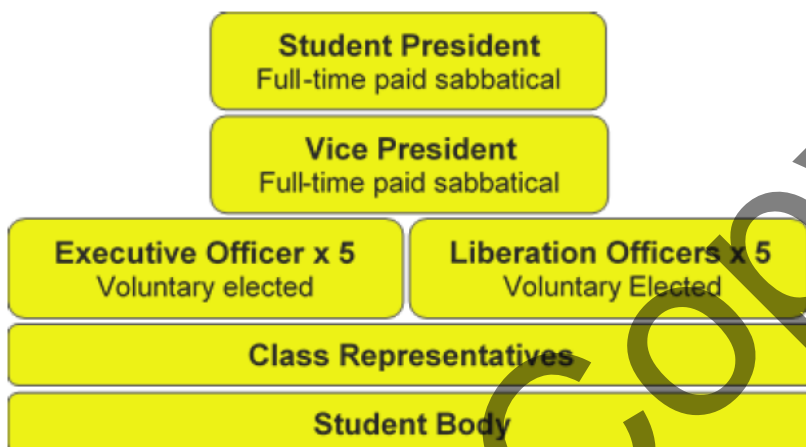


Lynne McClelland
Administration Assistant

FVSA Structure

FVSA Student Members

The Sabbatical officers lead the work of FVSA through the Executive Committee, which consists of the Sabbatical and Voluntary officers. All elected members are responsible to the Student Council, which is made of class reps and students from across the College. This ensures that students are fairly represented and able to hold



officers to account for their work. Student Council is also the forum where any larger decisions are voted on by the student body, as set out in the FVSA Constitution.

The five liberation¹ officer roles are Black & Minority Ethnic, Disabled, LGBT+, Mature & Womens. This structure follows the liberation/sections representation that the National Union of Students offers on a national level, with our local officers ensuring under represented student groups have a voice within FVSA, and are able to take this to a national platform through NUS Scotland and NUS UK.

FVSA Staff Members



The Student Liaison Officer supports FVSA Officers and Staff and is responsible for supporting FVSA to deliver on the Strategic Plan. Staff members are line managed through the Student Liaison Officer, however they support the work of FVSA as set out in by the Executive Committee, and within the Strategic Plan.

FVSA Advisory Group

FVSA currently have an advisory group in place, made up of students, sabbatical officers, College Board members, College Staff and an independent member from another Student Union. The group are responsible for supporting the development of FVSA, advising on HR or other challenges we are facing and for advising us on managing our relationship with the College. This is recognised by NUS Scotland as good practice in ensuring good governance within FVSA.

¹ The term 'liberation' is used as the role of these officers is to remove barriers for under-represented groups, 'setting them free'.

Highlights of 2017-18

This has been another fantastic year for FVSA with many success stories. Some of our highlights are listed below.

Class Representative Training

A full review of the Class Rep Training took place in the summer 2017 to analyse how we wanted to train our Class Reps and to make this work not only for the students but for the College. The training included interactive activities such as scenarios of how to signpost students, as well as informing students how to be an effective Class Rep. Feedback from these sessions was greatly received.

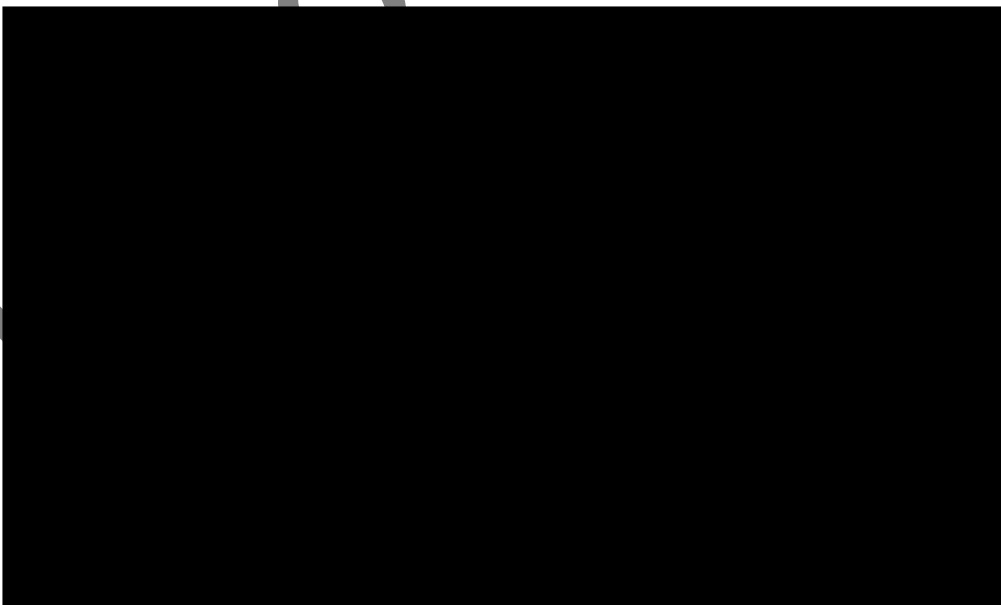
The Class Rep training area on Moodle was also updated to provide more comprehensive training materials and resources for reps to access throughout the year. This improved the skills and engagement levels with Class Reps.

182 Class Reps attended the physical training session and 29 Class Reps completed the training online.

SMHFA Training

Throughout the session 2017/18 there has been an increasing demand for Scottish Mental Health First Aid (SMHFA) training. This is a training initiative run by the NHS to train participants in mental health awareness, signs and symptoms of the most common mental health issues such as Psychosis, Depression and Anxiety and how to sign post people effectively to both internal and external services in relation to this. Participants also learn how to respond to crisis situations such as when someone is having a panic attack. Mental Health First Aid is an initial response to distress and all participants on the course understand that this help is given only until other suitable or professional help can be found.

FVSA trained 73 participants in 2017-18 mainly consisting of students and key members of staff.



Clubs and Societies

For the first time through FVSA students set up various clubs and societies throughout the year by providing fun and engaging activities. These included:

- Carers Club
- Robocraft
- Cricket Club
- Forth Valley Creative Writing
- Brazilian Jiu Jitsu
- SAGA (LGBT+ Society)
- Disability Awareness

These have been a great opportunity for students to meet new people, learn new skills whilst enjoying their time at College.

Strategic Planning

FVSA have been working on a new strategic plan over the course of the year. This plan sets out the further development of FVSA between 2018-2022.

At the beginning of the year the executive committee carried out a self-evaluation against the NUS 'framework for the development of strong and effective student associations'. Officers and staff also carried out a number of strategic planning workshops, discussing the future vision for FVSA, conducting a swot analysis, identifying current and strategic partnerships and reviewing current activity.

Student workshops were carried out alongside our Student Council in April. Students were asked to discuss the future of FVSA based around 3 key areas of activity. These were Partnerships, Representation, and People. From these sessions we have developed a strategic plan that will allow FVSA to enhance its position as a strong and effective student association.

Voluntary Elections

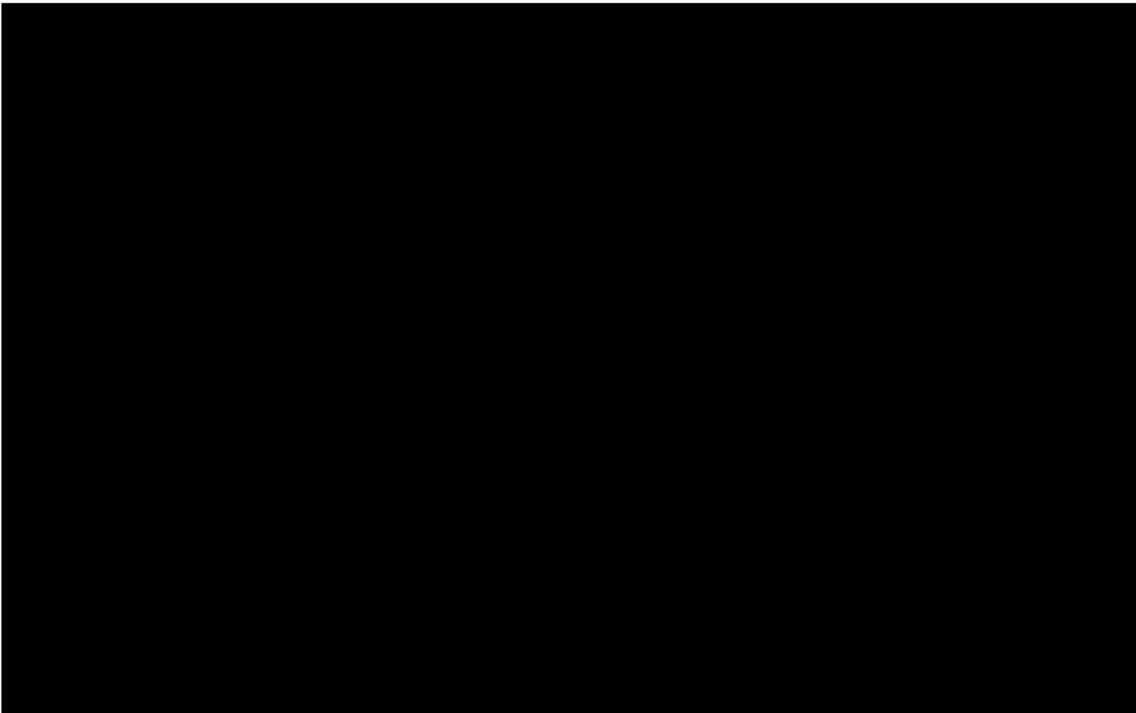
Elections for Liberation and Voluntary took place during the year and we successfully welcomed to the team:

- Disabled Student Officer
- Mature Student Officer
- LGBT Officer
- Executive Officers x2

These roles help shape the work of FVSA and to help support students throughout their year. (see team on page 6)

Carers Can

FVSA launched a Carers Charter in partnership with FVC. This promotes a culture that recognises carers and their needs and helps them to remain in education. A carer is anyone who cares, unpaid, for a friend or family member who due to illness, disability, a mental health problem or an addiction cannot cope without their support. The new charter highlights how FVC values the vital work done by carers and is committed to working with them to help them continue with their education.



Newly Appointed Activities and Volunteer Coordinator

FVSA successfully appointed a new Activities & Volunteer Coordinator in August 2017, Elena Semple has brought a wealth of experience and connections from her time at City of Glasgow College as a student volunteer, and from her current role as NUS Scotland VP Communities. Elena hit the ground running in developing a local support network for our liberation officers, engaging potential student volunteers and promoting student led clubs and societies.

Student Charter

FVSA worked with the College Quality Manager to update the College Student Charter. The new charter reflects the positive environment that both FVSA and FVC will strive towards. We hope to include the student charter within our Student Partnership Agreement that will be published later this year.

Student Democracy

Student Council

This year we updated our format for the meetings to increase the accountability of officers, encourage more discussion on FVSA activity and to encourage students to shape the work of FVSA through the use of motions/voting.

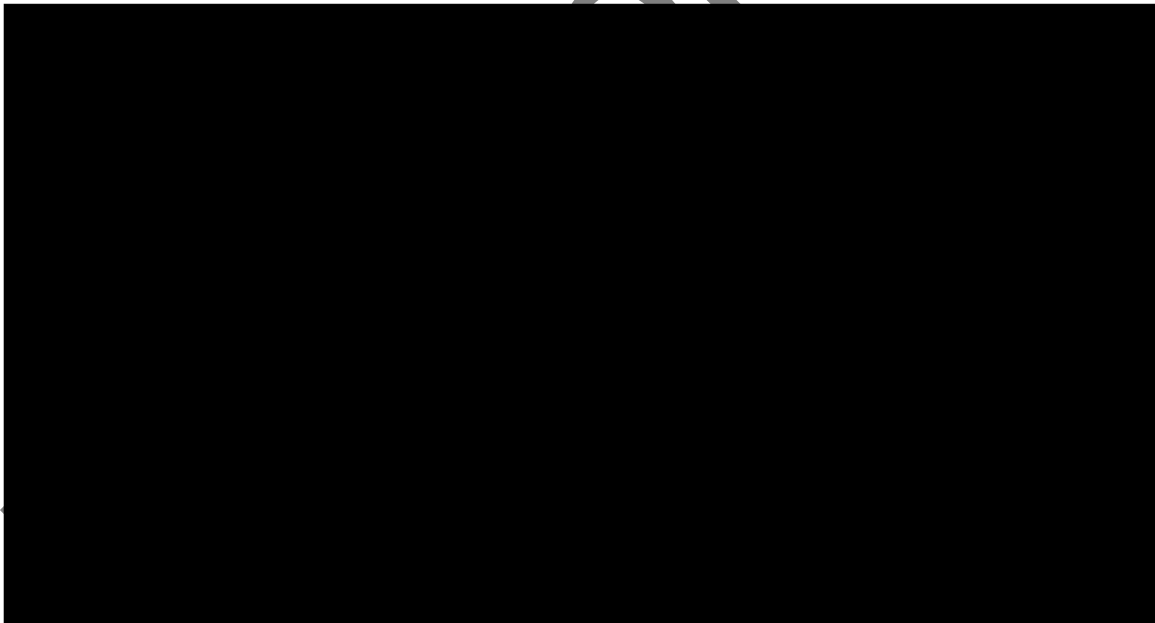
- Block 1 – [Minutes of the Meeting](#)
- Block 2 – [Minutes of the Meeting](#)

NUS Scotland

The FVSA team attended the NUS Scotland Conference in Dunblane this year. The conference elected the new NUS Scotland President and Vice Presidents, and set out the priorities for NUS Scotland for the year ahead.

FVSA sent 3 delegates to conference. Delegates took the opportunity to network with fellow SA Staff and Officers, and to vote for motions which reflect the needs of our students.

FVSA also successfully passed two motions at conference that will help shape the work of NUS on behalf of our students, one on tackling Student Homelessness and the other on the continuation of the College SA Development Project.



NUS National Conference

The NUS UK Conference took place in Glasgow this year. FVSA voted in the elections for the new NUS UK executive team and on a number of motions which will impact on our students.

Delegates and observers of FVSA spent time networking with officers and staff members across the UK.



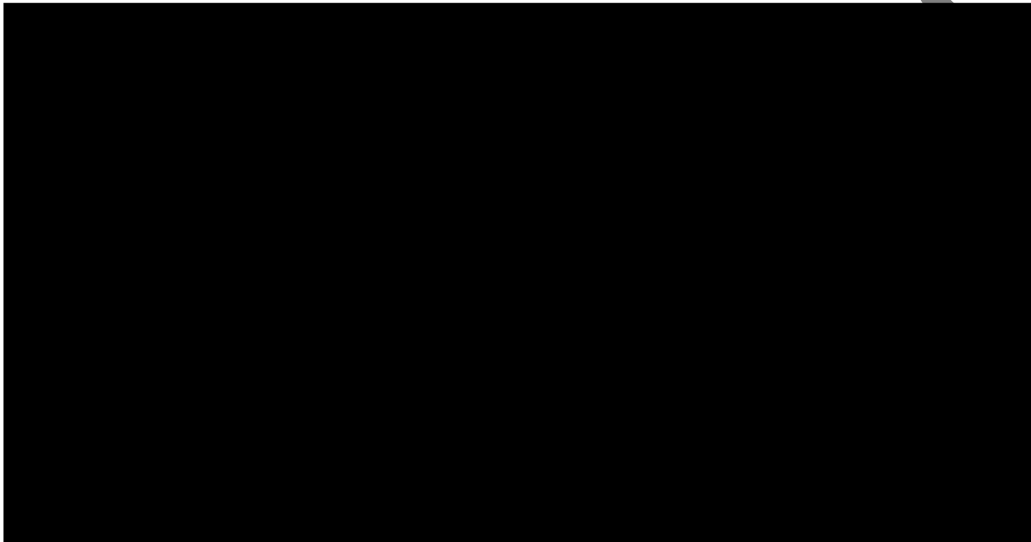
Campaigns

Fairtrade

FVSA marked the Fairtrade fortnight by running a taste test on each campus, seeing if staff and students could taste the difference between Fairtrade products and supermarket brands. This year we had chocolate, bananas and a quiz with the chance to win a Fairtrade Hamper. The tasting was very successful and allowed FVSA to interact with students across three campuses.

Christmas Gift Appeal

FVSA visited Signpost Recovery in their Alloa office in December to drop off our gift appeal of toys and food for people and families of those recovering from addiction. During our appeal FVSA spent time raising awareness of the charity and asking for donations.



#BudgetForBetter Campaign

FVSA collaborated with NUS Scotland to contribute to the national #BudgetForBetter campaign. The campaign aimed to push the government to meet the recommendations set out in the 2017 Student Support Review. The three main asks of the campaign were:

- A higher repayment threshold for graduates to start repaying student loans. It is currently £17,775 in Scotland but £25,00 in England and Wales.
- Better investment in bursary support, to reduce the levels of debt students have to take on while studying
- Ring-fenced funding for mental health support in Colleges and universities, to make sure all colleges and universities have support in place for students experiencing poor mental health.

FVSA held tables across each campus and spoke to students about the campaign. We gathered 444 signatures for a petition which NUS took to the Scottish Government.

As part of this campaign FVSA met up with Alex Rowley MSP for Mid Scotland and Fife to discuss the campaign and seek support.

Student Transport

Based on a number of concerns raised by students across FVC, FVSA have been campaigning to improve the affordability and availability of public transport. FVSA conducted a survey on student travel to and from the College, carried out researching on travel costs and reached out to our colleagues at Stirling University Students Union who have faced similar issues.

From the research it was identified that students found it difficult to access bus transport between the three local council areas and between the Stirling Town Centre and FVC.

FVSA passed a motion at Student Council which means that FVSA will continue to work on student transport next year.

FVSA recently met with both Bruce Crawford MSP for Stirling, and a number of senior Stirling Council members to discuss opportunities and transports links to and from the Stirling Campus.



#fvsafe

FVSA ran a Safety Campaign across the College. There was a range of information to help our students look after themselves in the run up to and during the Winter break, and focused on tackling the January blues in the last few weeks of block one and up to ReFreshers.

The campaign covered fire safety, alcohol & drug safety, smoking cessation, self-care, stress management, managing finances, physical fitness, tackling hate crime and preventing and responding to violence against women.

The campaign also linked with the national 16 Days of Action campaign for preventing violence against women, the #notafavour campaign by Ash Scotland and with Police Scotland around the Choices for Life campaign.

Student Opportunities/Events

FVSA has provided a number of opportunities for students and supported student events throughout the year.

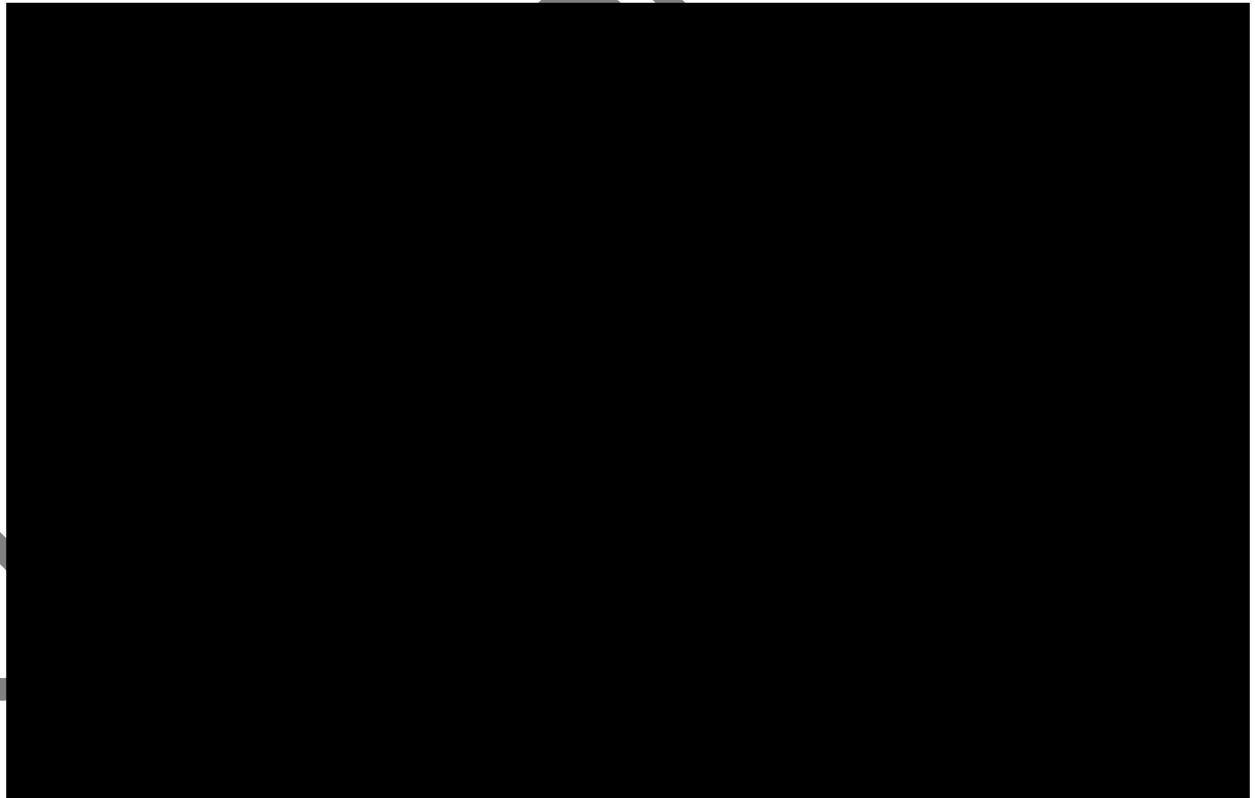
FVC Student Tourism Conference

The Student President was invited to attend a conference organised for all Travel & Tourism students within the College. There were a number of guest speakers including Marc Crothall, Chief Executive of The Scottish Tourism Alliance and Tracey Martin, Economic Development Officer for Visit Falkirk.

<https://www.forthvalley.ac.uk/news-events/student-tourism-conference-is-a-success-at-stirling-campus/>

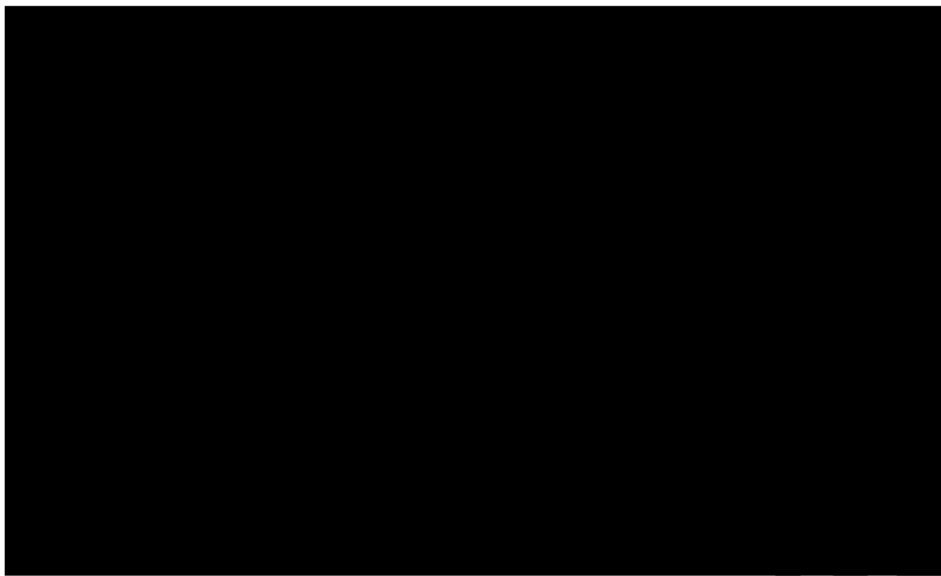
Choices for Life Workshops

FVSA worked in partnership with Police Scotland, the Army and Young Scot to develop a 'Choices for Life' Event for FVC students. The workshops were aimed at providing preventative messaging about the harms and risks of substance misuse and highlighting positive life choices to young people. It also offered practical advice in the form of first aid training so that the young people can assist their peers should they fall into a state of collapse through alcohol or drugs. This was identified as a need based on recommendations set out in the FVSA stress report where students identified that they would like to further develop their basic life skills.



ESOL Hollywood Event

FVSA attended the 'Day in Hollywood' event organised by the Falkirk campus ESOL students. The event aimed to raise money for Quarriers in Falkirk. We were joined by Neal Black, Student President of Edinburgh College SA, who was on a visit to share good practice between our Associations.



<https://www.forthvalley.ac.uk/news-events/esol-students-bring-hollywood-to-forth-valley-college/>

Step Count Challenge

FVSA, along with groups of students and staff members took part in a 2-week step count challenge, arranged by our Activities & Volunteer Coordinator. The challenge aimed to promote walking as a form of exercise and to get students and staff to think about how active they are on a daily basis. The challenge was a great success, with FVC Library staff taking the prize, and a student team winning most improved. The combined steps over 5 teams was equivalent to 6 trips along the West Highland Way, with an average of 32 miles per person!



Nurdle Hunting

FVSA team attended a 'nurdle hunt' at Bo'ness and Kinneil nature reserve, alongside a group of Creative Industries students and lecturer Gail English.

Nurdles are small plastic pellets which are produced by the plastic industry, which are washed up on beaches across the world. There is a particularly high volume of nurdles deposited on the banks of the river Forth.



ReUnion: Canal clean up day

FVSA team attended a canal cleanup day organized in partnership with ReUnion Canal Boats, who operate out of Lock 16 on the Union Canal. The event was promoted to students throughout the ReFreshers events in the hope that students would take part in community work and sign up to the volunteering opportunities available through ReUnion. This is part of an effort by FVSA to reach out to local communities and encourage FVC students to do the same.

Vue Cinema

FVSA, in partnership with Vue cinema, offer free movie viewings to students who attend a mock fire evacuation at the cinema in Stirling. This usually takes place twice a year and this year students have been able watch the brand new movies, Justice league and Deadpool 2, for free and without any trailers or adverts beforehand. Students are also able to bring along friends/family to these events.

Freshers & Re-Freshers Fair

This year's Fresher's Fair, held in September, was very successful. All campuses were busy and we received great feedback from our participants and students. This year's theme was Scottish and we had a fully packed hall/reception area with local businesses and

voluntary organisations providing freebies/prizes throughout the week. We also provided students with popcorn/candy floss and stalls in which students could win various prizes. We raised over £340 this year which was raised for our Clubs and Societies fund.

Following on from our main Freshers event, the team held their annual Re-Fresher's Fair for the fourth year running. This allows a welcome event for our new January start students and any students who may have missed the original Fresher's Fair in September. During the event, we had various exhibitors, hosting stalls and celebrated the local community in each campus. There were a range of exhibitors who were offering opportunities to students within the community and FVSA also promoted and raised awareness for the Liberation and Volunteer positions within FVSA.

We also hosted some fundraising stalls with a number of competitions and all proceeds went towards FVSA Clubs and Societies fund. A total of over £190 was raised.

As well as the main events, Vue Cinema also provided our students with the opportunity to watch a free movie in turn to help them out with a fire evaluation test in Stirling which was a great success.

Meetings

FVSA attended various meetings held throughout the year. These included the following:

| | | |
|-----------------|--|------------------------|
| 22/11/17 | Student Council Meeting Stirling | All team |
| 23/11/17 | College Development Network awards | VP |
| 24/11/17 | Student Council Meeting Falkirk | All team |
| 28/11/17 | Sparqs College Advisory Group | President |
| 28/11/17 | NUS/sparqs Oversight and Direction group -The Student President is attending this group which has the responsibility of discussing the project to develop College Students Associations. | President |
| 6/12/17 | FVSA Advisory Group Meeting | |
| 8/12/17 | FVSA Advisory Group Meeting | |
| 13/12/17 | Visit from Luke Humberstone NUS Scotland President regarding the #BudgetForBetter campaign and discussion on the work of NUS Scotland for this year. | All team |
| 9/1/18 | Meeting Matt Woodthorpe and Jamie Grant from Stirling University Union | President and SLO |
| 10/1/18 | Meeting with John Holleran from Scottish Families Affected by Alcohol and Drugs | VP & SLO |
| 12/1/18 | Meeting with Katy Gowling, NUS Scotland regarding HBHM | All team |
| 12/1/18 | Meeting with Lesley Young from Re-Union Canal Boats | All team |
| 16/1/18 | Meeting with Jill Stevenson, Head of Student Support Service at Stirling University regarding their #Isthisok? campaign | VP |
| 18/1/18 | Stirling University Union AGM | President |
| 19/1/18 | Launch of Scotland's colleges delivering for all | VP |
| 22/1/18 | Meeting with Ross Martin | President & VP |
| 23/1/18 | Meeting with Laura Riley, Senior Communications Officer FVC regarding FVC Carers charter | VP |
| 24/1/18 | Think Positive - Learning, Sharing & Networking Event | AVC |
| 24/1/18 | Anne Fowler, FVC Learning & Teaching Manager to discuss FVSA supporting the promotions of the JISC Digital Student Tracker Meeting | President |
| 25/1/18 | Meeting Astrid Smallenbrook & Jamie Grant from Stirling University Union regarding student issues with First Bus | President, SLO and AVC |
| 25/1/18 | NUS Black Students Conference | AVC |
| 26/1/18 | SWOT analysis/Framework self-evaluation meeting | All team |

| | | |
|------------------------|--|---------------------------------|
| 26/1/18 | NUS Trans Student Conference | LGBT+ Officer & student |
| 27/1/18 | NUS Scotland LGBT Conference | LGBT+ & Exec Officers & AVC |
| 31/1/18 | Mental Health network Child & Adolescent MHFA training | VP |
| 19/2/18 | Meeting Ross Martin | VP & President |
| 19/2/18 | Meeting with MSP Alex Rowley | VP & President |
| 23/2/18 | TES FE awards | VP |
| 27/2/18 | Sparqs Event - Shaping the Professional Standards for Lecturers in Scotland's Colleges | VP & Exec Officer |
| 14/3/18 | Neal Black, Student President Edinburgh College SA | VP, President & AVC |
| 15/3/18-16/3/18 | NUS Scotland Conference & Awards | All team |
| 21/3/18 | Sparqs annual support meeting, David, Sparqs | All team |
| 26/3/18 | FVSA Advisory Group Meeting | All team |
| 27/3/18-29/3/18 | NUS UK National Conference | All team |
| 4/4/18 | Meeting Bruce Crawford MSP | President |
| 17/4/18 | Meeting with Susan McCurry, SDS - Short introduction meeting for Susan, who is now lead for SDS delivery in College. | President |
| 17/4/18 | NUS Scotland Women's Conference | AVC & LGBT+ Officer |
| 18/4/18 | NUS Scotland Disabled Students' Conference | AVC |
| 18/4/18 | Student Council Meeting – Alloa Campus | All team |
| 19/4/18 | Meeting Scott Robertson to discuss Choices for Life workshops | President |
| 19/4/18 | Student Council Meeting – Falkirk Campus | All team |
| 20/4/18 | Student Council Meeting – Stirling Campus | All team |
| 30/4/18 | Meeting with Morven Stewart, Sparqs – discussion about apprentice rep training | President & SLO |
| 4/5/18 | Meeting Bruce Crawford MSP and Stirling Council representatives to discuss park & ride route. | President & Admin. Assist. |
| 16/5/18 | Meeting with VP Communities @ Stirling Student Union | President |
| 17/5/18 | Choices for Life workshops | SLO, AVC & Admin. Assist. |
| 17/5/18 | Edinburgh College Award ceremony – The Student President presented one of the awards | President, SLO & Admin. Assist. |

Looking ahead to 2018/19

The year ahead for FVSA will provide a real opportunity to improve the level of engagement with students. The development work carried out in the last twelve months have laid the foundations for a successful year, which will start out with solid plans, based on self-evaluation, evidence gathered through student feedback and the elected officers' plans.

Student Partnership Agreement

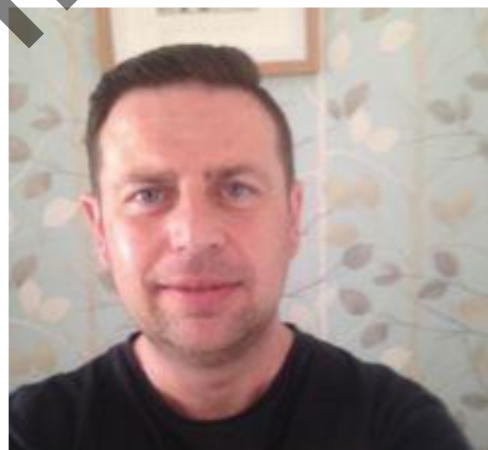
Over the summer we are reviewing and updating our SPA agreement to identify shared goals and projects that we can deliver in partnership with FVC. This will strengthen our positive relationship and support the development of new partnerships across the College.

Sabbatical Elections

FVSA had excellent participation in the sabbatical elections this year, with a total of five candidates coming forward for the two election categories; Student President & Vice President. Each candidate showed great enthusiasm for their role and elections were highly visible around the College. Our newly elected Student President and Vice President was decided in May 2018 and will take up their new role from 1st July 2018.

Student President, Liam Williams:

Vice President, Lindsay Graham:





Forth Valley Student Association

**Strategic Plan
2018-2022**

Last updated: 15 June 2018

Uncontrolled Copy

Introduction

Since we were formed in 2014, FVSA have been in a position of sustained development. We have continued to build and adapt to meet the needs of our members and students.

FVSA have worked with students, class representatives, liberation & executive officers, sabbatical officers, staff and our partners to develop this plan. Throughout the process we have empowered our members to shape our goals and our vision to ensure that we are truly a student led organization.

FVSA would like to thank Forth Valley College staff and management for their continued support, as well as the Forth Valley College Board of Management for the support and encouragement given to us by Board Members.

Thanks also to our community partners, including Stirling University Union, for the support and collaboration that has provided a benefit to both FVSA and our members.



We will be the Student Association that our students need us to be; available, accessible and empowering students to make positive change.

- ✓ NUS Scotland Enterprise Award Winner 2016
- ✓ 3 Star Healthy Body Healthy Mind Award 2016/17
- ✓ Shortlisted for NUS Scotland Campaign Award 2017/18
- ✓ Shortlisted for NUS Scotland College SA of the Year 2017/18
- ✓ Implemented FVC Carers Charter 2017/18



#fvsafreshers

#fvsa17

#fvsa18

#fvsawelcome

#fvsaelections

#fvsafe

#fvsareptraining



@forthvalleySA



To become a sustainable organisation that is able to develop our officers and staff to be the people that our students need them to be

We will build the Association through developing a volunteering culture that adds benefit to our volunteers and the Association. We want all our volunteers, officers and staff to develop their own skills and knowledge throughout everything they do for the Association, and for all of our volunteers to be awarded in a way that boosts their future prospects by verifying what they have learned. There will be clear progression routes for everyone involved in the Association to progress through our organisation and onto new opportunities.

We will do this by

- Increasing our presence across the College in order to ensure students are able to access the representation, support and opportunities we provide.
- Developing a strong volunteer culture throughout the Association, identifying and creating further opportunities to volunteer and opportunities for development and accreditation for all of our volunteers.
- Building a sense of community across both the Association and the College through events, clubs & societies and other networking opportunities for students.
- Oversee the develop of staff and officers to ensure they have the skills and knowledge to exceed in their roles, and the opportunity to progress within the Association and externally.

Cultivating a transparent, student led organisation that influences change for the better

We will build an Association where students know not only who we are, but what we do throughout the year. We want students to get involved in the work we do, not only through giving feedback, but by helping us plan and carry out activities, campaigns and events. We want our students to know that their voice and votes count throughout our elections, leading to meaningful elections that are well contested and where elected leaders are truly the student voice in our College. Our leaders will escalate the student voice across our communities and at a national level to shape the wider student experience in Scotland.

We will do this by

- Strengthening our communication with students and partners, making sure that all students are able to feed into, and hear back on the work of the Association.
- Engaging our members in carrying out work, in order to increase our capacity, empower our students and develop them into future leaders.
- Improving our democratic procedures to increase accountability of elected officers.

To develop strong and equal partnerships across our community that will benefit our members and students.

We will develop our partnership with FVC, identifying new and existing partnerships where we can work together to improve the student experience. Students will know who we work with, how they can get involved and what the benefits are. We will work with students and the College to engage with the local community, ensuring students can access the opportunities, support and facilities available across Forth Valley.

We will do this by

- Developing our partnership with FVC, strengthening how we work with departments across the College by sharing information, increasing support and providing better opportunities for students.
- Increase awareness of existing partnerships, both of the Association and the College, and how these benefit students.
- Engaging with external partners to support the development of our students through volunteering, external learning opportunities and providing support to students in the community.

1. Purpose

To seek approval of policies relating to the General Data Protection Regulations (GDPR) which came into effect on 25th May 2018.

2. Recommendations

That members consider the content of the paper and:

- a) Approve the new College Data Policy;
- b) Approve the revised IT Security Policy.

3. Background

The College is an organisation which is extremely data rich owing to the types of services we provide. A cross college working group was established to catalogue and review these data sources and design new policies, processes and procedures to ensure GDPR compliance and thereby mitigate against the risk of significant reputational and financial damages.

The College has been managing the transfer from the previous Data Protection Act 1998 to GDPR in a structured manner to ensure front line activity is not disrupted as we approach the end of the current academic year.

Our approach is in line with advice from the UK Information Commissioner, Elizabeth Denham, has been on record saying that she accepted that companies will need time to become fully compliant. Commenting that "The first thing we are going to look at is, have they taken steps, have they taken action to undertake the new compliance regime," she added "Do they have a commitment to the regime? We're not going to be looking at perfection, we're going to be looking for commitment."

4. Key Considerations

Policy, Process and Procedure

As mentioned in 3 above, the core GDPR group has developed new policies, processes and procedures. Where possible, these documents have been developed as processes and procedures to allow flexibility for change as the implementation of GDPR progresses. These have also been written to be as accessible and straightforward as possible for staff who will use them.

There was however a need to review existing policy and to develop a new overarching policy to cover GDPR in Forth Valley College. The new policy not only benefits the College in terms of GDPR compliance, interactions with external companies whom the College wishes to have a commercial relationship with since GDPR came into effect, shows that they expect the College to have an overall policy in relation to GDPR.

College Data Policy

The attached policy sets out –

- What College data is
- What are the key pieces of legislation relating to College data (GDPR and Freedom of Information)
- Staff training
- Where staff can obtain further advice

The Policy also has a map of all main GDPR related policies and procedures for guidance. The following new procedures have been approved by SMT, and include:

- GDPR in Forth Valley College Procedure
- Email Procedure
- Data Breach Procedure
- Data Protection Impact Assessment Procedure
- Request for Information/Subject Access Request Procedure
- Date Retention/Destruction Procedure

A wider Information Management procedure is currently being written, which will provide guidance to staff on file storage including file plans and retention guides covering SharePoint, Network Drives, Moodle and other media servers. Although the majority of files stored in these systems will be non-personal, and therefore out of scope of GDPR, having a consistent file structure will help with any requests for information through GDPR or Freedom of Information.

IT Security Policy

The IT Security Policy was approved by the Board in March 2017, however it requires a minor update to emphasise to staff the methods of accessing College data, which is highlighted in red.

It is vital that the College GDPR approach, once approved, is followed by staff at all levels.

For information, the following list shows highlights of work undertaken to date in relation to GDPR:

- Implementation and rollout of GDPR Training materials for all staff.
 - Weekly communication on GDPR to staff through e-Focus.
 - The College Data Protection Officer (DPO) has been recruited through the recently formed DPO Shared Service through the University and College Shared Service (UCSS) which is part of Advanced Procurement for Universities and Colleges (APUC), and commenced in the College on 16th May.
 - Creation of a GDPR Check List aligned to the Sector Working Group for GDPR – Scottish Colleges Information Governance Group.
 - A dedicated SharePoint site for GDPR has been created, which contains all source documentation, which is available to all staff. This includes new documentation such as
-

Data Sharing agreements that the College must use when sharing data externally and updated legal documentation such as the terms and conditions used for commercial activity. An Information Asset Register/Data Protection Risk Register, a Data Breach Register, a Subject Access Request Register, and a Data Destruction/Anonymisation Register have also been created here in line with GDPR legislation.

- FAQs for staff have been created.
- Privacy policies for students and staff to reflect the new legislation have been developed.
- A data cleanse of HR Records stored electronically has been undertaken in line with the revised data retention procedures, with processes built and documented for future years. A total of 1,692 staff records were deleted to ensure compliance with GDPR.
- A data cleanse of Student Records stored electronically has been undertaken in line with the revised data retention procedures, with processes built and documented for future years. A total of 88,385 student records have been anonymised to ensure compliance with GDPR
- The process of agreeing data sharing agreements with all organisations which processes personal data from, or to, the College is ongoing.

5. Financial Implications

Please detail the financial implications of this item – Non-compliance will not only place the College at risk of potentially significant fines but will also negate the significant costs incurred to date to ensure compliance with the legislation. Some of the costs incurred to date include –

- Legal costs
- Staff time (largest cost). As part of the evaluation of the initial implementation of GDPR an indicative staff cost will be included.
- On-going cost of the DPO Shared Service.
- On-going staff time to ensure adherence to GDPR legislation – particularly Business Transformation staff, Corporate Governance and Planning Officer and Contracts Officer.

6. Equalities

Assessment in Place? – No

If No, please explain why – GDPR applies to all College systems, information and staff. Developments in areas which may have an equalities impact will be assessed as required by the lead staff in each area.

Please summarise any positive/negative impacts (noting mitigating actions) – A positive impact of implementation of GDPR is that staff and students will gain greater control over their data, which includes sensitive personal data.

7. Risk

Please indicate on the matrix below the risk score. Risk is scored against Impact and Likelihood as Very Low through to Very High.

| | Likelihood | Impact |
|-----------|------------|--------|
| Very High | | |
| High | | X |
| Medium | | |
| Low | X | |
| Very Low | | |

Please describe any risks associated with this paper and associated mitigating actions – GDPR came into effect on 25th May 2018. While the Information Commissioner’s Office have indicated that they are looking for demonstrable commitment rather than 100% compliance, it is unknown when this stance might change. As such, the only way to mitigate this risk is to ensure compliance is in place across all areas of the College. Significant progress has been made in ensuring our Core Systems are compliant.

Risk Owner – Ken Thomson

Action Owner – David Allison

8. Other Implications –

Please indicate whether there are implications for the areas below.

Communications – Yes

Health and Safety – No

Please provide a summary of these implications –

Communications – GDPR will continue to be communicated to staff for the foreseeable future.

Health and Safety – None

Paper Author – Stephen Jarvie/James Aston/David Allison

SMT Owner – David Allison

College Data Policy

| | |
|------------------------------------|--|
| Status | Draft |
| Date of Version | April 2018 |
| Responsibility for Contents | Vice Principal Information Systems and Communications |
| Responsibility for Review | Corporate Governance and Planning Officer |
| Review Date | April 2021 |
| Primary Contact | dataprotection@forthvalley.ac.uk |

1.0 Purpose

This policy and associated procedures referred to in this policy outlines the College's approach to the management of all data held or shared by the College.

2.0 Policy Statement

Forth Valley College is an organisation that relies heavily on a variety of types of data to conduct it's day to day business. The College is committed to ensuring the data it holds is relevant, up to date and well organised

3.0 Responsibility for the Implementation of this Policy and Associated Procedures

This policy applies to all College staff.

4.0 Definition of College Data

College data is defined as all information which is held (physically or electronically) within the College or on a College approved external host (such as a 'cloud' account). No data should be held on any system not approved by the College.

Staff should not store personal information or communications on any College system. If a staff member does so, the College cannot guarantee the privacy of this information.

5.0 What Laws Apply

The use of data by organisations including the College is highly legislated. The two most relevant pieces of legislation at this time are described below. Please note that, should any of these pieces of legislation be superseded during the period of this policy, then the most relevant legislation will be deemed to be covered by this policy.

General Data Protection Legislation (GDPR)

GDPR is EU legislation which came into force on 25 May 2018.

The reason for this legislation is to ensure transparency in how organisations utilise information to ensure it is accurate, up to date and not kept longer than necessary. It builds upon existing data protection legislation which has been in place in the UK since 1998

Information covered by GDPR is information which relates to a clearly identifiable individual (student/staff etc).

GDPR strengthens an individual's rights to see what information the College holds on them, to request copies of some or all of this information or to request that information held on them be deleted.

The manner in which the College obtains information under GDPR is also fundamentally different from past practice. The College can only gather, hold and use information where there is either –

- Clear and informed consent given by the individual
- A legislative basis for having information

New procedures have been developed for managing College information and the organisation chart in Appendix 1 provides an overview of these

Failure to manage personal data in line with GDPR places the College at risk of severe financial penalties.

Freedom of Information (Scotland) Act 2002 (FOISA)

FOISA has been in place within the College for a number of years. This legislation is a mechanism whereby individuals can request to see information on the College (as long as it is not personal information on an individual staff or student) in relation to activity levels, financial performance, decision making process or any other topic of interest.

6.0 Staff Training

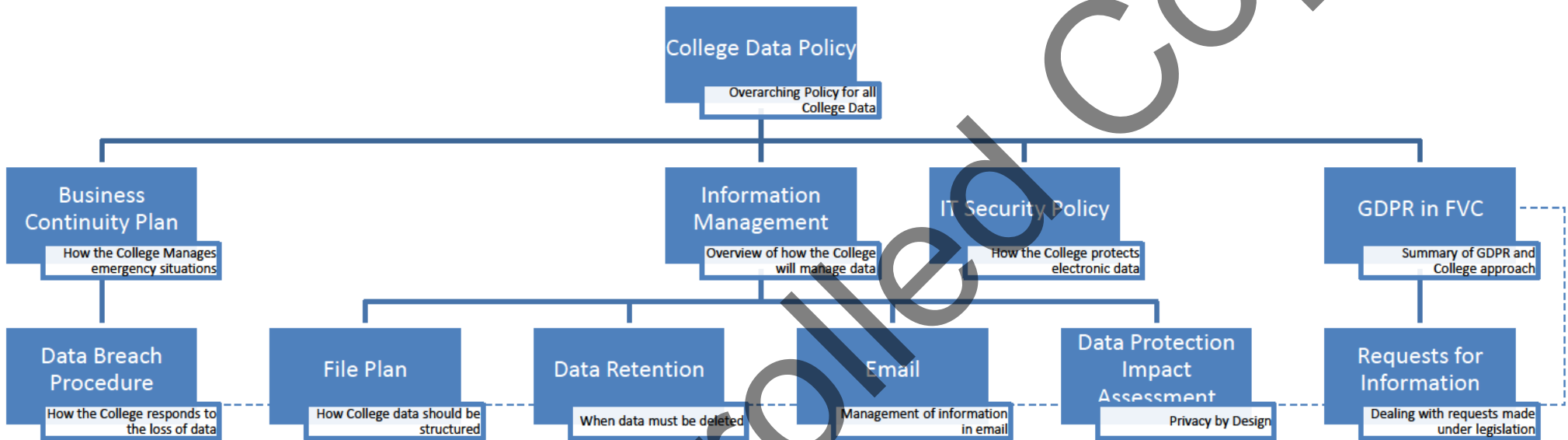
The College will ensure all staff are trained in the legislation outlined in section 5 above. This training will be periodically refreshed and will also form part of the induction process for all new staff.

7.0 Advice for Staff

While all staff will receive training in the legislation outlines in section 5, the College recognises that staff may either require specialist advice or assistance where a request for personal/college information goes beyond what a reasonable member of staff would consider a normal request for someone in their role.

Staff should always, in the first instance, discuss their query with their line manager. Should your line manager be unavailable (e.g on leave or off ill) you should contact the Corporate Planning and Governance Officer on extension 3273 for advice as soon as possible.

Appendix 1 – Overview of College Data Management Procedures



Information Systems

I.T. Security Policy

| | |
|--------------------------------------|----------------------|
| Status | Draft for Approval |
| Date of Version | May 2018 |
| Responsibility for Contents | Information Services |
| Responsibility for Review | Information Services |
| Impact Assessment Review Date | May 2020 |
| Review Date | May 2020 |
| Primary Contact | Head of I.T. |

Security Definition

It is Forth Valley College's policy that the information it manages shall be appropriately secured to protect against the consequences of breaches of confidentiality, failures of integrity or interruptions to the availability of that information. This security policy is intended to ensure the confidentiality, integrity and availability of data and resources through the use of effective and established IT security processes and procedures. This Information Security Policy provides management direction and support for information security across Forth Valley College. Specific, subsidiary information security policies, shall be considered part of this policy and shall have equal standing.

Policy Objectives

The College is reliant upon computer systems to manage the information required to conduct its business. The objectives of this policy are:

- a) To ensure that all computer users are aware of their obligations in the operation and use of computer based systems.**

- b) To ensure that adequate controls and procedures are established to effect the secure operations of its business and academic information systems and the security of the data held within the college.**

- c) To ensure the college complies with all legislation including the Data Protection Act with respect to computerised information systems.**

Policy Scope

This policy applies to all computer based systems used in the management and administration of the College and any of its activities. The policy will apply to all staff, systems, equipment and services throughout the College.

Security Standards

1) Physical Security

To ensure that all computer and related hardware is adequately protected against theft or physical damage, it should be:

- Kept in a secured area when not in use
- Housed in a separate, secure area when used for processing data of a sensitive nature
- Recorded in the FCT asset register for computer related equipment.
- Marked with security tags or fitted with appropriate locks

2) Logical Access

To prevent unauthorised access, all computer users are required to:

- Be issued with unique user identifications (userid) and passwords.
- Have access only to these systems and functions necessary to perform their job.
- Ensure that their passwords remain confidential and are not disclosed to anyone else.
- Ensure that passwords are changed on a regular basis.
- Close down or log out of systems when not in use or attended.
- **When accessing College data, use a College device, or use the Remote Access client if you are using your own device. If you are unclear of how to set up Remote Access on your own device please contact the IT Department.**

3) Backup and Contingency

To ensure security and continued availability to applications and data a backup regime should be maintained. This should be a standard cycle of daily, weekly and monthly backups. The integrity of backup media should be tested both in terms of physical media but also the information stored. Media should be stored appropriately, in fire proof data safes, which should be located both on and off site. All weekly, monthly and annual tapes should be stored off-site. A contingency / disaster recovery plan should exist and be tested on a regular basis.

4) Application Purchase, development and maintenance

- Staff should follow the I.T. purchasing guidance
- Staff and students must adhere to the College Acceptable Use Policy

Enforcement

Security Oversight will be provided by the Head of I.T. and Associate Principal, Information Systems and Communications and Systems and Networks administrator, who will also provide direction and visible management support for security initiatives.

The responsibility for ensuring the protection of information systems and ensuring that specific security processes are carried out shall lie with the head of department running the specific system. The College's information systems security role is undertaken by the Systems and Network Administrator.

This policy has been ratified by Forth Valley College's Senior Management Team and forms part of its policies and procedures, including regulations for conduct. It is applicable to and will be communicated to staff, students and other relevant parties.

To determine the appropriate levels of security measures applied to information systems, a process of risk assessment shall be carried out for each system to identify the probability and impact of security failures. The Implementation of the information security policy shall be reviewed independently of those charged with its implementation.

Wireless Security Policy

The college has a wireless network covering its three campuses. Currently these networks are available for use by college owned and configured devices only, with the exception of the eduroam wireless service and the guest network. Learners should use their wireless devices with the eduroam service only. Wireless services should not be introduced that disrupt the college wireless provision. No network device may be attached to the college wired network by anyone other than I.T. Staff.

Removable Media

The college supports the use of CD read/write disks, and USB memory sticks. The college does not support the U3 standard of USB sticks that require the installation of software on the PC's within college. The U3 USB sticks allow users to run software directly from their USB stick, and could facilitate the use of unlicensed software or the spread of viruses. No student or staff identifiable data should be kept on any removable media.

Security of portable IT Equipment

Student or staff identifiable data should not be kept on laptops or tablets. Hard disk encryption will be implemented on all College laptops and tablets ensuring that in the case of theft any information stored on the hard disk will be protected, and that no unauthorised user may use the device to enter the College network.

Remote Access Services

This policy is applicable to all staff working for Forth Valley College and is in addition to the acceptable use policy.

The provision of remote access facilities addresses specific business needs of the organisation but introduces a number of risks in the following areas that need to be addressed:

- a) Network Security
- b) Data Security
- c) Health and Safety

Your password should never be disclosed, or written down. Only properly licensed software may be run on equipment having remote access. Users must be aware for the need for a safe and healthy working environment. Staff must comply with all relevant Health and Safety policies and guidance which is stored on the college intranet/sharepoint and take heed of the draft Display Screen Equipment guidance

Particular attention should be paid to:

- Avoiding Trailing Leads
- Not overloading power sockets and multi-outlet cables
- Electrocution risks (e.g. spillage of liquids, damaged power cables)
- Adequate ventilation of Computing Equipment
- Keep Equipment and cables away from children and pets.

Remote access must not be employed for personal use.

Terminal Services for remote access is deployed to keep data within the college.

Sensitive college data should not be stored on non college I.T. Equipment.

Only authorised college staff should access the computer while remote access is being used.

Computer Asset Disposal

All College computer equipment is procured centrally and is maintained in an asset register. When the equipment reaches the end of its working life it will be disposed of in an environmentally friendly manner following the European regulations on disposal of electrical equipment. All I.T. Equipment must be disposed of through the I.T. Department. Computing Equipment used by Staff, or computers containing sensitive data will be wiped using the appropriate software by internal I.T. department staff.

Other equipment can go to third party disposal companies provided that a duty of care certificate, indicating a contractual liability for the wiping of data. Asset Tags will be removed and retained. The asset register will be updated and a list of disposed equipment retained along with duty of care documentation and any S.E.P.A. documentation. The removal of data is important to comply with data protection regulations and software license regulations. Equipment will only be disposed of through third parties, where they are accredited disposal agents with the relevant licenses through the Scottish Environmental Protection Agency.

Designated Secure Areas within the I.T. Infrastructure

The designated secure areas within the I.T. Infrastructure are as follows :-

- Computer Room – Falkirk
- I.T. Staff Room – Falkirk
- I.T. “Build Room” – Falkirk
- Telecoms Room – Falkirk
- Computer Room – Alloa
- I.T. Staff Room – Alloa
- Main Node Cabinet Room – Stirling
- I.T. Store Rooms (2) – Falkirk

1. Purpose

To seek discussion and approval from members on the FVC Operational Plan for 2018-19.

2. Recommendation

That members discuss and approve the College's 2018-19 Operational Plan.

3. Background

The College's Operational Plan is a key component of our planning cycle underpinning the approved 2017-2022 Strategic Plan. The Strategic Plan clearly articulates the why and the what we intend to do over the five-year time period however we will require sequential and annual operational plans to define how we intend overtaking all our objectives. The first Operational Plan for 2017-18 has been valuable, as can be attested by the regular progress reports to this Committee. The second year plan for 2018-19 is presented for discussion here. It should be noted that resourcing for each plan is achieved through the annual budgeting process.

4. Key Considerations

The Operational Plan 2018-19 has been developed with all SMT across the six Strategic Themes of the Strategic Plan, namely:

1. Creating a superb environment for learning
2. Cultivating a vibrant learning organisation where learners develop skills, achieve qualifications valued by industry and progress seamlessly
3. Instilling an energy and passion for our people, celebrating success and innovation
4. Leading as a business that is a champion for governance, financial control and balanced risk taking
5. Enhancing our position as the business and community partner of choice
6. Delivering a whole system approach. Simple, effective and consistent.

Appendix 1 shows the Operational Plan which uses the 19 strategic objectives from the five-year Plan as headlines in the Operational Plan 17-18. There are 45 Operational objectives for year two with ownership of the Strategic Theme through SMT with clear performance measures reported to SMT and the Strategic Development Committee on a quarterly basis. With reference to Appendix 2, the Operational Plan will directly influence the Departmental Operational Plans and then to individual staff PRD's.

The draft Operational Plan was presented to the Strategic Development Committee on 7 June 2018. Comments received from committee members have been incorporated into the attached final draft.

5. Financial Implications

Please detail the financial implications of this item – Resourcing for the Operational Plan 18-19 is undertaken through the annual budgeting process.

6. Equalities

Assessment in Place? – No

If No, please explain why – The Operational Plan 2018 – 19 is a top level planning document and covers year 1 of the five-year Strategic Plan. OP 21 ensures we will ensure all activities reflect the key principles of equality and diversity to achieve an inclusive organisation.

7. Risk

Please indicate on the matrix below the risk score. Risk is scored against Impact and Likelihood as Very Low through to Very High.

| | Likelihood | Impact |
|-----------|------------|--------|
| Very High | | |
| High | * | * |
| Medium | | |
| Low | | |
| Very Low | | |

Please describe any risks associated with this paper and associated mitigating actions –

The Operational Plan is a key planning tool for the College and will dictate the direction of travel and resourcing requirement in order to overtake year one of the Strategic Plan 2017-22. Failure to have a plan in place will result in a scattergun of activity with no clear vision or direction.

Risk Owner – Ken Thomson

Action Owner – David Allison (reporting)
Stephen Jarvie (Author)

8. Other Implications –

Please indicate whether there are implications for the areas below.

Communications – Yes – through eFOCUS as an internal document and circulated to all Heads

Health and Safety –No

Paper Author – Ken Thomson

SMT Owner – Ken Thomson

DRAFT OPERATIONAL PLAN 2018-19

Forth
Valley
College



Making Learning Work

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Strategic Theme 1 - Creating a Superb Environment for Learning – Tom Gorman

| Strategic Objective - We will maximise benefit from first class facilities, resources and services | | | |
|---|--|---|------------------------------|
| 2018/19 | Performance Measures 2018/19 | What Success Looks Like | By When |
| OP1 - Providing flexible learning spaces and environments, delivering benefits to our students, our community and local employers | <ul style="list-style-type: none"> • New Falkirk Campus build progressing in line with established programme • Completion new pilot classrooms | <ul style="list-style-type: none"> • Building 90% complete • Feedback used to update the design of the classrooms in the new Falkirk Campus | August 19 December 18 |
| OP2 - Increasing flexibility in opening hours to maximise use of campuses all year round | <ul style="list-style-type: none"> • Refreshed College calendar and opening hours | <ul style="list-style-type: none"> • Plan for resource maximisation of College facilities by reviewing opening hours of Alloa | September 18 |
| OP3 - Providing an effective life cycle and maintenance strategy across all our campuses | <ul style="list-style-type: none"> • Ensure contracted service levels are met at all times | <ul style="list-style-type: none"> • Monthly management meetings to review progress against agreed KPI's | Monthly |

| Strategic Objective - We will deliver a new Falkirk campus | | | |
|---|---|---|--|
| 2018/19 | Performance Measures 2018/19 | What Success Looks Like | By When |
| OP4 - Manage the successful completion on time and within budget. | <ul style="list-style-type: none"> • Ensure project compliance with timescales and budgets • Continue governance oversight of project | <ul style="list-style-type: none"> • Monthly reports from main contractor and project manager to ensure programme and budget are on target • Regular reporting to the Falkirk Campus Project Board using dashboard format | Monthly until end of project Monthly until end of project |

| Strategic Objective - We will deliver fully flexible and digitally enabled campuses which are future proof and fully enabled for our learning communities | | | |
|--|--|---|------------------------------------|
| 2018/19 | Performance Measures 2018/19 | What Success Looks Like | By When |
| OP5 - Support enhanced, flexible digital environments for students | <ul style="list-style-type: none"> Identify most appropriate model for the College based on needs of students and staff Live pilot projects in place | <ul style="list-style-type: none"> Plan for pilot areas developed and KPIs developed for monitoring to measure positive impact New systems developed, tested and deployed | <p>December 18</p> <p>March 19</p> |
| OP6 - A College wide Creative Learning and Technologies strategy which is embedded throughout all campuses | <ul style="list-style-type: none"> Achieve second year objectives of 5 year plan underpinning Creative Learning and Technologies Strategy | <ul style="list-style-type: none"> Achievement of all second year PIs Updated FF&E procurement proposals in line with latest strategy | <p>July 19</p> <p>March 19</p> |

| Strategic Objective - We will embed sustainability, equalities and health and safety | | | |
|---|---|--|---|
| 2018/19 | Performance Measures 2018/19 | What Success Looks Like | By When |
| OP7 - Deploying and evaluating innovative approaches to sustainability and energy conservation, embedding technology and reducing our carbon footprint. | <ul style="list-style-type: none"> Implement Strategic Travel Management Plan Continue to reduce the College CO2 footprint to support ambition of 25% reduction from 2008/9 levels by 2020 Monitor and achieve targets for BREEAM in new Falkirk Campus Construction | <ul style="list-style-type: none"> Reducing College staff business annual travel miles to below 275,000 miles for 2018/19 Improvement on existing reduction levels (21% in 2016/17) Project Manager reports showing positive movement towards BREEAM target of 60.46% | <p>July 19</p> <p>July 19</p> <p>Quarterly until end of project</p> |
| OP8 - Promoting a positive record for health and well being | <ul style="list-style-type: none"> Contribute to the enhancement of the College's Health and Safety position | <ul style="list-style-type: none"> Achieve KPIs contained within health and safety strategy | <p>July 19</p> |

Strategic Theme 2 - Cultivating a vibrant learning organisation where learners develop skills, achieve qualifications valued by industry and progress seamlessly – Fiona Brown

| Strategic Objective - We will deliver streamlined and successful learner journeys | | | |
|---|--|---|---|
| 2018/19 | Performance Measures 2018/19 | What Success Looks Like | By When |
| OP9 – Working with partners to enable effective and efficient learner journeys through the whole education system | <ul style="list-style-type: none"> • Increase uptake, attendance and achievement on school/college partnership programmes including Foundation Apprenticeships' Senior Phase Vocational Pathways and wider pupil inspiration activity • Maximise opportunities for students through additional articulation agreements • Lead on the development of a Forth Valley Strategic Senior Phase Partnership (School/FE/HE) to deliver on two enhancement projects | <ul style="list-style-type: none"> • Increased attendance on school-college partnership courses in 2018-2019 from 76% TO 80% • Achievement rate targets for school pupils in Regional Outcome Agreement for 2018-2019 achieved (PT FE 62% and PT HE 74%) • More than 80% of 2019-2020 School/College partnership places filled. • Senior Phase targets in Regional Outcome Agreement for 2018-2019 of 430 senior phase students (1850 credits) studying vocational qualifications and 7000 credits for school-college partnership achieved • Pupil transition information for 2019-2020 student provided by all Forth Valley secondary schools • Schools attendance and progress monitoring and reporting systems developed and tested for full roll-out in 2019-2020 | <p>June 19</p> <p>June 19</p> <p>August 19</p> <p>July 19</p> <p>August 19</p> <p>August 19</p> |

| | | | |
|--|--|---|------------------------------------|
| | | <ul style="list-style-type: none"> • Articulation targets in Regional Outcome Agreement for 2018-2019 of 239 students articulating achieved • Increase formalised articulation agreements by a further 10% | <p>September 19</p> <p>June 19</p> |
| OP10 - Actively engaging employers with curriculum design to meet future skills demand | <ul style="list-style-type: none"> • Active employer/external stakeholder engagement in curriculum planning and delivery across all subject areas | <ul style="list-style-type: none"> • Evidence the impact of external stakeholder/employer engagement in curriculum design and delivery (in every programme team evaluation report and department operational plan) • Work experience targets of 750 full-time students in 2018/19 Regional Outcome Agreement achieved | <p>October 18</p> <p>July 18</p> |

| Strategic Objective - We will maximise creative and digital approaches to learning | | | |
|---|--|--|-------------------------------|
| 2018/19 | Performance Measures 2018/19 | What Success Looks Like | By When |
| OP11 - Embedding engaging, collaborative, creative and blended approaches to learning | <ul style="list-style-type: none"> • Deliver high quality pedagogical skills learning for new and existing teaching staff to ensure continuous enhancement of learning and teaching practice • Implement a learning and teaching mentoring programme and CLPL opportunities which supports staff to reflect on and develop their practice and to provide evidence for College evaluation | <ul style="list-style-type: none"> • All new staff experience high quality and impactful induction relevant to the Creative Learning and Technologies Strategy • Delivery of initial teacher training for lecturers (PDA and TQFE) is fully aligned to the CLT Strategy and result in full achievement | <p>July 19</p> <p>July 19</p> |

| | | | |
|---|--|---|---|
| | <ul style="list-style-type: none"> • Create opportunities for staff to share digital pedagogical practice, develop their skills and to collaborate and experiment | <ul style="list-style-type: none"> • A programme of staff Technology Enhanced Learning peer learning events and activities delivered and positively evaluated. • 100 lecturers have participated in mentoring during 2018/19 and resulting enhancement actions are included in team evaluation reports • Extend creative learning space (e.g. Moodle bar) concept to a second campus | <p>July 19</p> <p>June 19</p> <p>June 19</p> |
| OP12 - Having staff and students who are digitally competent and confident | <ul style="list-style-type: none"> • Refine staff digital competence framework and develop learning resources for teaching staff for all priority digital competences • Implement an approach to assessing and developing students' digital competence | <ul style="list-style-type: none"> • Digital competence learning pathways developed and published on Moodle • Suite of digital competence learning resources developed • All FT students for 2019-2020 have their digital competence measured before the start of their course and are directed to appropriate support resources and opportunities at induction and beyond. | <p>August 18 for framework</p> <p>December 18 for learning pathways</p> <p>June 19</p> <p>July 19</p> |
| OP13 - Providing resources to support learning which are available digitally; inclusive; and accessible | <ul style="list-style-type: none"> • Complete an audit of existing Moodle learning resources | <ul style="list-style-type: none"> • 100 Moodle courses, sampled across all subject areas, have been audited against a consistent set of criteria | <p>January 19</p> |

| | | | |
|--|---|---|--|
| | <ul style="list-style-type: none"> • Develop clear guidelines for the creation and effective use of accessible, engaging and interactive digital learning resources and support staff to implement these in their own practice. • Develop and evaluate models of digital assessment | <ul style="list-style-type: none"> • Guideline template(s) and exemplars created, made available and publicised to all teaching staff • Establish a baseline and deliver a 10% increase in the use of digital assessment models, including Moodle assignments and assessment tools • Plagiarism detection software implemented for all digitally submitted assessments | <p>July 19</p> <p>June 19</p> <p>June 19</p> |
|--|---|---|--|

| Strategic Objective - We will prepare our students to stand out in the future job market | | | |
|---|---|--|---|
| 2018/19 | Performance Measures 2018/19 | What Success Looks Like | By When |
| OP14 - Preparing successful students for positive and sustainable destinations | <ul style="list-style-type: none"> • All team evaluation reports identify and track appropriate actions to increase student retention and success • Work with schools to increase percentage of Forth Valley school leavers coming to the College • Sustain current high levels of leavers moving into positive destinations | <ul style="list-style-type: none"> • Regional Outcome Agreement targets for student achievement met for 2017/18 • Baseline levels for school leavers progressing to college identified and 2% increase achieved • Regional Outcome Agreement target of 94% of full-time 2016-2017 college leavers in positive destinations achieved | <p>September 18</p> <p>September 19</p> <p>March 18</p> |

| | | | |
|--|--|--|--|
| <p>OP15 - Developing students whose skills ensure the best opportunity in the job market</p> | <ul style="list-style-type: none"> • Increase the number of students benefiting from work experience as part of their College programme of study • Forth Valley STEM Education strategy developed and year 1 implementation plan achieved | <ul style="list-style-type: none"> • Work experience targets for full-time students in Regional Outcome Agreement achieved • FVC established as a regional STEM Hub • STEM inspiration activity delivered to 30 primary schools | <p>July 19</p> <p>June 19</p> <p>June 19</p> |
| <p>OP16 - Consistently being one of the top three Colleges in the Scottish FE sector for all student success</p> | <ul style="list-style-type: none"> • Increase student retention with a focus on full-time and school learners • Increase student success with a focus on full-time • All team evaluation reports identify and track appropriate actions to increase student retention and success | <ul style="list-style-type: none"> • Regional Outcome Agreement targets for student achievement met • Regional Outcome Agreements targets for achievement of senior phase school pupils on school/college partnerships • All programmes where student retention and/or success are at or below the national average or showing a downward three year trend have been subject to formal review | <p>July 19</p> <p>July 19</p> <p>July 19</p> |

Strategic Theme 3 - Instilling an energy and passion for our people, celebrating success and innovation – Andrew Lawson

| Strategic Objective - We will deliver streamlined and successful learner journeys | | | |
|---|---|--|------------------------|
| 2018/19 | Performance Measures 2018/19 | What Success Looks Like | By When |
| OP17 - Promoting an agile workforce, embracing innovation, facilitation, mentoring and peer support | <ul style="list-style-type: none"> • Implementation of people strategy | <ul style="list-style-type: none"> • Five year talent management and succession plan in place and progressing with secured approved budget | December 18 |
| OP18 - Developing future leaders ensuring effective succession planning | <ul style="list-style-type: none"> • CPD provision directed by talent management plans | <ul style="list-style-type: none"> • 30 staff engaged in talent management initiative. Selected by key management group and implemented on a rolling programme of development and successful completion of first cohort | July 19 |
| OP19 - Engaging staff in the future direction of the College and providing opportunities for professional development and collaborative initiatives to support our people | <ul style="list-style-type: none"> • Implement organisational change based on feedback from listening to employees | <ul style="list-style-type: none"> • 5 improvement initiatives implemented successfully - E.g. improved communication and use of skype • Staff Development – increased face to face by 20% | July 19 July 19 |
| OP20 - Delivering the benefits of a digital environment through capacity building and CPD that embraces emerging technology and practices | <ul style="list-style-type: none"> • Support the implementation of Creative Learning and Technology | <ul style="list-style-type: none"> • Support delivery of 18/19 plan for Creative Learning and Technology with clear defined synergies with the People Strategy i.e. improved utilisation of technology to capture, share and improve data | July 19 |

| Strategic Objective - We will ensure all College activities reflect the key principles of equality and diversity to achieve an inclusive organisation | | | |
|--|--|---|----------------|
| 2018/19 | Performance Measures 2018/19 | What Success Looks Like | By When |
| OP21 - Fully integrated equality and diversity | <ul style="list-style-type: none"> • Delivery against targets within the Equalities Action Plan | <ul style="list-style-type: none"> • Outcomes from group actioned and revised processes in place and implemented across the organisation. Revised Equality and Diversity policy approved, published and in place. New system in place to gather student data including support requests, ELS and additional needs which will be accessible to all relevant staff | July 19 |

| Strategic Objective - We will value staff and students by recognising and celebrating success | | | |
|--|---|--|----------------|
| 2018/19 | Performance Measures 2018/19 | What Success Looks Like | By When |
| OP22 – Celebrating our staff and students | <ul style="list-style-type: none"> • Support Student Association to achieve their strategic and operational planning goals | <ul style="list-style-type: none"> • Demonstrable impact on achievement of SA targets which link clearly to the Strategic, operational and regional outcome plans | July 19 |

Strategic Theme 4 - Leading as a business that is a champion for governance, financial control and balanced risk taking – Alison Stewart

| Strategic Objective - We will maximise benefit from first class facilities, resources and services | | | |
|---|--|--|---|
| 2018/19 | Performance Measures 2018/19 | What Success Looks Like | By When |
| OP23 - Delivering approved budgets | <ul style="list-style-type: none"> • Quarterly management accounts • Year-end statutory accounts | <ul style="list-style-type: none"> • Budget approved by Board of Management met or exceeded | July 19 |
| OP24 - Fully utilising resource allocations from SFC | <ul style="list-style-type: none"> • Quarterly resource returns • Fiscal year end resource return | <ul style="list-style-type: none"> • Resource budgets including Student Funding fully utilised with no reported underspends | March 19 |
| OP25 - Identifying new partners and activity areas to grow income for reinvestment to benefit our staff, students and the community | <ul style="list-style-type: none"> • 5-year commercial plan for CompEx etc • Progress International Plan • Raising awareness with Board of Management of progress with commercial ambitions | <ul style="list-style-type: none"> • Implement year 2 of 5 year plan • Operational planning in place to support delivery of International Plan • Quarterly business development reports to Board Committees | July 19 June 19 Quarterly |
| OP26 - Having excellent financial reporting systems which support medium and long term planning and best value investment | <ul style="list-style-type: none"> • Financial reports available to support all decision making | <ul style="list-style-type: none"> • Reports met the need of the user – internal & external • 5 Year Financial Forecast Report produced for SFC on an annual basis | July 19 December 18 |

| Strategic Objective - We will maximise value for money and efficient practices | | | |
|---|---|---|------------------------|
| 2018/19 | Performance Measures 2018/19 | What Success Looks Like | By When |
| OP27 - Identifying opportunities for collaboration in service and procurement | <ul style="list-style-type: none"> • Produce report on performance against Procurement Strategy • Produce annual report on Fundraising strategy | <ul style="list-style-type: none"> • Increased uptake of available collaborative frameworks to 50% of spend • 10 Successful grant applications/sponsorships | July 19 July 19 |
| OP28 - Implement efficiencies through business transformation projects | <ul style="list-style-type: none"> • Effective monitoring of all approved business improvement projects | <ul style="list-style-type: none"> • All anticipated outcomes realised | July 19 |

| Strategic Objective - We will lead by example through strong governance | | | |
|--|---|---|----------------------------|
| 2018/19 | Performance Measures 2018/19 | What Success Looks Like | By When |
| OP29 - Basing our strategic decisions for investment and the use of resources on robust information and review of risk | <ul style="list-style-type: none"> • Risk Appetite and Strategic Risks set by the Board of Management • Board of Management Strategic Discussions & Decisions | <ul style="list-style-type: none"> • Strategic risk Register considered by Audit Committee on quarterly basis • Successful implementation of Board of Management decisions | July 19 July 19 |
| OP30 - Enabling a high performing, truly transformational learning community through sound governance, leadership and strategic planning | <ul style="list-style-type: none"> • Board meetings/strategic Discussions • Board Development Plan | <ul style="list-style-type: none"> • Increased Board of Management awareness of wider college sector operating environment • Plan fully implemented in line with timescales within the plan | July 19 December 18 |

Strategic Theme 5 - Enhancing our position as the business and community partner of choice – Alison Stewart

| Strategic Objective - We will maximise commercial opportunities | | | |
|---|---|---|---|
| 2018/19 | Performance Measures 2018/19 | What Success Looks Like | By When |
| OP31 - Operating a successful international model and being recognised in the international arena | <ul style="list-style-type: none"> • Achieve income targets for international activity • Enhance existing and develop new strategic relationships with other colleges/universities/local authorities and international organisations • Continue to deliver staff/student mobility projects | <ul style="list-style-type: none"> • An International Operational Plan in place with clear income targets met | <p>March 19</p> <p>July 19</p> <p>July 19</p> |
| OP32 - Delivering our commercialisation strategy | <ul style="list-style-type: none"> • Achieve income targets for commercial activity • Focus on areas of growth • All commercial activity meets established contribution targets | <ul style="list-style-type: none"> • Income targets met • Identified growth areas pursued • Contribution targets met | <p>July 19</p> <p>July 19</p> <p>July 19</p> |
| OP33 - Implementing a Marketing and Communications Plan which fully supports the commercialisation plan | <ul style="list-style-type: none"> • Continue to increase visibility of College commercial offering out with the Forth Valley area | <ul style="list-style-type: none"> • Marketing material on line and available to all | <p>July 19</p> |

| Strategic Objective - We will collaborate with employers and our community to develop and deliver training and skills requirements | | | |
|---|---|---|--|
| 2018/19 | Performance Measures 2018/19 | What Success Looks Like | By When |
| OP34 - Fully engaging with employers to recognise the value and benefits of college delivery in terms of developing the skills of their workforce | <ul style="list-style-type: none"> • Work with employers to ensure the skills and training offered meets their current needs and prepares students for future challenges • Utilise new links to employers through FWDF to increase commercial activity levels • Continue to promote the benefits of Foundation and other apprenticeship paths to employers | <ul style="list-style-type: none"> • Flexible Workforce Development Fund for 2018/19 is fully utilised • 40% of new employers engaged through FWDF successfully transitioned to other commercial courses • Increased employer engagement Levels by 20% | <p>June 19</p> <p>July 19</p> <p>July 19</p> |
| OP35 - Developing and growing our Modern Apprenticeship activity | <ul style="list-style-type: none"> • Engage with SDS on MA levels and funding | <ul style="list-style-type: none"> • SDS funding secured | March 19 |

| Strategic Objective - We will grow and influence strategic partnerships | | | |
|--|---|---|----------------|
| 2018/19 | Performance Measures 2018/19 | What Success Looks Like | By When |
| OP36 - Ensuring our place as a prominent partner in supporting a region wide skills development and economic strategy | <ul style="list-style-type: none"> • Continue to engage at local, national and regional level with key skills development groups to represent the FE perspective | <ul style="list-style-type: none"> • College staff active on a number of key identified groups promoting the contribution of the sector as a whole and the College in particular | July 19 |
| OP37 - Being recognised as active leaders in business and the community; providing ideas, resource and influence | <ul style="list-style-type: none"> • Promote engagement with key groups such as CPP and relevant strategic sub groups | <ul style="list-style-type: none"> • Appropriate staff identified and participating in relevant groups | July 19 |
| OP38 - Continuing to build strategic partnerships to deliver opportunity in securing funding sources and developing commercial opportunities | <ul style="list-style-type: none"> • Identify and secure new strategic partnerships to secure non-SFC funding | <ul style="list-style-type: none"> • Monitor and report on non SFC income levels and sources to SMT and Finance Committee | Quarterly |

Strategic Theme 6 - Delivering a whole system approach. Simply effective, efficient and consistent – David Allison

| Strategic Objective - We will deliver a safe, robust and agile IT infrastructure | | | |
|---|--|---|---|
| 2018/19 | Performance Measures 2018/19 | What Success Looks Like | By When |
| OP39 - Identifying, planning and deploying new technology and system developments to be sector leading | <ul style="list-style-type: none"> • Rollout of MS Surfaces to staff in Alloa and Falkirk • Prepare for the move to the new Falkirk Campus through extending pilot of new interactive screens • Replacement of current telephony system with the rollout of Skype for Business phones | <ul style="list-style-type: none"> • MS Surfaces deployed to staff in Phase Alloa • MS Surfaces deployed to staff in Falkirk • Screen deployed in a further 10 classrooms • Skype for Business phones deployed and staff trained. | <p>June 19</p> <p>September 19</p> <p>September 18</p> <p>June 19</p> |
| OP40 - Providing a long term investment plan to modernise IT equipment, resources, infrastructure and support in response to staff and student expectations | <ul style="list-style-type: none"> • As part of Creative Learning and Technology Strategy develop 5-year IT Investment Plan • Scope network requirements for the new Falkirk Campus | <ul style="list-style-type: none"> • Deliver year 2 of IT investment plan • Network scoped and reported to SMT for approval | <p>June 19</p> <p>February 19</p> |

| Strategic Objective - We will enable and support students and staff to take full advantage of IT | | | |
|---|--|--|--------------------|
| 2018/19 | Performance Measures 2018/19 | What Success Looks Like | By When |
| OP41 - Providing our students and staff with excellent support | <ul style="list-style-type: none"> • Further develop and publish user guidance notes for College systems and software | <ul style="list-style-type: none"> • Guidance notes developed and published | <p>July 19</p> |
| OP42 - Enabling and supporting staff and students to use their own IT devices within the College | <ul style="list-style-type: none"> • Review and update guidance available to staff and students on cyber security | <ul style="list-style-type: none"> • Updated guidance published | <p>November 18</p> |

| Strategic Objective - We will make information work for us | | | |
|---|---|--|--|
| 2018/19 | Performance Measures 2018/19 | What Success Looks Like | By When |
| OP43 - Realising the benefit of strong marketing and communication for internal and external engagement | <ul style="list-style-type: none"> • Continue to promote the new Campus through the New Falkirk Campus Communication Plan • Year four of the Communications and Marketing Strategy delivered | <ul style="list-style-type: none"> • Key milestones of the New Falkirk Campus Communication Plan met • Year 4 milestones met | July 19 July 19 |
| OP44 - Developing and modernising a “One College System” ensuring all processes are digital | <ul style="list-style-type: none"> • Key information systems developed to target key roles within the College • To continue to develop and implement key strategies of information management in-line with GDPR and business requirements. • Rollout Onefile system following successful pilot | <ul style="list-style-type: none"> • Key roles identified and pilot launched • GDPR compliant • Information management strategy in place • Onefile successfully launched | July 19 August 18 July 19 August 18 |
| OP45 - Using learner analytics enable us to more effectively utilise our data to support students | <ul style="list-style-type: none"> • Launch the College analytics system pilot to support student retention and improve outcomes | <ul style="list-style-type: none"> • Learner Analytics pilot launched | September 18 |

1. Purpose

To provide the members with an update on the Health and Safety performance indicators and Sustainability outcomes in relation to the college session 2017-2018. The update includes the following;

- Accidents and Incidents figures
- Sustainability Objectives

2. Recommendation

- To note the key data in this report for continual improvements for health and safety and positive performance against our key performance indicators.
Appendix A - provides further detail for our HS Update Newsletter Issue No 2
Appendix B – provides detail on the Work Positive Evaluation Form
Appendix C and D offer additional information on RIDDOR Reporting.

3. Background

The new style Health and Safety Newsletter continues to be used to provide health and safety updates. The newsletter will be issued to staff via the efocus communications.

4. Key Considerations

- 4.1 A total of 69 incidents have been reported so far this session, which is well below our key performance indicator of 115 for the year
- 4.2 Four incidents were reported as RIDDORs¹ however following a detailed review of the guidance, only two of these were RIDDOR reportable. The reporting procedures have been reviewed and clarified at the HS Committee, to ensure all future RIDDOR reporting is accurate.
- 4.3 **Health and Safety Risks** – a new Health and Safety Risk Register has been developed in line with our New Falkirk Campus project. This register will be reviewed regularly with the Health and Safety Committee, to ensure risks are identified collectively and suitable control measures are in place, prior to occupation.

4 Financial Implications

No additional financial considerations.

¹ Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 2013.

5 Equalities

Assessment in Place? – Yes No

This paper includes reporting of the health, safety and welfare of all staff, students and visitors and does not require a separate impact assessment.

6 Risk

Please indicate on the matrix below the risk score. Risk is scored against Impact and Likelihood as Very Low through to Very High.

| | Likelihood | Impact |
|-----------|------------|--------|
| Very High | | |
| High | | x |
| Medium | | |
| Low | x | |
| Very Low | | |

Risk Description – The overall College risk remains low due to the support of all staff and the sound safety management operated in compliance with the established health and safety procedures.

Mitigating Actions – To strive for continual improvement of the health and safety culture.

Risk Owner – Claire Shiels

Action Owner – Andrew Lawson, Depute Principal and Chief Operating Officer

7 Other Implications –

Communications – Yes No

Health and Safety – Yes No

H&S implications are detailed within this paper.

Paper Author – Claire Shiels

SMT Owner – Andrew Lawson

Appendix A Health and Safety Update

Copy



Previous Newsletters have been issued to staff via efocus and are available on Sharepoint –
H&S Sharepoint Page - General Information - Newsletters

ISSUE NO. 2

Positive Mental Health

| | |
|---------------------------------------|--|
| Status: | Approved |
| Date of version: | April 2018 |
| Review date: | April 2021 |
| Reviewed by: | H&S Operational Team |
| Author/Contact Person: | Head of FM and H&S |
| Overall responsibility for procedure: | Associate Principal and Executive Director - |
| Responsibility for implementation: | Estates Development |
| Responsibility for review: | Head of FM and H&S |

In line with the HSG65 Guidance, our H&S Structure reflects a whole college approach to positively reflect that H&S is everyone's responsibility.

Our Health, Safety, Environment and Welfare Policy is the overarching governing document, however, the College has a specific Policy and Procedure to reflect the College commitment to positive mental health at work.

- The Work Positive Policy and Procedure;
- The Work Positive Evaluation Form

Evaluating Work Pressure

The College holds the Healthy Working Lives Award, Bronze, Silver and Gold and has been progressing with these awards as part of the annual Estates operational plans.

The Work Positive policy and procedure for identifying and managing work related pressure (both positive pressure and negative pressure) has been the specific focus over the past few months.

Our "Work Positive" process follows the HSE stress standards and involves the individual (or team) completing a work positive evaluation form and discussing the outcome with a trained work positive advisor. We have 9 trained staff across the campuses in addition to H&S and HR.

The process is separate to the HR policies and offers an independent route for support if required, however engages with HR and the Line Manager to discuss/progress any reasonable adjustments.

Staff Development Sessions have been held with College Managers on the following dates. The session covers the "Work Positive" process and evaluation form.

To date, 66 Managers have completed this training.

- 30 November 2017
- 15 December 2017
- 01 February 2018
- 26 April 2018
- 24 May 2018

Six Factors of the HSE Stress Standards

- Role
- Demands
- Control
- Support
- Relationships
- Change

SIX FACTORS FOR EVALUATING WORK PRESSURE

We use a simple evaluation sheet to prompt the individual to focus on key statements and ask for them to score each statement. Numerical values are added to the Score Column. Should the score be a HIGH 5 or a 4 score, then a flag is placed in the cell to indicate further review by the individual to present suggestions for review.

- 1) Strongly Agree
- 2) Agree
- 3) Average – Neither Agree nor Disagree
- 4) Disagree
- 5) Strongly Disagree

Examples of two of the six factors are below;

| | Control |
|----|---|
| C1 | I am able to participate in the decision making process, at local level |
| C2 | I am consulted in the decision making process, at local level |
| C3 | I have a degree of control over work priorities/ deadlines |
| C4 | I have a degree of flexibility in their work schedule or timetabling |
| C5 | I have a say over the order of my daily tasks. |
| C6 | I feel I have job security as per my contract. |
| C7 | I am able to decide when to take my breaks. |

| | Role |
|----|--|
| R1 | I have a clear job description |
| R2 | Individual duties relate directly to my job description |
| R3 | I am clear about these duties and responsibilities |
| R4 | I understand how my duties relate to the overall section objectives |
| R5 | I am clear whom to report to |
| R6 | I am informed of organisational policies |
| R7 | I am informed of any decisions within the team that may affect my role |
| R8 | There is a clear management structure of roles and responsibilities |

The process is used both proactively and reactively and has been a benefit to individuals and teams.

Safety and Compliance

STATUTORY COMPLIANCE

Servest (formerly Arthur McKay Ltd) continue to provide Total Facilities Management (TFM) services for FVC. This engages Servest in all services for statutory compliance checks as well as maintenance of plant, fabric and soft services such as grounds maintenance, cleaning and energy monitoring.



In addition, Servest are also attending our HS Committee Meetings to feedback on their quarterly quality and safety compliance checks and to provide detail on specific elements of risk control.

Servest presented an update on the Control of Legionella and compliance with the L8 ACOP (Control of Legionnaires Disease in Water Systems) safety guidance at the HS Committee meeting in January 18 and how records are retained and actions progressed.

The next meeting, in June 18, will be a joint review with Servest and our FVC HS Committee and cover a review of the Asbestos Register at Falkirk, including the recent Asbestos Management Survey (April 18) and process undertaken for remedial actions. Servest will explain their procedures for managing contractors in relation to asbestos awareness and control.



HEALTH SURVEILLANCE

Health Surveillance is a mandatory requirement to comply with various H&S Regulations; mainly Reg 6 of the Management of Health and Safety at Work 1999, to assess and control risk.

The College Operational Team developed a "risk register" in conjunction with our Occupational Health Provider (Integral) This register is based on the various risk assessment and COSHH assessment outcomes (including severity and likelihood) relating to the risk profile of individual roles.

Consequently, we carry out regular health surveillance, and this can involve testing for:

- Hand Arm Vibration Syndrome (HAVS)
- Hearing Loss
- Respiratory Issues
- Skin Issues

| Health Surveillance – carried out in May 2018 | |
|---|-----------|
| ASMME | 4 |
| CON | 26 |
| CI | 5 |
| EICE | 7 |
| HSS | 2 |
| Total | 44 |

Records are retained confidentially by the Occupational Health provider and individuals are re-called if any test has an unsatisfactory result. Thanks to our control measures working efficiently, we have had no remedial actions recommended.

EMERGENCY EVACUATIONS

Fire Safety is paramount at the College and emergency evacuation drills have been carried out in line with our college safety commitment.



Records have been retained on all timings over the past 10 years and our average evacuation time, across all campuses, is an impressive 3 mins and 9 seconds. All actions from practice drills are tracked and progressed.

Specifically, the College has removed all toasters from staff areas as a result of several emergency evacuations caused by these appliances or human factors involved with the use of these appliances.

A risk approach was taken and the safety of all building users was utmost in the decision to remove these appliances.



Policies and Procedures

Our main Policy is our Health, Safety, Environment and Welfare Policy (HSEW) which also covers safety of the Environment and Welfare of all staff, students, contractors and visitors.

Additional Policies include:

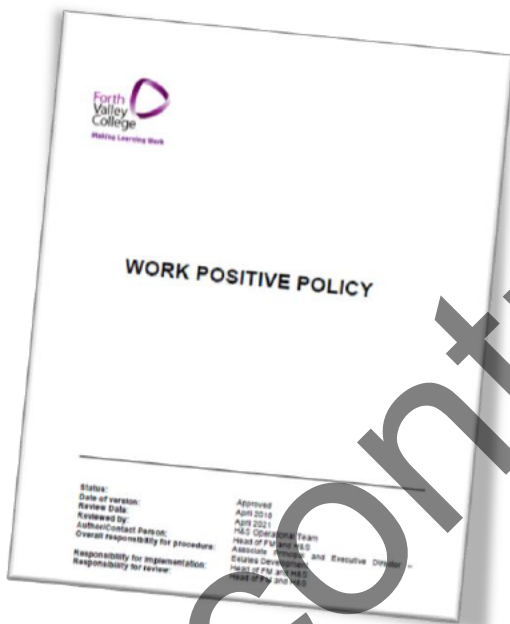
- **Work Positive Policy** – which follows the HSE Guidance on the stress standards and a template to use to identify work pressures and measure their impact.
- **College Policy on Smoking** – which details where smoking is permitted including the use of e-cigarettes.

Health and Safety Procedures

There are over 30 HS Procedures and Guidance documents and these are all governed by the overarching HSEW Policy. Each of them have been equalities impact assessed.

All procedures are all up to date for 2017/2018. Those highlighted below, in green, show they have been reviewed in conjunction with the HS Representatives, in session 2017-18. Procedures are reviewed on a 3 yearly cycle and with legislative changes, as required.

- Abrasive Wheels
- Asbestos
- Battery Charging and Safety
- Blood Borne Virus Information
- Control of Noise and Vibration Procedures
- Display Screen Equipment Procedures
- Driving Procedures
- First Aid Procedures
- Foreign or Extended Travel Procedure
- Good Housekeeping
- Health Surveillance
- Inclusive Risk Assessment
- Learner Work Placements
- Lone Working
- Manual Handling
- New and Expectant Mothers
- Parking
- Personal Emergency Evacuation Plan (PEEPs)
- Risk Assessments (inc. COSHH)
- Safe Systems of Work
- Use of Sharps
- Skin Care and Hygiene
- Work Equipment
- Work Positive
- Working at Height
- Young Persons



WORK POSITIVE EVALUATION FORM

Please complete this form for Work Positive Policy

| Question | Response | Score |
|---|----------|-------|
| 1. Do you have a clear understanding of the work positive policy and its purpose? | Yes | 5 |
| 2. Do you have a clear understanding of the work positive policy and its purpose? | Yes | 5 |
| 3. Do you have a clear understanding of the work positive policy and its purpose? | Yes | 5 |
| 4. Do you have a clear understanding of the work positive policy and its purpose? | Yes | 5 |
| 5. Do you have a clear understanding of the work positive policy and its purpose? | Yes | 5 |
| 6. Do you have a clear understanding of the work positive policy and its purpose? | Yes | 5 |
| 7. Do you have a clear understanding of the work positive policy and its purpose? | Yes | 5 |
| 8. Do you have a clear understanding of the work positive policy and its purpose? | Yes | 5 |
| 9. Do you have a clear understanding of the work positive policy and its purpose? | Yes | 5 |
| 10. Do you have a clear understanding of the work positive policy and its purpose? | Yes | 5 |
| 11. Do you have a clear understanding of the work positive policy and its purpose? | Yes | 5 |
| 12. Do you have a clear understanding of the work positive policy and its purpose? | Yes | 5 |
| 13. Do you have a clear understanding of the work positive policy and its purpose? | Yes | 5 |
| 14. Do you have a clear understanding of the work positive policy and its purpose? | Yes | 5 |
| 15. Do you have a clear understanding of the work positive policy and its purpose? | Yes | 5 |
| 16. Do you have a clear understanding of the work positive policy and its purpose? | Yes | 5 |
| 17. Do you have a clear understanding of the work positive policy and its purpose? | Yes | 5 |
| 18. Do you have a clear understanding of the work positive policy and its purpose? | Yes | 5 |
| 19. Do you have a clear understanding of the work positive policy and its purpose? | Yes | 5 |
| 20. Do you have a clear understanding of the work positive policy and its purpose? | Yes | 5 |
| 21. Do you have a clear understanding of the work positive policy and its purpose? | Yes | 5 |
| 22. Do you have a clear understanding of the work positive policy and its purpose? | Yes | 5 |
| 23. Do you have a clear understanding of the work positive policy and its purpose? | Yes | 5 |
| 24. Do you have a clear understanding of the work positive policy and its purpose? | Yes | 5 |
| 25. Do you have a clear understanding of the work positive policy and its purpose? | Yes | 5 |
| 26. Do you have a clear understanding of the work positive policy and its purpose? | Yes | 5 |
| 27. Do you have a clear understanding of the work positive policy and its purpose? | Yes | 5 |
| 28. Do you have a clear understanding of the work positive policy and its purpose? | Yes | 5 |
| 29. Do you have a clear understanding of the work positive policy and its purpose? | Yes | 5 |
| 30. Do you have a clear understanding of the work positive policy and its purpose? | Yes | 5 |
| 31. Do you have a clear understanding of the work positive policy and its purpose? | Yes | 5 |
| 32. Do you have a clear understanding of the work positive policy and its purpose? | Yes | 5 |
| 33. Do you have a clear understanding of the work positive policy and its purpose? | Yes | 5 |
| 34. Do you have a clear understanding of the work positive policy and its purpose? | Yes | 5 |
| 35. Do you have a clear understanding of the work positive policy and its purpose? | Yes | 5 |
| 36. Do you have a clear understanding of the work positive policy and its purpose? | Yes | 5 |
| 37. Do you have a clear understanding of the work positive policy and its purpose? | Yes | 5 |
| 38. Do you have a clear understanding of the work positive policy and its purpose? | Yes | 5 |
| 39. Do you have a clear understanding of the work positive policy and its purpose? | Yes | 5 |
| 40. Do you have a clear understanding of the work positive policy and its purpose? | Yes | 5 |
| 41. Do you have a clear understanding of the work positive policy and its purpose? | Yes | 5 |
| 42. Do you have a clear understanding of the work positive policy and its purpose? | Yes | 5 |
| 43. Do you have a clear understanding of the work positive policy and its purpose? | Yes | 5 |
| 44. Do you have a clear understanding of the work positive policy and its purpose? | Yes | 5 |
| 45. Do you have a clear understanding of the work positive policy and its purpose? | Yes | 5 |
| 46. Do you have a clear understanding of the work positive policy and its purpose? | Yes | 5 |
| 47. Do you have a clear understanding of the work positive policy and its purpose? | Yes | 5 |
| 48. Do you have a clear understanding of the work positive policy and its purpose? | Yes | 5 |
| 49. Do you have a clear understanding of the work positive policy and its purpose? | Yes | 5 |
| 50. Do you have a clear understanding of the work positive policy and its purpose? | Yes | 5 |
| 51. Do you have a clear understanding of the work positive policy and its purpose? | Yes | 5 |
| 52. Do you have a clear understanding of the work positive policy and its purpose? | Yes | 5 |
| 53. Do you have a clear understanding of the work positive policy and its purpose? | Yes | 5 |
| 54. Do you have a clear understanding of the work positive policy and its purpose? | Yes | 5 |
| 55. Do you have a clear understanding of the work positive policy and its purpose? | Yes | 5 |
| 56. Do you have a clear understanding of the work positive policy and its purpose? | Yes | 5 |
| 57. Do you have a clear understanding of the work positive policy and its purpose? | Yes | 5 |
| 58. Do you have a clear understanding of the work positive policy and its purpose? | Yes | 5 |
| 59. Do you have a clear understanding of the work positive policy and its purpose? | Yes | 5 |
| 60. Do you have a clear understanding of the work positive policy and its purpose? | Yes | 5 |
| 61. Do you have a clear understanding of the work positive policy and its purpose? | Yes | 5 |
| 62. Do you have a clear understanding of the work positive policy and its purpose? | Yes | 5 |
| 63. Do you have a clear understanding of the work positive policy and its purpose? | Yes | 5 |
| 64. Do you have a clear understanding of the work positive policy and its purpose? | Yes | 5 |
| 65. Do you have a clear understanding of the work positive policy and its purpose? | Yes | 5 |
| 66. Do you have a clear understanding of the work positive policy and its purpose? | Yes | 5 |
| 67. Do you have a clear understanding of the work positive policy and its purpose? | Yes | 5 |
| 68. Do you have a clear understanding of the work positive policy and its purpose? | Yes | 5 |
| 69. Do you have a clear understanding of the work positive policy and its purpose? | Yes | 5 |
| 70. Do you have a clear understanding of the work positive policy and its purpose? | Yes | 5 |
| 71. Do you have a clear understanding of the work positive policy and its purpose? | Yes | 5 |
| 72. Do you have a clear understanding of the work positive policy and its purpose? | Yes | 5 |
| 73. Do you have a clear understanding of the work positive policy and its purpose? | Yes | 5 |
| 74. Do you have a clear understanding of the work positive policy and its purpose? | Yes | 5 |
| 75. Do you have a clear understanding of the work positive policy and its purpose? | Yes | 5 |
| 76. Do you have a clear understanding of the work positive policy and its purpose? | Yes | 5 |
| 77. Do you have a clear understanding of the work positive policy and its purpose? | Yes | 5 |
| 78. Do you have a clear understanding of the work positive policy and its purpose? | Yes | 5 |
| 79. Do you have a clear understanding of the work positive policy and its purpose? | Yes | 5 |
| 80. Do you have a clear understanding of the work positive policy and its purpose? | Yes | 5 |
| 81. Do you have a clear understanding of the work positive policy and its purpose? | Yes | 5 |
| 82. Do you have a clear understanding of the work positive policy and its purpose? | Yes | 5 |
| 83. Do you have a clear understanding of the work positive policy and its purpose? | Yes | 5 |
| 84. Do you have a clear understanding of the work positive policy and its purpose? | Yes | 5 |
| 85. Do you have a clear understanding of the work positive policy and its purpose? | Yes | 5 |
| 86. Do you have a clear understanding of the work positive policy and its purpose? | Yes | 5 |
| 87. Do you have a clear understanding of the work positive policy and its purpose? | Yes | 5 |
| 88. Do you have a clear understanding of the work positive policy and its purpose? | Yes | 5 |
| 89. Do you have a clear understanding of the work positive policy and its purpose? | Yes | 5 |
| 90. Do you have a clear understanding of the work positive policy and its purpose? | Yes | 5 |
| 91. Do you have a clear understanding of the work positive policy and its purpose? | Yes | 5 |
| 92. Do you have a clear understanding of the work positive policy and its purpose? | Yes | 5 |
| 93. Do you have a clear understanding of the work positive policy and its purpose? | Yes | 5 |
| 94. Do you have a clear understanding of the work positive policy and its purpose? | Yes | 5 |
| 95. Do you have a clear understanding of the work positive policy and its purpose? | Yes | 5 |
| 96. Do you have a clear understanding of the work positive policy and its purpose? | Yes | 5 |
| 97. Do you have a clear understanding of the work positive policy and its purpose? | Yes | 5 |
| 98. Do you have a clear understanding of the work positive policy and its purpose? | Yes | 5 |
| 99. Do you have a clear understanding of the work positive policy and its purpose? | Yes | 5 |
| 100. Do you have a clear understanding of the work positive policy and its purpose? | Yes | 5 |

All HS Procedures are available on the College Sharepoint Health and Safety Page

Competency and Training

All new staff are required to complete the on-line HS Training and knowledge check. Current staff have this included in regular refresher staff development reviews.

Main Menu Search Report Resources Glossary Help

Welcome to Forth Valley College Health and Safety Induction Course

Forth Valley College is committed to operating in line with recognised sector best practice with the aim of achieving "Excellence in Learning" and to providing a safe environment for our staff, students, visitors, contractors and others who may be affected by our activities.

Specifically our general health and safety policy is to:

- Systematically identify operational hazards in order to assess and control risks
- Promote positive occupational health practices
- Provide adequate health and safety training
- Review health and safety performance management systems and audit performance
- Consult with employees and their representatives on Health and Safety matters
- Set Health and Safety targets and key performance indicators

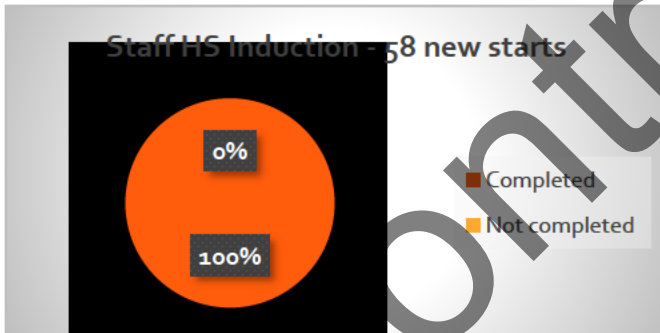


Signed by: Principal, Ken Thomson
on behalf of the Board of Management

Introduction to the course
Screen 1 of 4

New Starts - HS Inductions on Moodle - since Aug 2017

58 new members of staff have joined the organisation since August 2017. Compliance is required for all staff to complete the College HS induction on Moodle.



TRAINED H&S ROLES - CURRENT NUMBERS

Fire Wardens – trained to assist with the "sweep and clear" of zones during evacuations

| | |
|----------|----|
| Falkirk | 65 |
| Alloa | 17 |
| Stirling | 27 |
| Raploch | 1 |

Evac Chair – trained to assist escape using the evacuation chair

| | |
|---|----|
| Falkirk | 18 |
| Alloa | 4 |
| Stirling | 5 |
| Raploch | 1 |
| First Aiders – respond to first aid calls | |
| Falkirk has a pager response system | |
| Alloa and Stirling have a rota response system | |
| Falkirk | 19 |
| Alloa | 8 |
| Stirling | 10 |
| Raploch | 1 |

We are currently requesting the recruitment of additional first aiders for evening cover at our campuses. The first aider role is voluntary and has a remuneration of £22.50 p/month however, most evening staff are teaching and unable to assist with this role. The HS Committee are progressing action to address additional support.

CONTINUING PERSONAL DEVELOPMENT

The College now records all training on Moodle and links to relevant on line course for compliance training. HR leads on this annually- some topics from 2017/18 below- in addition, all staff have been asked to complete GDPR "the basics"

Sustainability - Staff Indu
Data Protection
Fire Safety and Evacuatio
Safe Manual Handling Tra
VDU and Workstation Hea
Freedom of Information (I

Safety Audits and Risk

The College H&S Operational Team carries out schedule inspections throughout the year. The Audit team is a combination of HS TU Representatives from UNISON and EIS combined with a member of the HS Department.

SAFETY AUDITS 2017-18

| Audit/Inspections 2017-18 | | |
|---------------------------|--|------------------------------|
| Campus | Department | % of compliance |
| Alloa | | |
| 03/11/2017 | Hospitality and Salon Services – Hair & Beauty | 92% |
| 09/03/2018 | Start of Term Housekeeping Tour | Good – some tidying required |
| 08/06/2018 | Human Resources | planned |
| Falkirk | | |
| 08/09/2017 | Start of Term Housekeeping Tour | Good – some tidying required |
| 10/11/2017 | Learning Resource Centre | 90% |
| 12/01/2018 | Care, Health and Sport | 97% |
| 15/12/2017 | Finance / Student Records | 91% |
| 23/02/2018 | Engineering | 99% |
| Stirling | | |
| 29/09/2017 | Start of Term Housekeeping Tour | Good – some tidying required |
| 06/10/2017 | Creative Industries | 88% |
| 27/04/2018 | Hospitality and Salon Services – Hospitality | 91% |
| 16/03/2018 | Housekeeping Tour | Good – some tidying required |
| 11/05/2018 | Historic Scotland | 61% |

All actions from these audits are recorded and tracked on the HS Audit Tracker – on Sharepoint. Currently, there are 8 actions on the tracker, picked up from recent audits.

| | |
|-------------------------------|-----------|
| Hospitality Services | 5 |
| Finance | 2 |
| Care Health and Sports | 1 |
| Historic Environment Scotland | 9 |
| Total | 17 |

NEW FALKIRK CAMPUS

Our New Campus at Falkirk is underway with Balfour Beatty Construction and due for completion in Autumn 2019.

Whilst any project comes with risks, the H&S Committee have developed a specific H&S risk register to capture the relevant risks that are presented by our new facility and the control measures required to mitigate the likelihood and severity of risk.



Currently, there are 22 H&S risks identified, and a review of the risk will continue with the H&S Committee throughout the project term.

Much of the risk will be mitigated by developing and executing a clear health and safety induction, and building user guide.

All procedures, risk assessments and COSHH (Control of Substances Hazardous to Health) assessments will be reviewed prior to occupancy, and environmental monitoring will be planned for assessing dust/noise in the workshops once activities commence.

| Ref | Description | Responsible | Due Date | Status |
|-----|------------------------------------|-------------|------------|-----------|
| 1 | Review of COSHH assessments | John Smith | 30/06/2018 | Completed |
| 2 | Review of risk assessments | John Smith | 30/06/2018 | Completed |
| 3 | Review of procedures | John Smith | 30/06/2018 | Completed |
| 4 | Review of user guide | John Smith | 30/06/2018 | Completed |
| 5 | Review of induction | John Smith | 30/06/2018 | Completed |
| 6 | Review of environmental monitoring | John Smith | 30/06/2018 | Completed |
| 7 | Review of dust/noise | John Smith | 30/06/2018 | Completed |
| 8 | Review of workshop activities | John Smith | 30/06/2018 | Completed |
| 9 | Review of safety induction | John Smith | 30/06/2018 | Completed |
| 10 | Review of user guide | John Smith | 30/06/2018 | Completed |
| 11 | Review of risk assessments | John Smith | 30/06/2018 | Completed |
| 12 | Review of COSHH assessments | John Smith | 30/06/2018 | Completed |
| 13 | Review of procedures | John Smith | 30/06/2018 | Completed |
| 14 | Review of user guide | John Smith | 30/06/2018 | Completed |
| 15 | Review of induction | John Smith | 30/06/2018 | Completed |
| 16 | Review of environmental monitoring | John Smith | 30/06/2018 | Completed |
| 17 | Review of dust/noise | John Smith | 30/06/2018 | Completed |
| 18 | Review of workshop activities | John Smith | 30/06/2018 | Completed |
| 19 | Review of safety induction | John Smith | 30/06/2018 | Completed |
| 20 | Review of user guide | John Smith | 30/06/2018 | Completed |
| 21 | Review of risk assessments | John Smith | 30/06/2018 | Completed |
| 22 | Review of COSHH assessments | John Smith | 30/06/2018 | Completed |

KPIs- Accident and Incident Statistics

Our key performance indicators;

2016-2017 – we targeted fewer than 125 incidents and our final number was 90 incidents;

2017-2018 – we are targeting fewer than 115 incidents (an average of the past 5 years' data)

Qtr 1 – we had 22 incidents; Qtr. 2 - we had 31 incidents. Qtr. 3 - we had 16 incidents.

We remain on track for our KPI target of below 115- and current have 69 reported so far this session.

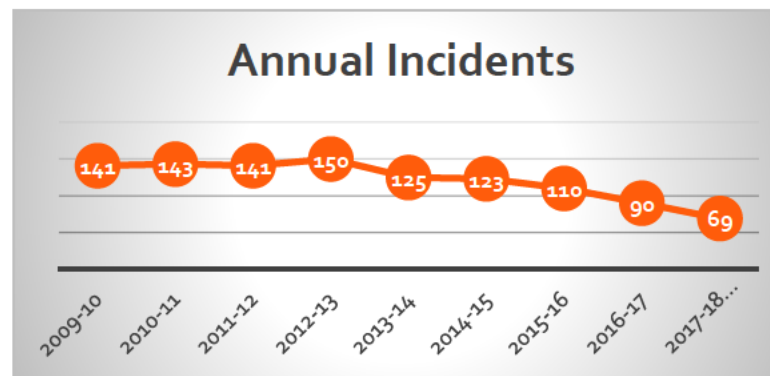
RIDDORS:-(Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 2013)

4 RIDDOR incidents have been reported this session, however a further review of these incidents has highlighted that some of these were not RIDDOR reportable, as they were not as a result of a work activity, or did not fall within the “specified” injuries of the INDG 453 RIDDOR Guidance.

- 04/12/2017 – Student fell in the Construction Corridor – resulting in fractured hip.
- 09/01/2018 – Petrolneos Apprentice caught hand in valve (whilst at Ineos) resulting in lacerations and fractures to 3 fingers.
- 09/01/2018 – Member of staff injured foot when descending stairs.
- 31/01/2018 – Member of staff broke wrist when exiting door (gym) as automatic door did not fully open.

Incidents labelled “medical” are recorded but not included in our College statistics as these are out with the college control- e.g. feeling unwell- migraine, out of college.

Incidents labelled “misconduct” are again out with our control – e.g. break time, however we track these to monitor trends and to review for mitigation in future.



| 2016/2017 | Bruise/ Abrasion | Burn/ Scald | Crush Injury | Cuts | Elect Shock | Eye Injury | Fracture/ Dis | Other | Puncture Wound | Sprain/ Strain | Sting | RIDDOR | Total | Medical | Mis- Conduct | Near Miss |
|------------------|---------------------|----------------|-----------------|-----------|----------------|---------------|------------------|----------|-------------------|-------------------|----------|----------|-----------|-----------|-----------------|--------------|
| August - October | 7 | 5 | 0 | 13 | 0 | 1 | 1 | 1 | 0 | 5 | 0 | 0 | 33 | 32 | 0 | 3 |
| November – Jan | 4 | 4 | 1 | 13 | 0 | 2 | 0 | 0 | 0 | 5 | 0 | 0 | 29 | 20 | 2 | 2 |
| February - April | 6 | 2 | 0 | 7 | 0 | 1 | 0 | 1 | 0 | 3 | 0 | 0 | 20 | 10 | 0 | 1 |
| May - July | 0 | 2 | 0 | 1 | 0 | 0 | 1 | 0 | 0 | 3 | 1 | 0 | 8 | 14 | 0 | 0 |
| Total | 17 | 13 | 1 | 34 | 0 | 4 | 2 | 2 | 0 | 16 | 1 | 0 | 90 | 76 | 2 | 6 |

| 2017/2018 | Bruise/ Abrasion | Burn/ Scald | Crush Injury | Cuts | Elect Shock | Eye Injury | Fracture/ Dis | Other | Puncture Wound | Sprain/ Strain | Sting | RIDDOR | Total | Medical | Mis- Conduct | Near Miss |
|------------------|---------------------|----------------|-----------------|-----------|----------------|---------------|------------------|----------|-------------------|-------------------|----------|----------|-----------|-----------|-----------------|--------------|
| August - October | 5 | 2 | 0 | 9 | 0 | 1 | 0 | 0 | 1 | 4 | 0 | 0 | 22 | 26 | 2 | 4 |
| November – Jan | 3 | 4 | 0 | 13 | 0 | 0 | 0 | 3 | 0 | 4 | 0 | 4 | 31 | 23 | 3 | 2 |
| February - April | 5 | 1 | 1 | 7 | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 0 | 16 | 24 | 0 | 0 |
| May - July | | | | | | | | | | | | | | | | |
| Total | 13 | 7 | 1 | 29 | 0 | 1 | 0 | 3 | 1 | 10 | 0 | 4 | 69 | 73 | 5 | 6 |

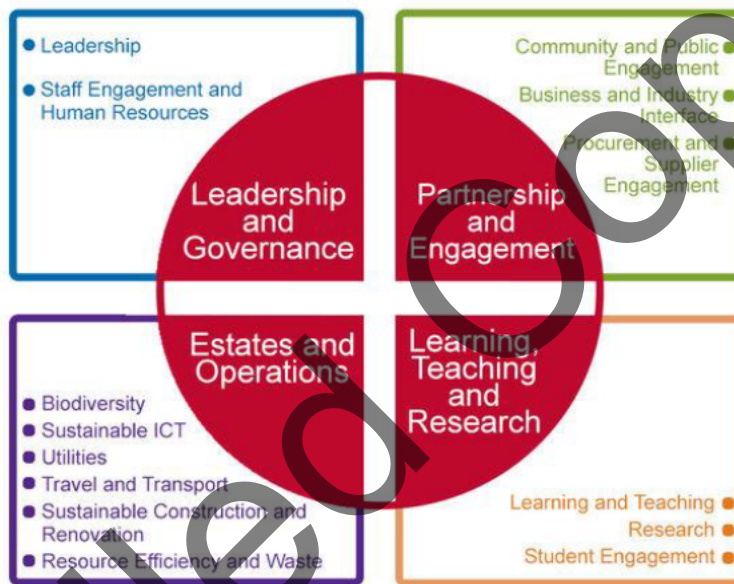
KPIs- Sustainability

2017-18- our key performance indicators for sustainability continue to progress:

EAUC- LiFE Tool – (Learning in Future Environments) – 4 Sections of the Framework is being used to help progress the whole college approach to Sustainability. The Tool is an excel document - which offers criteria to enable self-assessment scores to measure progress. The LiFE tool is available on our Sharepoint Estates Page- Under Sustainability.

Our IT Dept provided an update on Sustainable ICT at our Sustainability Meeting in March 2018. The next update is scheduled for September 2018, when HR will provide an update on "Staff Engagement and Human Resources"

Waste, energy, paper, travel, health, Fairtrade, procurement and curriculum.....



The Sustainability Committee has representation across the College teams and agrees the key performance indicators and targets and monitors progress throughout the session.

The table below provides progress against this sessions Sustainability Targets for 2017-18

"Building Your Green Future" is being used as a strapline for all sustainability promotions.

The Intern Campus Cycling Officer was a one year funded post by "Bright Green Business" and is due to complete in June 2018. This post has helped progress our cycle initiatives with staff, students and key partnerships.

We have reviewed and updated our Strategic Travel Plan and have developed a New Falkirk Campus draft plan for submission to Falkirk Council planning. This includes a set of KPIs to measure improvements in sustainable travel. Staff and Students will be asked to acknowledge the car park "terms of use" document and complete the annual travel survey, in order to apply for a vehicle parking pass. Vehicle passes must be displayed while using the car park (GDPR compliant) and this is due to be launched in August 2018.

| Sustainable Factors 2017-18 | Target | Baseline |
|--|--|---|
| WASTE - Waste Ratio | Aim to continue over 90% recycling to under 10 % landfill- <i>On target</i> | 2015-16 - 94% recycling to 6% landfill average |
| TRAVEL - Strategic Travel Management Plan; Travel Mileage claimed; | Aim for less than 295,000 miles staff miles claimed p/annum; <i>On target</i> | 2016-17 totals Mileage= 296,584 Cost = £133,462 |
| FAIRTRADE - Sustain Fairtrade status for the College; | Sustain Fairtrade Status - Deliver the Fairtrade Fortnight & 2 x Fairtrade Meetings 2017-2018 - <i>On target, however a charge is being introduced for Fairtrade Status going forward- still to be clarified by Fairtrade.</i> | Fairtrade Renewed August 2014 and renewed again in Sep 2016 |
| CARBON - Reduce Overall Carbon Emissions | Progressive Target of 25% reduction in tCO2 by 2020 (relating to gas, electric and travel) – <i>review takes place Sep 2018</i> | Baseline 2008/09 figure 2873.35tCO2 (2016-17- 21.24% achieved- 2263.03 tCO2) |
| ETHICAL PROCUREMENT - Increase the % of FVC awarded contracts with Sustainability Benefits. | Aim to award 50% of contracts with Sustainability Benefits BT14. <u>BT14 Guidance</u> <i>On target</i> | 2016/2017 - 35% (7 out of 20) of awarded contracts in have been reported as having sustainability benefits. |
| PAPER - Paper consumption from the print unit. | Increase the print unit figures and reduce the printing from the Multi-function Device printers. <i>At the end of February figures were showing that the Print unit has increased and MFD's reduced by 15%</i> | 2016-17 -Print Unit Mono 2,036,261 Colour 1,320,739 TOTAL - 3,357,000 (45%) MFDs Mono 3,580,944 /MFDs Colour 512,646 TOTAL = 4,093,590 (55%) Total Printed = 7,450,590 (100%) |
| STUDENT (SMHFA) – Student Mental Health First Aid Training | Successfully deliver SMHFA training and Aim for 100 course achievement for students/staff. <i>73 students attended by end of March 2017</i> | 2016-17 – 130 students successfully achieved the course; Note course content changing form March 18 |
| CURRICULUM Department links to increase student understanding of sustainability; | 2a) Core and Essential Skills Departments – increased sustainability awareness. <i>Developing a Green Champion integrated project – Essential Skills achievement table is also being updated.</i> | 2016-17 was 52% (481/921 students) |
| HEALTH - Employee Awareness / Levels of training and information for staff | 50% of all staff to complete the Moodle training course – as part of their PRDs or Staff Development week. “Sustainability Staff Induction” <i>Complete</i> | Feb 2017 341 staff out of 640 completed in 2017 =53% |
| HEALTH - Health Surveillance | 90 % of employee health surveillance undertaken against actual required. Sustain target of over 90% for 16-17 <i>93% attended in November – May's attendance still to be confirmed.</i> | 2016-17 – 88% of appointments were met |
| HEALTH - College Gym Users | Maintain the number of staff using the gym facilities. <i>Currently 226 staff for 2017-18</i> | 2016-17 308 staff gym users (328 students) |

WORK POSITIVE EVALUATION FORM (INDICATOR)

Appendix B

HS032 Form

Please complete after reading the Work Positive Policy

CONFIDENTIAL AT ALL TIMES

To be used only in conjunction with the work positive policy and procedures guidance document

| Department | | Teaching/Support | Score Rating Key | |
|--|--|----------------------|--|------------------------------------|
| Name of Assesse | Role e.g. Support or Teaching | | 1 | Strongly Agree |
| Date of Assessment | | | 2 | Agree |
| Name of Facilitator/ Assessor | | | 3 | Average- Neither agree or disagree |
| Does the risk assessment include representation from HR ? | YES/NO | | 4 | Disagree |
| No. of staff covered by this RA | | | 5 | Strongly Disagree |
| Methods of Consultation Used? <i>Please indicate if any other methods were used in the collation of this data</i> | Role Profile | YES/NO | Please insert a numerical value in the Score Column. Should the score be a HIGH 5 or a 4 score, please put a tick in the flag column on the right | |
| | Individual Meeting e.g. 1:1 | YES/NO | | |
| | Team meetings | YES/NO | | |
| | Focus Groups | YES/NO | | |
| | PTS&R Review | YES/NO | | |
| | other: state | YES/NO | | |
| Role | | Score 1-5 | Additional Comments / Reasons for Scoring | Flag 5 or 4 |
| R1 | I have a clear job description | | | |
| R2 | Individual duties relate directly to my job description | | | |
| R3 | I am clear about these duties and responsibilities | | | |
| R4 | I understand how my duties relate to the overall section objectives | | | |
| R5 | I am clear whom to report to | | | |
| R6 | I am informed of organisational policies | | | |
| R7 | I am informed of any decisions within the team that may affect my role | | | |
| R8 | There is a clear management structure of roles and responsibilities | | | |
| Guide Range Below 24 | | ROLE SCORE | 0 | |
| Demands | | | | |
| D1 | I am able to cope with my duties | | | |
| D2 | I have the skills to do my job | | | |
| D3 | Work deadlines are realistic and achievable | | | |
| D4 | Demands for work are manageable (e.g. not requested by several groups and hard to combine) | | | |
| D5 | I am able to take agreed breaks | | | |
| D6 | The Culture is such that long hours (+42 hrs p/wk) and taking work home is not encouraged | | | |
| D7 | The working environment is comfortable, heat, light, ventilation, noise & welfare facilities | | | |
| D8 | The work environment is well laid out and suitable for the task | | | |
| D9 | I find the work I do both rewarding and challenging | | | |
| Guide Range Below 27 | | DEMANDS SCORE | 0 | |

| | | | | |
|-----|--|----------------------------|--|----------|
| | Control | | | |
| C1 | I am able to participate in the decision making process, at local level | | | |
| C2 | I am consulted in the decision making process, at local level | | | |
| C3 | I have a degree of control over work priorities/ deadlines | | | |
| C4 | I have a degree of flexibility in their work schedule or timetabling | | | |
| C5 | I have a say over the order of my daily tasks. | | | |
| C6 | I feel I have job security as per my contract. | | | |
| C7 | I am able to decide when to take my breaks. | | | |
| | Guide Range Below 21 | CONTROL SCORE | | 0 |
| | Support | | | |
| S1 | Colleagues will offer to help each other -within the local team | | | |
| S2 | You are given supportive feedback on the work you do- within your local team | | | |
| S3 | You can approach your line manager for help with problems at work | | | |
| S4 | You receive support and respect from your line manager | | | |
| S5 | Your issues are taken seriously when reported to the manager | | | |
| S6 | You are given timely feedback on any issues you have reported | | | |
| S7 | You are given appropriate information to do your job | | | |
| S8 | You receive the training required to do your job (internal / external training) | | | |
| S9 | You have adequate equipment to do your job | | | |
| S10 | Employees are given adequate information on the prevention of stress at work | | | |
| S11 | Senior Managers are approachable and supportive of employees | | | |
| | Guide Range Below 33 | SUPPORT SCORE | | 0 |
| | Relationships | | | |
| Re1 | Colleagues are considerate and respectful to one another within the team | | | |
| Re2 | Colleagues are not subjected to any form of bullying or harassment, within the team | | | |
| Re3 | Colleagues within the College are respectful to one another (outside of the team) | | | |
| Re4 | There is no evidence of friction between colleagues | | | |
| Re5 | Line Manager always respectful and supportive of fair behaviour, challenge unkind words or behaviour | | | |
| Re6 | There is good communication between line manager and staff at work | | | |
| Re7 | There is good communication between staff and other colleagues | | | |
| Re8 | The College treats its staff fairly and equally | | | |
| | Guide Range Below 21 | RELATIONSHIPS SCORE | | 0 |
| | Change | | | |
| CH1 | I have sufficient opportunities to become involved in change discussions with my Manager | | | |
| CH2 | Employees are always consulted about a change at work in advance | | | |
| CH3 | When changes are proposed at work, there is a clear understanding how this will work in practice | | | |
| | Acceptable Range Below 9 | CHANGE SCORE | | 0 |
| | | OVERALL SCORE | | 0 |

