

Stirling Campus, Room S1.03
4.30pm (refreshments available from 4pm)

AGENDA

1. Declarations of interest
2. Apologies

FOR APPROVAL

3. Minutes of Meeting of 25 October 2018
(Elements of paper 3 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.)
4. Matters Arising
 - a) H/18/004 Equalities Policy
 - b) H/18/005 Five Year Plan for the People Strategy
 - c) H/18/006 Health and Safety Report

5. Employee Mental Wellbeing Learning & Development Framework Jennifer Nisbet
6. Equal Pay Audit Ralph Burns

FOR DISCUSSION

7. College First Aid Provision Marc McCusker
8. People Strategy Update Ralph Burns
9. Staff Development – February 2019 (Verbal) Ralph Burns
10. Review of Risk
11. Any other competent business

FOR INFORMATION

12. Staffing Establishment Report
 13. Retirement Policy and Procedure
-

Room S1.18, Stirling Campus (commencing at 4.30pm)

Present: Mrs Beth Hamilton (Chair)
Mrs Fiona Campbell
Mr Davie Flynn

Apologies: Mr Colin Alexander
Mrs Trudi Craggs
Mrs Anne Mearns

In Attendance: Mr Andrew Lawson, Depute Principal and Chief Operating Officer (DPCOO)
Mr Ralph Burns, Head of Human Resources (HHR)
Mr Stephen Jarvie, Corporate Governance and Planning Officer (CGPO)
Mr Marc McCusker, Head of Facilities Management and Health and Safety (HFM) for items H/18/006 only

Members discussed the circulation of minutes and it was agreed that, once the Chair had approved the draft minutes, these would be circulated to the remainder of the Committee as a draft, with formal approval at the following meeting.

H/18/001 Declarations of Interest

None

H/18/002 Minutes of meeting held on 27 February 2018

Approved.

H/18/003 Matters arising

a) H/17/024 Gifts and Hospitality Policy

The CGPO informed members that the policy had been updated as requested

b) H/17/025 Complaints Procedure – Principal

The CPGO informed members that the procedure had been updated as requested and subsequently approved by the Board of Management

c) H/17/026 Delivering the People Strategy

Members queried whether the Listening to Staff events were still going ahead and whether there was an opportunity for Board members to participate.

The HHR noted that an initial meeting had occurred to establish the purpose of the sessions but that there were more planned and that the Board would be invited to participate in these.

d) H/17/028 National Bargaining Report

The CPGO informed members that the concerns they had raised at the meeting had been raised at Board level and used to inform College communications with the Scottish Funding Council.

H/18/004 Equalities Policy

The DPCOO presented members with an updated equalities policy, with accompanying Equalities Impact Assessment (EQIA) form, for review and approval.

He informed members that the changes were relatively minor to reflect changes in College staffing roles and legislation.

Members noted that the responsible committee for the policy on page 3 of the document should be changed to show the HR Committee as the responsible committee.

Members also noted that, on the EQIA, Paternity should be listed alongside maternity and pregnancy.

a) Members approved the policy subject to the requested changes.

H/18/005 Five Year Plan for the People Strategy

The HHR presented the five year strategy to support the implementation of the People Strategy. He noted that members had previously considered the initial, 1 year plan in February 2018.

He outlined that main areas of focus and the anticipated measures of success for each of these.

Members challenged some of the measures of success and noted that some of these would benefit from being SMART.

It was also noted that Board Members could engage in some of these sessions. It was agreed that the College would look at a programme of events with which Board Members could choose to engage.

Members also noted that, while the College was successful at seeking external awards for activity, it might be beneficial to develop internal awards to support engagement with the People Strategy.

a) Members approved the five year plan subject to a review of the identified measures of success

H/18/006 Health and Safety Report

The HFM presented members with a report on Health and Safety within the College. He focussed on the work within the College to support mental health awareness and provided members with an overview of the support mechanisms (internal and external) which students and staff can access.

He also discussed the support within the College for physical wellness, highlighting the free gym membership and the appointment of a cycling officer following receipt of funding from Cycle Scotland.

Members queried whether staff receive financial support with the cost of purchasing bikes. The HFM confirmed that this was the case via the cycle to work scheme which is open to staff.

Members informed the HFM that the membership of the Committee had been revised to include more Health and Safety experience. They noted that the Committee would be especially interested in lessons learned from any incidents.

[REDACTED]

He also informed members of the work undertaken by College First Aiders and the specific prep work they were doing to support students with individual challenges.

Members requested that a further paper on first aiders be brought to the next Committee meeting.

- a) Members noted the content of the report

H/18/007 Staff Development August 2018

The DPCOO presented a report on the recent staff development conference, which included joint activity and staff exchange with SERC College, Belfast.

He outlined the work done by staff to generate new ideas and ways of working. He highlighted the popularity of the drop in sessions to test out new tech and share how it is used in the classroom.

He also highlighted the work to gain on the day feedback and noted that the report had a breakdown showing that feedback was almost universally positive.

Members asked if there are any follow on from these types of sessions.

The HHR noted that, following last year, there had been a number of collaborations with SERC (both staff and student) and that the award the College had been nominated for at that evening's College Development Network event was for the work between FVC and SERC.

He also informed members that the HR team had appointed a learning development worker who would help to take the positive actions from the day forward throughout the year.

Members discussed whether there were department led staff development sessions.

The HHR reported that there were department days and that the HR team supported these by doing training needs analysis for departments to identify areas to focus on.

He noted that the work with Departments on training needs helped HR to be proactive rather than reactive to training needs and to allocate available funding more effectively. The team can also ensure managers feed this activity into individual staff PRD's.

a) Members noted the content of the report

H/18/008

National Bargaining (Verbal)

The DPCOO informed members that support staff unions had accepted the proposed three year deal and that College staff would see this in their salaries by the end of November 2018. He noted that this deal also included a mechanism to move the pay award date from April to August by the end of the agreed period to tie this into the College financial year.

Members queried what effect this might have on College budgets. The DPCOO confirmed that this pay deal had been already included in the College's budget assumptions.

The DPCOO noted that the teaching union were not willing to accept the offered pay deal and that they would be recommending strike action to their members. He provided members with an overview of the offer made and the positions of the management and union sides.

He noted that this information was now in the public domain and provided members with a copy of the press release issued by Colleges Scotland that day.

The DPCOO informed members that he would bring a further report to the next meeting of the Committee.

a) Members noted the content of the report

H/18/009 Review of Risk

Members noted that possible strike action was a risk to the College.

H/18/010 Any Other Competent Business

The DPCOO informed members that the College's International Manager had resigned and that, at this time, it was not the intention of the College to replace this role immediately and informed members that discussions had begun with The University of Stirling to seek support for the current International development.

Uncontrolled Copy

1. Purpose

This paper provides a proposal for the introduction of a learning framework to support staff development in the area of mental health.

2. Recommendation

It is recommended that members approve the proposed outline for a mental wellbeing learning & development framework for staff, support its inclusion within the People Strategy 2017-2022 and subsequent publication, promotion and roll-out to staff.

3. Background

Mental health and wellbeing are increasingly being recognised as critically important issues, and a statistic often quoted is that '1 in 4 adults will experience a mental illness at some point each year in the UK'. The prevalence of mental health issues is such that few of us remain untouched by mental ill health during our lives, either personally or through a family member, friend or colleague.

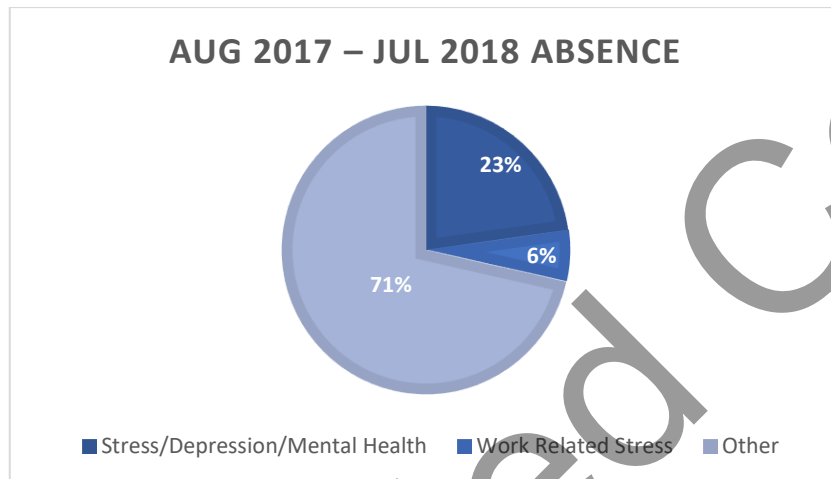
There is an intrinsic link between employee wellbeing and work performance. Unresolved mental health issues cause absence, loss of productivity and high staff turnover, and employers ultimately bear the cost of this – the cost of mental health and workplace stress-related absence to FVC in 2017-18 was £110,367. The cost of poor mental health to FVC is calculated at £172 per employee, per year – not just for those who are ill. Stress and mental ill-health are two of the top three causes of long-term absence (29% of all absence recorded in 2017-18). This upwards trajectory of stress and mental illness as a primary cause of absence has pushed the need for solutions up the workplace agenda.

There is clear evidence that organisations taking action to engage with employees to promote wellbeing, maintain open lines of communication around health issues and implement policies to support training and awareness enjoy a competitive advantage over other employers. Increasingly, potential employees are actively seeking workplaces which support flexibility, promote a positive work/life balance, and possess a culture which considers health and welfare to be paramount. Essentially, employers are better served by a healthy, productive workforce, rather than one characterised by anxiety, stress and low levels of staff wellbeing and morale.

4. Context

A key criterion of the College People Strategy 2017-2022 is promoting a 'culture of inclusion, health & safety and wellbeing'. The college mission of 'Making Learning Work' is sustained through people and performance. Underpinning this is the commitment to the provision of a working environment which supports employees fairly, consistently and inclusively, through initiatives to support their overall health and wellbeing. FVC currently holds both Healthy Body, Healthy Mind and Healthy Working Lives gold award status, and provides a highly supportive work infrastructure

for staff including refectories, free gym use and professional development opportunities, as well as access to a 24-hour employee support service. However, attendance management statistics show that mental illness and stress are the highest-occurring absence categories at 29% of all absences, and accounting for 1066 FTE days lost from the last academic year:



In order to address this growing issue head-on, it is necessary to create a culture of openness around talking about mental health, removing potential stigma and fear of discrimination (research individual concerns highlighted include lack of understanding, and bias regarding development and progression opportunities). From the colleague/manager’s perspective, there is a reticence to approach staff who may be experiencing certain issues due to perceived lack of knowledge, concerns of saying the ‘wrong thing’, or potentially making the problem worse. It is critically important to develop learning to meet the needs of employees and managers to enable them to spot signs of distress and talk about them. This involves a change in culture which acts as catalyst for a mentally healthy workplace:



In order to achieve this change, it is proposed that the college:

- Creates and actively promote an employee mental health and wellbeing policy;
- Signs up to an employer pledge campaign, such as This is Me Scotland;
- Actively promotes and participates in a wellbeing national event calendar;
- Introduces and implements a mental health learning framework for staff and managers, including senior leadership;
- Identify, recruit and train Workplace Wellbeing Champions to embed policy, raise awareness and engagement throughout the college;
- Develop Wellbeing Champions as workplace peer mentors (with a view to establishing an informal buddy system to support colleagues' return to work following absence).

FVC has the opportunity to set a high standard of work-based learning to empower individuals to manage their own mental health, reach out to colleagues in distress, and work positively with others to make the workplace more mentally healthy for all. Implementing a learning framework will support increased confidence and awareness of staff in recognising, discussing and appropriately addressing/signposting colleagues' mental health concerns, and enable managers to hold open conversations with line reports regarding mental health. Good mental health and good management go hand in hand, and there is strong evidence that addressing wellbeing at work increases productivity by as much as 12% - therefore, implementation of a learning framework should in turn lead to improved attendance, greater engagement and a more positive work culture which should offset costs of delivery.

The following steps were undertaken in order to research and develop the framework under consideration:

1. Researching the context for the establishment of a workplace learning framework
 2. Utilising People Strategy documentation to shape objectives
 3. Researching current learning and development in place for mental health at Forth Valley College
 4. Examining absence statistics and reasons
 5. Comparison with other organisations relating to implementation of work-based learning for mental health and wellbeing
 6. Approaching different staff, managers, and HRBMs to discuss and generate ideas for potential development (including Wellbeing Officer and Head of Equalities)
 7. Examination of wellbeing development offer
 8. Creation of a draft learning framework using all of the above.
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Key Considerations

The proposed Learning and Development Framework is contained in Appendix 1. Some key considerations to the introduction of a learning framework for mental wellbeing are as follows:

1. Senior Leadership Engagement

Staff take their cues from what leaders do. The engagement of senior leaders is critical to the successful uptake of a mental wellbeing learning framework, and they play a key role in progressing the mental health agenda in the organisation, by setting the culture, and leading by example. It is therefore suggested that leaders participate in training, by attending a workshop which is specifically designed to highlight the ethical, legislative and financial business case for creating a positive mental health culture, enabling the college to generate a clear leadership strategy to take forward. This would constitute time away from business responsibilities, but should be viewed as business critical in order to stem the upward trajectory of mental health related absence and workplace stress, communicating a clear message that this agenda is being treated very seriously.

2. Line Manager Training

Line managers have a pivotal role in promoting employee wellbeing. Any activity has a more positive outcome where line managers are bought in to its importance. Managers need to have confidence and competence to identify and support mental ill health. They do not need to be experts, but they do need to be able to spot early warning signs and have sensitive conversations. A commitment to training is therefore of high importance; the proposed framework outlines optional development for line managers.

3. Raising Awareness and Generating Buy-In

The recent '5 Ways to Wellbeing' development event provided solid evidence that staff are engaged with the wellbeing agenda, with many development workshops oversubscribed. Staff are becoming more aware of the impact of positive mental wellbeing upon their work, and the need for a greater general understanding of mental health. Upon approval of the learning framework, L&D will consult with specific staff and the Equality & Diversity Development Group to generate ideas on raising awareness of the opportunities available, and will liaise with HR Business Managers to support its introduction with Directors/Heads/CMs.

4. Linking Training Activity to a Mental Health Events Calendar

To concentrate activity and raise awareness, it is proposed that the college looks to internally launch the finalised learning framework in April 2019, allowing for promotion and roll-out of initial training activities during Mental Health Awareness Week 13–19 May 2019. The mental health training calendar would run up to World Mental Health Day on 10 October 2019, allowing for approximately 8 weeks of development activity to run either side of the summer break. If successful, this format could be copied each year.

5. Workplace Wellbeing Champions – Identification, Training and Remuneration

It is proposed that an informal internal recruitment process is devised to identify up to 12 (ratio 1:53 staff) Workplace Wellbeing Champions for consideration by a representative staff panel. This is to protect the fairness and consistency of the process, and also to ensure that potential champions are fully engaged with the requirements of their role before extensive training is delivered at cost to the college. Champions would be required to subscribe to a set of key ethical values including respect, support and inclusivity, would act as onward point of referral for colleagues on all matters related to mental health signposting, and perform as Mental Health First Aiders. It is also recommended that applications are welcomed from individuals who have personal experience of mental health issues, with a longer-term aim of developing peer support for colleagues returning to work following long-term absence (see below).

6. Peer Support/Buddies

Extensive research indicates that people who experience mental health issues find the support from others who have had similar experiences as invaluable, because it brings something different to what is found in professional support relationships. A key benefit of peer support is the greater empathy and respect that peer mentors are seen to have for the individuals they support. Their lived experience of illness allows for better understanding, and can lead to an increase in confidence and recovery through helping others. A peer mentor would provide significant support to any colleague who is returning to work after a period of mental health-related absence and is recovery focused. It is proposed that the college consider developing a peer mentor approach to support an individual's positive return to the workplace and protect from risk of relapse. Workplace Champions are a key target group for this development.

5. Financial Implications

Costs arising will be covered from the Staff Development budget. Costs are higher in year 1, but would be expected to decrease as the framework is embedded. With the reported mental health absence costs at £110,367, there is anticipated reduction of absence through improved mental health and increase in employee awareness and engagement.

As far as possible, cost-effective workshops and online courses have been included, with some resources free of charge, including use of the college's existing Learning Nexus repository and through supply via NHS Forth Valley and other charitable organisations.

6. Equalities

Assessment in Place? – Yes No

If No, please explain why – This document outlines a proposal from which changes may be implemented. Those changes will themselves be assessed at the appropriate time

Please summarise any positive/negative impacts (noting mitigating actions) – 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		X
Medium	X	
Low		
Very Low		

There is potential significant positive impact in the introduction of a wellbeing framework which cannot be restricted to return on financial investment – these include overall wellbeing indicators, absence reduction, and staff engagement. By adequately training staff to understand the impact of mental health workplace support, the college mitigates reputational risk and shields itself from financial impact from breaches of the Equality Act, where ‘injury to feelings’ compensation is often uncapped at tribunals.

Risk Owner – Andrew Lawson

Action Owner – Ralph Burns

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 – The framework outlined within this document is relational to college Health & Safety policy. Information needs communicated to stakeholders to raise awareness

Paper Author – Jennifer Nisbet

SMT Owner – Andrew Lawson

Employee Mental Health Learning Framework

Positively managing mental health underpins good employee engagement and benefits everyone – employees, employers and profit. Every employer's success depends on a healthy and productive workforce, and if employees feel valued and supported they'll achieve more. The Forth Valley College Mental Health Learning Framework for staff has been designed to offer all college staff the opportunity to become involved in creating a culture of openness around mental health, by raising awareness, providing training and supporting you to discuss personal concerns and recognise them in colleagues.



Senior Management

Leadership in promoting better workplace mental health must come from the leaders of the organisation and the culture that they role model. They are key in developing a culture where managers and staff can openly communicate if they are struggling with their mental health. When people feel respected and supported, there is likely to be a knock-on effect in attendance and productivity.

Leadership responsibilities include:

- Building the business case for a mentally healthy workplace by calculating the cost of absence, presenteeism, and productivity
- Creating a culture where it is okay to talk openly about mental health
- Leading on the development of policy
- Championing reasonable adjustments, flexible working, and work-life balance
- Leading on awareness-raising initiatives
- Implementing a zero tolerance to stigma and discrimination, including use of language and behaviour that reinforces discrimination

- Creating a culture where staff are encouraged to challenge inappropriate behaviour
- Ensuring that line managers and staff are trained to identify and respond to early signs of distress and can support staff with mental health issues

Senior Management Engagement

Learning	Overview	Delivery
Workplace Mental Health - Strategic Awareness	Facilitated consultation on mental health strategy for senior leaders and stakeholders examining mental health and wellbeing, and the effects of unconscious bias upon workplace culture. This will examine: <ul style="list-style-type: none"> • Legal compliance • Ethical considerations • Business strategy • Employee engagement 	External or in house 1 day (scoped to FVC requirements)

Workplace Wellbeing Champions/Specialist Support

Workplace wellbeing champions should be identified, recruited and developed to provide comprehensive support and first response to staff, and champion college-wide awareness raising initiatives. Champions would subscribe to a set of values and behaviours of support, respect and inclusivity, and would ideally involve people who possess personal experience of mental health issues. Champions act as onward referral for staff (beyond colleague and line manager first point of contact) on matters relating to mental wellbeing and specific signposting, building up over time to providing peer support to colleagues returning to work following mental health-related absence.

Learning	Overview	Delivery
Mental Health First Aid (SMHFA)	This 2-day course helps delegates to become more informed about how to respond to a mental health crisis and covers the most common mental health problems. Participants develop skills in asking appropriate questions; listening without	External 2 days

	judgement; giving reassurance that recovery is possible and providing information about where help can be found.	
Unconscious Bias	Examine the psychological explanation for unconscious bias and how our normal cognitive processes result in unintentional bias, leading us to treat people from certain groups more favourably than others and impacting upon workplace culture.	Bespoke internal ½ day
SafeTALK Suicide Alertness/SuicideTALK	Alertness workshop that prepares anyone in the workplace, regardless of prior experience or training, to become a suicide-alert helper	External 1 day (can be run in house)
ASIST Applied Suicide Intervention Skills Training	Supports key staff to carry out an intervention and risk assessment with a colleague, customer or client who is having thoughts of suicide.	External 1 day (can be run in house)
Mental Health First Aid Practitioner (beyond year 1)	Delegates are trained to internal practitioner competency to provide SMHFA training internally and externally to develop employees become more informed about how to respond to a mental health crisis. This training is open to applicants within one year of completion of the SMFHA course.	External 2 days
Peer Support Principles / Wellness Recovery Action Planning	Development provided by Mental Health Foundation to enhance the quality of peer 2 peer support provided to colleagues and also to recognise and support any wellness recovery action plan which may be in place for a staff member returning to the workplace.	External 2 days + self-development

Staff Development – Foundation Awareness and Core Learning Catalogue

Staff should be encouraged to adopt a base level knowledge of mental health policy and issues, know where to go to seek further support, and be able to recognise signs of distress in their colleagues and signpost appropriately. Foundation awareness is delivered via online learning with **optional routes** for further development subject to role, and discussion with line manager regarding PRD objectives. The suggested learning also takes individual responsibility for personal mental wellbeing into consideration. The proposed baseline for **all staff** is highlighted in red with further optional development opportunities listed below.

Learning	Overview	Delivery
Mental Health Awareness	A greater understanding of signs and symptoms to look out for, what mental health stigma and discrimination is and how it can impact in work and more confidence to open up conversations about mental health in work	Online 1.5 hours SeeMe Scotland Online learning portal
Unconscious Bias	Examine the psychological explanation for unconscious bias and how our normal cognitive processes result in unintentional bias, leading us to treat people from certain groups more favourably than others and impacting upon workplace culture.	Bespoke internal ½ day
Mental Health First Aid	Designed to raise awareness of mental health. It provides participants with an introductory understanding of what mental health is, some common mental health issues and how to look after their own mental health and maintain wellbeing.	Bespoke internal ½ day OR 2 days internal (see practitioners)
Stress & Resilience	Examine individual stressors and develop stress management techniques to mitigate stress.	Bespoke internal 1 day
Keeping Yourself Mentally Well	Enables individuals to respond positively to the pressures and demands of modern working life and to help them identify	Bespoke internal 1 day

	opportunities to thrive. This course would be supported by additional resources to use in the workplace.	
Wellbeing	Mindful Minutes Mindfulness at Work Keeping an Eye on Mental Health What is Mental Health Let's Talk about Mental Health What is Depression 5 Steps to Mental Wellbeing	Online Learning Nexus EBytes (2 mins each)
Mindfulness	Mindfulness practice development	FVC staff or external practitioner 1-2 hours per session

Management & Heads of Service

Line managers are crucial to implementing and maintaining mentally healthy teams. The training outlined below offers managers a complement of **optional** skills learning which will enable them to open dialogue with staff around mental health, and support staff with mental health concerns. Beyond the base level online learning modules which are proposed for all staff (highlighted below in red), managers have the option to develop knowledge across specific areas subject to individual and department need – this learning is optional.

Learning	Overview	Delivery
Mentally Healthy Workplaces	Signs and symptoms to look out for, what mental health stigma is and confidence to open up conversations about mental health in work	External 1 day
Unconscious Bias/Stigma Awareness	Examine the psychological explanation for unconscious bias and how our normal cognitive processes result in unintentional bias, leading us to treat people from certain groups more favourably than others and impacting upon workplace culture.	Bespoke internal ½ day

Developing & Managing Resilience	Resilience is now a key competence for managers working under pressure during periods of change. This training course helps managers improve their personal resilience as well as supporting the resilience of those they work with.	Bespoke internal 1 day
Leading Successful Change	Supports managers in leading the change agenda in their teams, holding challenging conversations and recognising signs of anxiety and stress in staff response to change	Bespoke internal 1 day
Mental Health Awareness	A greater understanding of signs and symptoms to look out for, what mental health stigma and discrimination is and how it can impact in work and more confidence to open up conversations about mental health in work.	Online 1.5 hours See Me Scotland

The development framework highlighted above is not exhaustive, but is supported by research as offering key support routes to managers and employees to help recognise and mitigate stress, and respond to mental health issues. The recommended baseline level of understanding for all staff is achieved through online learning modules, constituting approximately 1.5 hours of CPD. It is strongly recommended that all college staff complete Mental Health e-learning, however it is not a mandatory requirement.

Learning can be further supported by an optional half-day facilitated workshop to raise basic awareness of mental health. In total with e-learning, this would constitute approximately 6 hours of CPD. Additional modules can be added as required for staff and managers, however should be linked to specific PRD development objectives and are role-dependent.

The mental wellbeing learning framework is designed to complement existing FVC learning provision including attendance management and disciplinary procedures, as well as support services provided by HRBMs, Occupational Health and PAM Assist employee counselling services. In addition, it complements future leadership development modules to support managers in leading change, giving honest feedback and monitoring staff performance.

1. Purpose

To advise members on the outcome of the Equal Pay Audit and of recommended actions.

2. Recommendation

That member's note the requirements and accept the recommended actions.

3. Background

FVC has a legal duty to comply with legislation set by the Equalities and Human Rights Commission (EHRC), namely Equality Act 2010, and the specific provision called 'equality of terms' in relation to equal pay. In addition, the College has further responsibilities under 'the public sector equality duty: specific duties for Scotland' Regulations.

The Equality Act 2010 (Specific Duties) (Scotland) Regulations states that a 'listed authority' must publish pay gap information. The pay gap information is the percentage difference between men's average hourly pay (excluding overtime) and women's average hourly pay (excluding overtime). This is produced as one set of comparative figures for the whole workforce. All staff, including part-time and temporary employees are included. All salaries are presented as annual pay to a full-time equivalent value. This is important in as much as for comparison purposes, all part-time staff must have their pay raised to full-time equivalent values.

The audit is required every two years with the last audit conducted in 2016 and published in 2017. Enclosed is a copy of the 2018 Equal Pay audit (appendix 1) which is conducted by a recognised external independent company that specialise in Equal Pay and Job Evaluation, Northgate Arinso.

4. Findings

Overall the college is shown as robust with variations within gender primarily relating to occupational segregation, length of service and time in post.

Key points included for consideration include:

1. There are two points where the salary levels of one grade overlap with the grade above. This occurs between Grade 5 and 6; and between Grade 8 and 9
 2. The average length of service for part time staff is 5.00 years compared to 11.39 years for full time staff. Within the part time group four appointments have less than one years' service and this affects the median point for the group as a whole. This impacts on pay disparity particularly as women are more likely to work part time.
 3. The Senior Management Grading Structure as shown in Table 5 indicates that there are significant overlaps in potential pay levels between the grades.
-

4. The majority of employees start at the published grade minimum starting point, but it is more likely that females start at the minimum point.
5. The overall disability pay gap is -5.61% meaning that the median average hourly rate is higher for those with a disability compared to those without.
6. The Ethnicity Pay Gap is -1.63% based on mean total earnings.

5. Recommendations

A key aspect of the People Strategy is that its success is based on the contribution by all departments across the college and members are encouraged to reinforce this in their discussions with other stakeholders.

1. Currently it is possible to earn more as a grade 5 than as a grade 6 albeit only until the grade 6 worker catches up. Although national bargaining may correct overlaps in grading structure it is not advisable to wait for this to be completed. Minor changes to affected grades can support the findings and recommendations of the audit as follows:

SCP	Salary	Current	Proposed
22	£23,342	Grade 5	
23	£23,984		
24	£24,449		
25	£24,916		Grade 6
26	£25,688		Grade 6
27	£26,507		
28	£27,340		

SCP	Salary	Current	Proposed
33	£31,948	Grade 8	
34	£32,861		
35	£33,519		Grade 9
36	£34,366		Grade 9
37	£35,349		
38	£36,374		

This removes the bottom SCP from grades 6 and 9 removing the opportunity for a lower grade to earn more.

2. It is recommended that when undertaking a review of new grading structures following national bargaining agreements the grade span is reduced to 3 (or 4 max) levels to minimise the impact of service length on earnings (where this decision is within the control of the College). This will reduce any differential between male/female and ethnic minorities where

females and ethnic minorities, in general, have lower service lengths. Whilst maintaining a span as opposed to one spinal point will continue to encourage commitment and motivation.

3. A full review of senior management pay structure is undertaken to remove overlap within grades.

4. A review of staff starting rates is undertaken and awareness raised to recruiting managers

5 & 6 There are no concerns here however considerations such as reducing the span of grades will ensure equality of pay is maintained and monitoring continued.

6. Financial Implications

Please detail the financial implications of this item –

Point 1: By introducing a change to both grades 6 and 9 on 1st August 2019 when increments are due no staff will be affected by this change, with the exception of staff taken on after 1st February 2019 who would not normally be due an increment.

Point 3: A review of SMT grades to bring them in line with equal pay considerations can be undertaken with little or no impact on current costings.

7. Equalities

Assessment in Place? – Yes No

If No, please explain why – The equal pay report in itself focuses on the points of an EQIA and recommendations for this report are designed to improve equality goal achievement

Please summarise any positive/negative impacts (noting mitigating actions) – Not applicable

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		
Medium	X	X
Low		
Very Low		

Please describe any risks associated with this paper and associated mitigating actions – The risk is not implementing the recommendations as outlined in the attached report.

Risk Owner – Andrew Lawson

Action Owner – Ralph Burns

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 – Not applicable

Paper Author – Ralph Burns

SMT Owner – Andrew Lawson

FORTH VALLEY COLLEGE
EQUAL PAY AUDIT – 2018

Prepared by;
Geoff Pearce
Managing Consultant – Reward
NGA Human Resources

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1. Background and Methodology

1.1 This Equal Pay Audit has been produced based on employee data as at 30th September 2018. Previous audits were undertaken in 2014 and 2016. The total number of employees within the scope of the report is 651 and excludes those employees who have not provided data in respect of gender.

1.2 The Equal Pay Audit is based on the five step process as recommended by the Equality and Human Rights Commission which includes the following steps;

Step 1 – Decide the scope of the audit

The report is based on all appointments as at 30th September 2018.

Step 2 – Identify where groups are doing equal work; like work/rated equivalent

1.3 The Equality Act 2010 identifies three terms in respect of defining equivalent work. These are as follows;

- **‘Like Work’** is defined as work which is the same or broadly similar
- **‘Work of Equal Value’** is defined as work which is of broadly equal value when compared under headings such as effort, skill and decisions
- **‘Work rated as equivalent’** is defined as work which has achieved the same or a similar number of points under a job evaluation scheme

1.4 Forth Valley College’s Pay and Grading structure is based on the application of a factor based analytical job evaluation scheme provided by NGA Human Resources that was specifically developed for further education. As there is a job evaluation scheme in place we are able to use ‘Work Rated as Equivalent’ as the basis of the report.

Step 3 – Collect pay data to identify pay gaps

1.5 The pay data includes employee details for all appointments and is based on basic pay and additional pay elements. The additional pay elements include;

- Standby
- Shift
- Additional Responsibility

1.6 Data on overtime and Additional Hours for teaching staff has also been imported into the Equal Pay System for analysis in terms of access to these payments. However, overtime payments are specifically excluded from the calculation of the gender pay gap.

1.7 The Equalities and Human Rights Commission have identified two thresholds that need to be taken into account when assessing the gender pay gap. Wherever there is a pay gap based on the following definitions, the reasons for the gap have been investigated;

'Significant' differences between the average basic pay or average total earnings of men and women performing equal work (any differences of 5.00% or more), or

Patterns of basic pay difference e.g. women consistently earning less than men on average for equal work at most, or all, grades or levels in the organisation (differences of 3.00% or more)

1.8 Irrespective of whether the gender pay gap is less than 3.00% it should be noted that any pay difference may be open to legal challenge.

1.9 The Equality Act 2010 prohibits direct discrimination in respect of a range of 'Protected Characteristics'. These include gender, age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, religion or belief and sex and sexual orientation.

In addition to gender based reporting we have also undertaken further analysis based on Age, Disability and Ethnicity. Data has also been provided for Religion and Sexual Orientation but has not been used to undertake specific pay gap analysis.

Step 4 – Establish the causes of pay gaps

1.10 There are a range of complex contributory factors that can create the gender pay gap but do not necessarily indicate that there is an Equal Value issue. Wherever there is a pay gap of more than 5.00% we have investigated the reasons. These could include a range of factors such as different length of service as well as occupational segregation whereby the typical roles undertaken by males and females are (based on the outcomes of the application of an appropriate job evaluation scheme) graded differently which creates the gender pay gap but not an Equal Value claim.

1.11 We have also considered other factors including age and starting pay to identify if any other issues are contributing to the gender pay gap.

Step 5 – Develop an Equal Pay Action Plan

1.12 As a result of undertaking the audit we have provided a number of recommendations as well as reviewing the recommendations from previous audits to identify of these have been implemented or remain a concern.

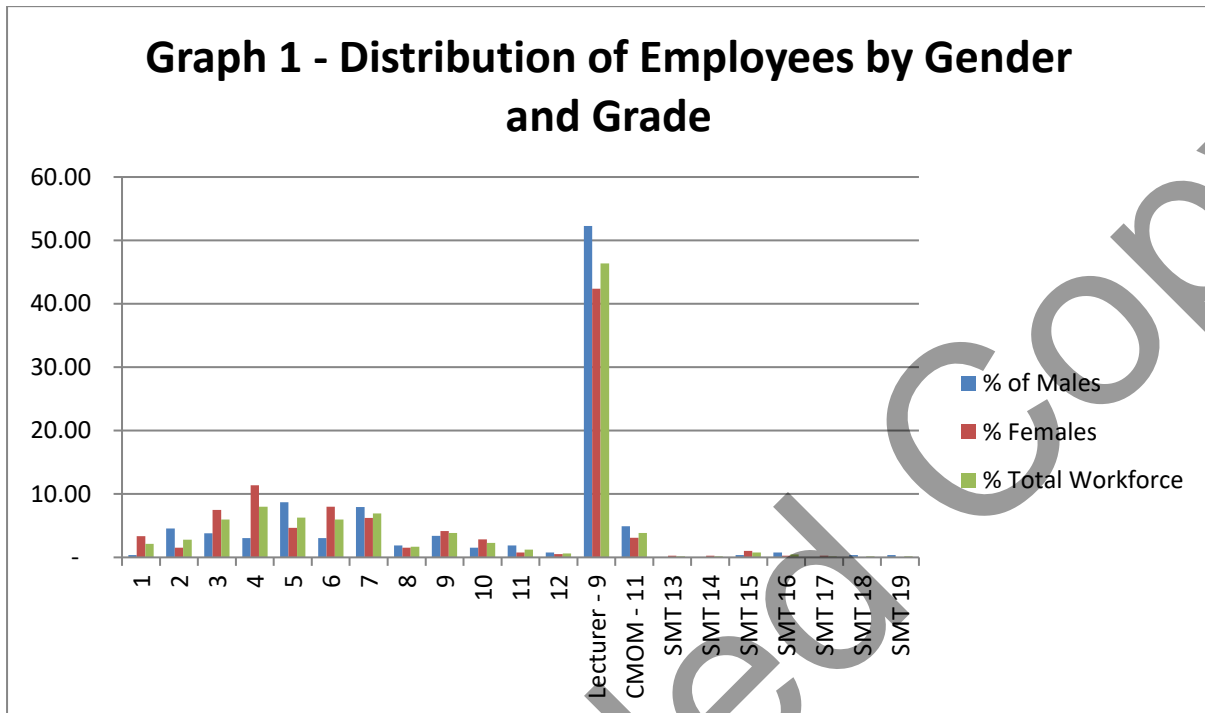
2. Workforce Composition

2.1 Prior to reviewing the gender pay gap and considering potential equal value issues it is beneficial to understand the composition of the workforce; the overall gender pay gap is based on the whole workforce and can be affected by workforce composition. It is also more likely that women work part time and it is often the case that part time working is concentrated within the lower grades so this will affect the overall average hourly rate. The identification of the composition of the workforce based on full and part time working and by grade also enables us to identify where the gender pay gap occurs and therefore can be investigated more thoroughly.

2.2 Table 1 indicates that the composition of the overall workforce is 40.55% male and 59.45% female.

Table 1- Workforce Composition by Grade and Gender - All Grades							
Equal Work Group	Organisation	All Males			All Females		
		Total	% of Group	% of All Males	Total	% of Group	% of All Females
1	14	1	7.14	0.38	13	92.86	3.36
2	18	12	66.67	4.55	6	33.33	1.55
3	39	10	25.64	3.79	29	74.36	7.49
4	52	8	15.38	3.03	44	84.62	11.37
5	41	23	56.10	8.71	18	43.90	4.65
6	39	8	20.51	3.03	31	79.49	8.01
7	45	21	46.67	7.95	24	53.33	6.20
8	11	5	45.45	1.89	6	54.55	1.55
9	25	9	36.00	3.41	16	64.00	4.13
10	15	4	26.67	1.52	11	73.33	2.84
11	8	5	62.50	1.89	3	37.50	0.78
12	4	2	50.00	0.76	2	50.00	0.52
Lecturer - 9	302	138	45.70	52.27	164	54.30	42.38
CMOM - 11	25	13	52.00	4.92	12	48.00	3.10
13	1	0	-	-	1	100.00	0.26
14	1	0	-	-	1	100.00	0.26
15	5	1	20.00	0.38	4	80.00	1.03
16	3	2	66.67	0.76	1	33.33	0.26
17	1	0	-	-	1	100.00	0.26
18	1	1	100.00	0.38	0	-	-
19	1	1	100.00	0.38	0	-	-
Total	651	264	40.55	100.00	387	59.45	100.00

2.3 As can be seen from Table 1 and Graph 1, the most highly populated grade is Lecturer – 9 which accounts for 42.38% of the total workforce. Lecturer – 9 includes 45.70% of the male population and 54.30% of the female population.

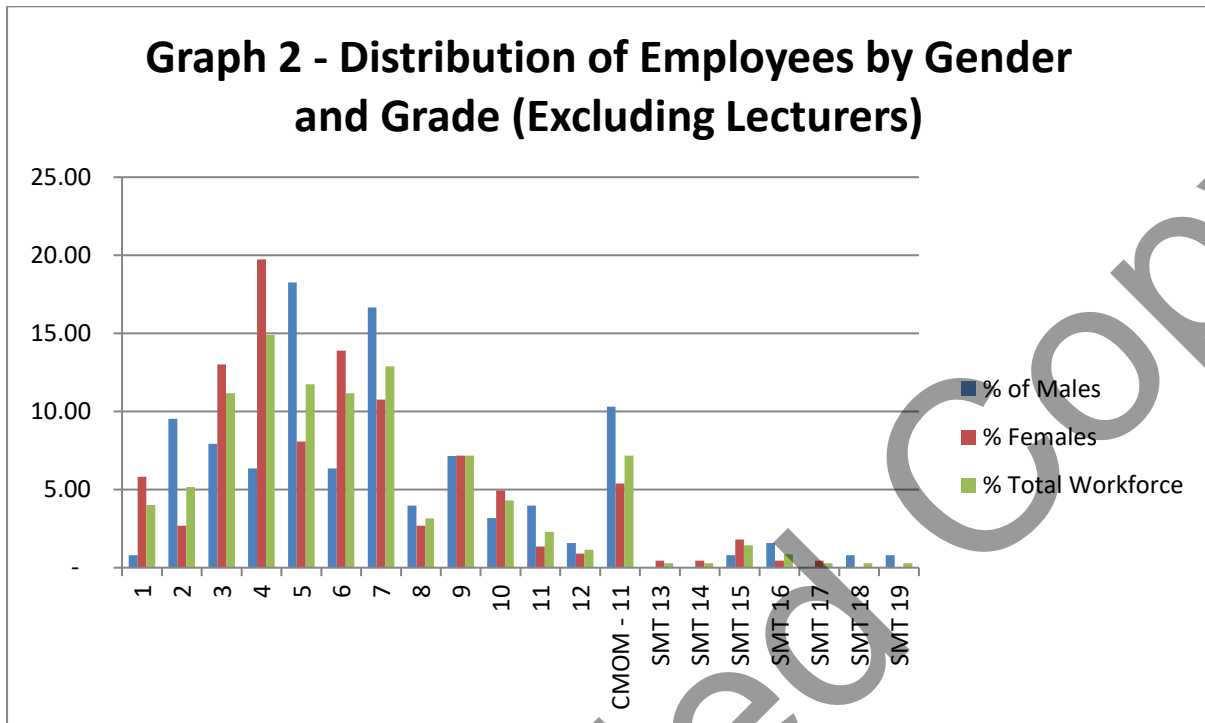


- 2.4 Table 2 illustrates the composition of the workforce if Lecturers are excluded. If this grade is excluded then the remaining workforce is 36.10% male and 63.90% female.
- 2.5 When Lecturers are excluded from the workforce composition the most populated grade for females is Grade 4, whereas for males it is Grade 5. Males and females are distributed throughout the grading structure and present in all grades with the exception of Grade 18 and 19 in which there are only two employees.

Table 2 - Workforce Composition by Grade and Gender - Excluding Lecturers

Equal Work Group	Organisation	All Males			All Females		
		Total	% of Group	% of All Males	Total	% of Group	% of All Females
1	14	1	7.14	0.79	13	92.86	5.83
2	18	12	66.67	9.52	6	33.33	2.69
3	39	10	25.64	7.94	29	74.36	13.00
4	52	8	15.38	6.35	44	84.62	19.73
5	41	23	56.10	18.25	18	43.90	8.07
6	39	8	20.51	6.35	31	79.49	13.90
7	45	21	46.67	16.67	24	53.33	10.76
8	11	5	45.45	3.97	6	54.55	2.69
9	25	9	36.00	7.14	16	64.00	7.17
10	15	4	26.67	3.17	11	73.33	4.93
11	8	5	62.50	3.97	3	37.50	1.35
12	4	2	50.00	1.59	2	50.00	0.90
CMOM - 11	25	13	52.00	10.32	12	48.00	5.38
13	1	0	-	-	1	100.00	0.45
14	1	0	-	-	1	100.00	0.45
15	5	1	20.00	0.79	4	80.00	1.79
16	3	2	66.67	1.59	1	33.33	0.45
17	1	0	-	-	1	100.00	0.45
18	1	1	100.00	0.79	0	-	-
19	1	1	100.00	0.79	0	-	-
Total	349	126	36.10	100.00	223	63.90	100.00

Graph 2 - Distribution of Employees by Gender and Grade (Excluding Lecturers)



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3. Pay Structure

- 3.1 In the following section we have reviewed the design of the current pay structure. There are three grading structures in operation that are shown in Table 3, 4, and 5.
- 3.2 It is important to review the design of the pay and grading structure to ensure that it complies with appropriate design principles. The main grading structure has been developed based on the application of a factor based analytical job evaluation scheme which provides an element of a defence in terms of potential equal value claims. Jobs that have been evaluated are placed into a grade based on the job evaluation score and are therefore considered as 'work rated equivalent'.
- 3.3 The design of the structure is compliant with a number of other recognised design principles. The maximum number of increments per grade is five points so it would potentially take an employee four years to progress to the grade maximum. The recognised maximum number of points per grade is six so the design of the main structure is compliant with best practice.

The Grade Span is calculated as follows;

$$\text{Maximum Salary} - \text{Minimum Salary} / \text{Minimum Salary} \times 100.00\%$$

Typically the grade span should be between 10.00% and 15.00% whereas it can be seen that the grade span ranges from 3.07% to 12.55%. The benefit of a lower grade span is that it is less likely that there will be significant differences in pay within each individual grade and that any differences are more likely to be as a result of the individual's position within the grade which will be linked to length of service. It is, however, noticeable that the grade span varies significantly across the grades and it much lower than the grade span in the Lecturer grades and Senior Management Team structures.

The more significant issue within the main grading structure is that there are two points where the salary levels of one grade overlap with the grade above. This occurs between Grade 5 and 6 and 8 and 9. This creates a situation whereby despite a job being evaluated at a higher level e.g. within Grade 6 that an employee at the bottom of Grade 6 will be paid less than an employee at the maximum of Grade 5. Whilst an employee at the maximum point of Grade 5 may be more experienced in their role it remains the case that a role evaluated at Grade 6 is considered more complex.

In respect of both points regarding the Grade Span and overlapping points it should be noted that the national job evaluation project will address these two issues. However, whilst these situations continue, there is a risk in terms of employees challenging pay. We have therefore identified the potential impact of the overlapping points at Grade 5 and 6 and Grade 8 and 9. The overlapping points are highlighted in Table 3.

Table 3 – Main Grading Structure							
Grade	Minimum Point	Minimum Salary	Maximum Point	Maximum Salary	Grade Span	Number of Increments	Incremental Steps
1	8	16,290	9	16,790	3.07%	2	1
2	11	17,899	14	18,887	5.52%	4	3
3	14	18,887	17	20,044	6.13%	4	3
4	18	20,531	21	22,121	7.74%	4	3
5	22	22,662	26	24,940	10.05%	5	4
6	25	24,190	28	26,544	9.73%	4	3
7	29	27,558	33	31,017	12.55%	5	4
8	33	31,017	36	33,365	7.57%	4	3
9	35	32,543	38	35,315	8.52%	4	3
10	42	39,286	45	42,136	7.25%	4	3
11	46	43,127	49	46,198	7.12%	4	3
12	50	47,215	53	50,532	7.03%	4	3

3.4 There are 22 employees who are in Grade 5 that are currently paid on Point 26 which overlaps with Grade 6. This group is comprised of 13 male and 9 female employees and therefore affects both genders. The number of employees in Grade 6 that are paid on Point 25 and therefore below the maximum point of Grade 5; are 9 of which 8 are female.

There are 8 employees who are in Grade 8 that are currently paid on Point 36 which overlaps with Grade 9. This group is comprised of 2 male and 7 female employees and therefore affects both genders. The number of employees in Grade 9 that are paid on Point 35 and therefore below the maximum point of Grade 8; are 5 of which 4 are female.

3.5 Table 4 shows the Grading structure for Lecturers, Curriculum Managers and Operational Managers. As can be seen the number of increments in these grades is 6 which is the maximum that should be applied and as a result the Grade span is higher than Grades 1 to 12 in the main structure.

Table 4 – Lecturer and Curriculum and Operations Manager Grading Structure							
Grade	Minimum Point	Minimum Salary	Maximum Point	Maximum Salary	Grade Span	Number of Increments	Incremental Steps
Lecturer	6	32,869	11	38,177	16.15%	6	5
CMOM	15	44,840	20	50,255	12.08%	6	5

3.6 The Senior Management Grading Structure as shown in Table 5 indicates that there are significant overlaps in potential pay levels between the grades. Whilst all jobs at these levels have also been evaluated the overlapping pay points can potentially cause equal pay risks.

Table 5 – Senior Management Grading Structure					
Grade	Minimum Salary	Maximum Salary	Grade Span	Number of Increments	Incremental Steps
13	49,010	57,659	17.65%	4	3
14	51,142	60,167	17.65%	4	3
15	57,800	68,000	17.65%	4	3
16	70,100	89,128	27.14%	6	5
17	76,947	97,878	27.20%	6	5
18	87,144	110,907	27.27%	6	5
19	106,154	135,198	27.36%	6	5

3.7 We have undertaken an analysis of employees by gender and basic pay within the Senior Management Grades. Although the grading structure includes significant overlaps in terms of potential pay rates, there are only two instances where this occurs in practice.

There is one female employee at SMT 14 and one female employee at SMT 13. The employee at SMT 14 is paid less than the employee at SMT 13. Although there is no female to male comparator this could be perceived as unfair based on the evaluation of the roles however this is a result of temporary project work and will resolve itself.

At SMT 17 there is one female employee who is paid less than a male employee at SMT 16. The salary paid at SMT 16 is outside the published pay range for SMT 16 due to an externally funded secondment which has subsequently ceased.

Summary and Recommendations

3.8 ***The main grading structure is based on appropriate design principles and has been derived from a factor based analytical job evaluation scheme.***

Although there are overlapping points between Grades 5 and 6 and 8 and 9, these are likely to be revised as part of national bargaining. However, this should be addressed within the College and the overlaps removed depending on the time it takes for national bargaining to address this issue.

The grade span within the Senior Management grades could be considered to be excessive and there are also significant overlaps between individual grades. Although in practice this is not a substantial issue, further consideration should be given to the pay ranges for this group to reduce the overlap as this can create an equal value risk.

4. Gender Pay Gap

- 4.1 The gender pay gap is expressed as a percentage of female earnings compared to male earnings. Where the percentage figure is expressed as a minus figure this indicates that females earn more than males.
- 4.2 The Equalities and Human Rights Commission have identified two thresholds that need to be taken into account when assessing the gender pay gap. Wherever there is a pay gap based on the following definitions, the reasons for the gap have been investigated;

‘Significant’ differences between the average basic pay or average total earnings of men and women performing equal work (any differences of 5.00% or more), or

Patterns of basic pay difference e.g. women consistently earning less than men on average for equal work at most, or all, grades or levels in the organisation (differences of 3.00% or more)

Wherever the gender pay gap is 5.00% or more we have investigated the potential reasons for the differences in pay. These points are highlighted in red in the following tables.

Basic Pay

- 4.3 Table 6 illustrates the gender pay gap for all employees based on basic pay only. As can be seen the overall gender pay gap is 7.93%. There are no individual grades with exception of SMT 16 where the gap exceeds either the 3.00% or 5.00% threshold advised by the Equalities and Human Rights Commission and this has since been resolved.
- 4.4 It should be noted that there are only three employees at SMT 16 including 2 males and 1 female. All employees in SMT 16 have continuous service greater than 10 years but the male employees are at the top of the grade having been in post longer than the female who has less service in post at this level.

It is also worth noting that one male employee at SMT 16 has left the college since the data set was provided and that this reduces the gender pay gap to 8.53%. This should also be taken into account when considering subsequent tables and the outcome within this grade. Although the pay gap would still be considered significant in that exceeds the 5.00% threshold this also demonstrates how individual salaries can affect the calculation of the pay gap.

Table 6 - Mean Gender Pay by Grade - Basic Pay – All Employees						
Equal Work Group	Males		Females		Gender Pay Gap	
	Total	Mean Basic Hourly Rate	Total	Mean Basic Hourly Rate	Difference (£)	Pay Gap (%)
1	1	9.23	13	9.23	-	-
2	12	10.38	6	10.32	0.06	0.58
3	10	10.93	29	10.82	0.11	1.01
4	8	11.96	44	11.96	-	-
5	23	13.43	18	13.33	0.10	0.74
6	8	14.26	31	14.15	0.11	0.77
7	21	16.55	24	16.41	0.14	0.85
8	5	17.92	6	18.20	-0.28	-1.56
9	9	18.87	16	18.65	0.22	1.17
10	4	22.89	11	22.49	0.40	1.75
11	5	25.16	3	25.38	-0.22	-0.87
12	2	26.53	2	26.55	-0.02	-0.08
Lecturer - 9	138	20.20	164	20.17	0.03	0.15
CMOM - 11	13	25.39	12	25.35	0.04	0.16
13	0		1	31.68	-31.68	-
14	0		1	28.10	-28.10	-
15	1	33.63	4	34.09	-0.46	-1.37
16	2	50.71	1	44.79	5.92	11.67
17	0		1	51.48	-51.48	-
18	1	60.94	0		60.94	-
19	1	72.69	0		72.69	-
Total	264	19.04	387	17.53	1.51	7.93

4.5 Table 7 provides the same analysis as Table 6 but is based on the median difference in pay between males and females. The median pay gap is 6.91%. As would be expected with a pay structure that is based on fixed incremental points and given that males and females are present in the majority of grades there is no median pay gap in any grade apart from SMT 16.

4.6 There is pay gap of 4.49% at Grade 10. There are 11 females within this grade of which 5 have 2 or less years' service and are therefore currently paid at a lower spine point within the grade due to service length in that grade of post which reduces the average hourly rate. The average length of service for male employees is 16.75 years compared to 10.64 years for females.

Equal Work Group	Males		Females		Gender Pay Gap	
	Total	Median Basic Hourly Rate	Total	Median Basic Hourly Rate	Difference (£)	Pay Gap (%)
1	1	9.23	13	9.23	-	-
2	12	10.38	6	10.38	-	-
3	10	11.01	29	11.01	-	-
4	8	12.15	44	12.15	-	-
5	23	13.70	18	13.50	0.20	1.46
6	8	14.58	31	14.58	-	-
7	21	16.57	24	16.57	-	-
8	5	17.88	6	18.33	-0.45	-2.52
9	9	18.86	16	18.86	-	-
10	4	23.15	11	22.11	1.04	4.49
11	5	25.38	3	25.38	-	-
12	2	26.53	2	26.55	-0.02	-0.08
Lecturer - 9	138	20.98	164	20.98	-	-
CMOM - 11	13	25.46	12	25.46	-	-
13	0		1	31.68	-31.68	-
14	0		1	28.10	-28.10	-
15	1	33.63	4	33.63	-	-
16	2	50.71	1	44.79	5.92	11.67
17	0		1	51.48	-51.48	-
18	1	60.94	0		60.94	-
19	1	72.69	0		72.69	-
Total	264	19.40	387	18.06	1.34	6.91

Total Pay

4.7 We have also considered the gender pay gap based on Total Pay. This includes the following additional payments;

- Standby
- Shift
- Added Responsibility

Overtime payments are excluded from the calculation of the gender pay gap.

4.8 The gender pay gap for Total Pay is 8.41%. There are two grades where the difference exceeds 5.00%.

The gender pay gap at Grade 2 is 14.14% whereas based on Basic Pay only it was 0.58%. The reason for the difference in Total Pay is that there are 11 Facilities Assistants all of whom are

male that receive Standby and Shift payments due to the nature of their role. The other roles within this grade are Cook, Gym Assistant and an Administration Assistant and it does not appear that these roles have the same working arrangements so the payments would not be applicable.

- 4.9 The reason for the increased difference in gender pay at SMT 16 is due to the payment of an Additional Responsibility payment to one male employee.

Table 8 - Gender Pay Gap - Total Pay Mean - All Employees						
Equal Work Group	Males		Females		Gender Pay Gap	
	Total	Mean Total Hourly Rate	Total	Mean Total Hourly Rate	Difference (£)	Pay Gap (%)
1	1	9.23	13	9.23	-	-
2	12	12.02	6	10.32	1.70	14.14
3	10	10.93	29	10.88	0.05	0.46
4	8	12.49	44	11.96	0.53	4.24
5	23	13.43	18	13.33	0.10	0.74
6	8	14.38	31	14.22	0.16	1.11
7	21	16.55	24	16.46	0.09	0.54
8	5	17.92	6	18.20	-0.28	-1.56
9	9	19.06	16	18.65	0.41	2.15
10	4	22.89	11	22.49	0.40	1.75
11	5	25.16	3	25.38	-0.22	-0.87
12	2	26.53	2	26.55	-0.02	-0.08
Lecturer - 9	138	20.20	164	20.17	0.03	0.15
CMOM - 11	13	25.39	12	25.35	0.04	0.16
13	0		1	31.68	-31.68	-
14	0		1	28.10	-28.10	-
15	1	33.63	4	34.09	-0.46	-1.37
16	2	52.71	1	44.79	7.92	15.03
17	0		1	51.48	-51.48	-
18	1	60.94	0		60.94	-
19	1	72.69	0		72.69	-
Total	264	19.15	387	17.54	1.61	8.41

- 4.10 Table 9 provides the same analysis but is based on the median payment. The only grades where the difference is greater than 5.00% is the same as when considering Basic Pay only and therefore does not require any further investigation. The reason for the difference at Grade 10 is due to the different incremental point of males and females within this grade and is due to length of service as outlined in Para. 4.6

Table 9 - Gender Pay Gap - Total Pay Median - All Employees						
Equal Work Group	Males		Females		Gender Pay Gap	
	Total	Median Total Hourly Rate	Total	Median Total Hourly Rate	Difference (£)	Pay Gap (%)
1	1	9.23	13	9.23	-	-
2	12	12.24	6	10.38	1.86	15.20
3	10	11.01	29	11.01	-	-
4	8	12.15	44	12.15	-	-
5	23	13.70	18	13.50	0.20	1.46
6	8	14.58	31	14.58	-	-
7	21	16.57	24	16.57	-	-
8	5	17.88	6	18.33	-0.45	-2.52
9	9	18.86	16	18.86	-	-
10	4	23.15	11	22.11	1.04	4.49
11	5	25.38	3	25.38	-	-
12	2	26.53	2	26.55	-0.02	-0.08
Lecturer - 9	138	20.98	164	20.98	-	-
CMOM - 11	13	25.46	12	25.46	-	-
13	0		1	31.68	-31.68	-
14	0		1	28.10	-28.10	-
15	1	33.63	4	33.63	-	-
16	2	52.71	1	44.79	7.92	15.03
17	0		1	51.48	-51.48	-
18	1	60.94	0		60.94	-
19	1	72.69	0		72.69	-
Total	264	19.77	387	18.06	1.71	8.65

Full and Part Time Employment

- 4.11 We have undertaken an analysis based on comparing Part Time and Full Time employment irrespective of gender. Typically it is more likely that part time employment is undertaken by female employees and more likely to be concentrated in the lower grades.
- 4.12 The composition of the workforce based on gender and Full and Part Time working is shown in Table 10. Based on the total workforce 60.37% are full time consisting of 74.24% of the male workforce and 50.90% of the female workforce. Based on the total workforce 39.63% are part time consisting of 25.76% of the male workforce and 49.10% of the female workforce. Table 11 also indicates the grading profile of full and part time employments and as can be seen with the exception of Lecturer – 9, part time working is concentrated in the lower grades and amongst female employees.

Table 10 – Composition of the Workforce based on Gender and Full and Part Time Working

Equal Work Group	Organisation	Males				Females			
		Total	Full Time	% of Gender	Part Time	% of Gender	Full Time	% of Gender	Part Time
1	14	0	-	1	0.38	0	-	13	3.36
2	18	11	4.17	1	0.38	1	0.26	5	1.29
3	39	3	1.14	7	2.65	10	2.58	19	4.91
4	52	6	2.27	2	0.76	31	8.01	13	3.36
5	41	20	7.58	3	1.14	14	3.62	4	1.03
6	39	6	2.27	2	0.76	22	5.68	9	2.33
7	45	17	6.44	4	1.52	11	2.84	13	3.36
8	11	5	1.89	0	-	6	1.55	0	-
9	25	8	3.03	1	0.38	10	2.58	6	1.55
10	15	4	1.52	0	-	10	2.58	1	0.26
11	8	5	1.89	0	-	3	0.78	0	-
12	4	2	0.76	0	-	2	0.52	0	-
Lecturer - 9	302	93	35.23	45	17.05	59	15.25	105	27.13
CMOM - 11	25	12	4.55	1	0.38	11	2.84	1	0.26
13	1	0	-	0	-	1	0.26	0	-
14	1	0	-	0	-	0	-	1	0.26
15	5	1	0.38	0	-	4	1.03	0	-
16	3	1	0.38	1	0.38	1	0.26	0	-
17	1	0	-	0	-	1	0.26	0	-
18	1	1	0.38	0	-	0	-	0	-
19	1	1	0.38	0	-	0	-	0	-
Total	651	196	74.24	68	25.76	197	50.90	190	49.10

4.13 If we compare part time appointments to full time appointments irrespective of gender the pay gap is 8.37%. There are no individual grades where the pay gap exceeds 5.00% apart from at SMT 16; which is consistent with the pay gap using other measures at this grade and favours female appointments.

There are no concerns when comparing part time and full time employment and therefore no further investigation is required.

Table 11 - Full Time Part Time - Mean Pay by Grade - Basic Pay						
Equal Work Group	Full Time		Part Time		Pay Gap	
	Total	Mean Basic Hourly Rate	Total	Mean Basic Hourly Rate	Difference (£)	Pay Gap (%)
2	12	10.35	6	10.38	-0.03	-0.29
3	13	10.93	26	10.80	0.13	1.19
4	37	11.95	15	11.99	-0.04	-0.33
5	34	13.38	7	13.40	-0.02	-0.15
6	28	14.30	11	13.84	0.46	3.22
7	28	16.57	17	16.32	0.25	1.51
8	11	18.07	0		18.07	-
9	18	18.78	7	18.59	0.19	1.01
10	14	22.59	1	22.64	-0.05	-0.22
11	8	25.24	0		25.24	-
12	4	26.54	0		26.54	-
Lecturer - 9	152	20.52	150	19.84	0.68	3.31
CMOM - 11	23	25.37	2	25.46	-0.09	-0.35
13	1	31.68	0		31.68	-
14	0		1	28.10	-28.10	-
15	5	34.00	0		34.00	-
16	2	46.88	1	52.44	-5.56	-11.86
17	1	51.48	0		51.48	-
18	1	60.94	0		60.94	-
19	1	72.69	0		72.69	-
Total	393	18.76	258	17.19	1.57	8.37

4.14 Table 12 provides the same analysis based on median basic pay. The pay gap is 4.24% and there are no individual grades where the gap exceeds 5.00% with the exception of SMT 16. As with other instances at this grade it should be noted that there are only three employees within SMT 16 so individual salaries affect the outcomes.

There is also a pay gap at Grade 6 of 8.85% which is caused by the distribution of part time and full time appointments across the grade. Within the full time workforce there are three appointments at points 25, 26 and 27 and 19 appointments at point 28. The part time workforce is predominantly paid at point 25 and the median point is therefore lower for this group compared to full time appointments. The average length of service for part timers is 5.00 years compared to 11.39 years for full timers. Within the part time group four

appointments have less than one years' service and this affects the median point for the group as a whole.

Table 12 - Full Time versus Part Time - Median Pay Gap by Grade – Basic Pay						
Equal Work Group	All Full Time		All Part Time		Pay Gap	
	Total	Average Median Hourly Rate	Total	Average Median Hourly Rate	Difference (£)	Pay Gap (%)
1	0		14	9.23	-9.23	-
2	12	10.38	6	10.38	-	-
3	13	11.01	26	11.01	-	-
4	37	12.15	15	12.15	-	-
5	34	13.7	7	13.29	0.41	2.99
6	28	14.58	11	13.29	1.29	8.85
7	28	16.57	17	16.57	-	-
8	11	18.33	0		18.33	-
9	18	18.86	7	18.86	-	-
10	14	22.37	1	22.64	-0.27	-1.21
11	8	25.38	0		25.38	-
12	4	26.53	0		26.53	-
Lecturer - 9	152	20.98	150	20.65	0.33	1.57
CMOM - 11	23	25.46	2	25.46	-	-
13	1	31.68	0		31.68	-
14	0		1	28.1	-28.10	-
15	5	33.63	0		33.63	-
16	2	46.88	1	52.44	-5.56	-11.86
17	1	51.48	0		51.48	-
18	1	60.94	0		60.94	-
19	1	72.69	0		72.69	-
Total	393	18.86	258	18.06	0.80	4.24

4.15 Tables 13 and 14 provide the same analysis for full and part time working based on total pay. As can be seen under Table 13, the pay gap is 8.55% which is caused by Standby and Shift payments to Facilities Assistants who are predominantly full time; the same payments are also made to part time appointments.

4.16 The overall median pay gap based on total pay is the same as that for basic pay and is 4.24%. The reason for this is that there are very few appointments that receive additional pay so the median pay point is not affected.

Table 13 - Full Time versus Part Time - Mean Pay Gap by Grade - Total Pay

Equal Work Group	All Full Time		All Part Time		Pay Gap	
	Total	Average Total Hourly Rate	Total	Average Total Hourly Rate	Difference (£)	Pay Gap (%)
1	0		14	9.23	-9.23	
2	12	11.83	6	10.69	1.14	9.64
3	13	11.07	26	10.8	0.27	2.44
4	37	12.06	15	11.99	0.07	0.58
5	34	13.38	7	13.4	-0.02	-0.15
6	28	14.42	11	13.84	0.58	4.02
7	28	16.61	17	16.32	0.29	1.75
8	11	18.07	0		18.07	
9	18	18.88	7	18.59	0.29	1.54
10	14	22.59	1	22.64	-0.05	-0.22
11	8	25.24	0		25.24	
12	4	26.54	0		26.54	
Lecturer - 9	152	20.52	150	19.84	0.68	3.31
CMOM - 11	23	25.37	2	25.46	-0.09	-0.35
13	1	31.68	0		31.68	
14	0		1	28.1	-28.10	
15	5	34	0		34.00	
16	2	46.88	1	56.44	-9.56	-20.39
17	1	51.48	0		51.48	
18	1	60.94	0		60.94	
19	1	72.69	0		72.69	
Total	393	18.83	258	17.22	1.61	8.55

Table 14 - Full Time versus Part Time - Median Pay Gap by Grade - Total Pay						
Equal Work Group	All Full Time		All Part Time		Pay Difference	
	Total	Median Total Hourly Rate	Total	Median Total Hourly Rate	Difference (£)	Pay Gap (%)
1	0		14	9.23	- 9.23	-
2	12	12.03	6	10.38	1.65	13.72
3	13	11.01	26	11.01	-	-
4	37	12.15	15	12.15	-	-
5	34	13.7	7	13.29	0.41	2.99
6	28	14.58	11	13.29	1.29	8.85
7	28	16.57	17	16.57	-	-
8	11	18.33	0		18.33	-
9	18	18.86	7	18.86	-	-
10	14	22.37	1	22.64	-0.27	-1.21
11	8	25.38	0		25.38	-
12	4	26.53	0		26.53	100.00
Lecturer - 9	152	20.98	150	20.65	0.33	1.57
CMOM - 11	23	25.46	2	25.46	-	-
13	1	31.68	0		31.68	-
14	0		1	28.1	-28.10	-
15	5	33.63	0		33.63	-
16	2	46.88	1	56.44	-9.56	-20.39
17	1	51.48	0		51.48	-
18	1	60.94	0		60.94	-
19	1	72.69	0		72.69	-
Overall	393	18.86	258	18.06	0.80	4.24

Starting Pay

- 4.17 We have also considered if there are any differences in starting pay that may contribute to the gender pay gap. The following analysis is based on all new starters into the College from October 2017 to September 2018. Table 15 indicates that the majority of employees start at the published grade minimum but that it is more likely that females start at the minimum point.

Table 15 – New Starters by Minimum Point						
Starting Point	Males	% of Males	Females	% of Females	Total	% of Total
Minimum Point	9	47.37	37	75.51	46	67.65
Above Minimum Point	10	52.63	12	24.49	22	32.35
Total	19	100.00	49	100.00	68	100.00

- 4.18 Table 16 provides a more detailed breakdown of starting points by grade. As can be seen it is more likely that employees in the lower grades will start at the minimum point of the grade and that this affects more female than male employees. It is more likely that employees at the higher grades, notably Lecturers will start above the grade minimum. Within the Lecturer grade 50.00% of male new starters were appointed above the grade minimum (unless they have received a subsequent increment) compared to 35.29% of females within this grade.
- 4.19 Table 17 illustrates the gender pay gap by grade. It should be noted that the overall pay gap for new starters (6.21%) is misleading as it is affected by the grading profile of new starters. The only significant difference in terms of gender pay is at Grade 4 which is caused by the one male new starter being appointed at point 21 whereas 83.33% of female new starts were appointed at the minimum point of the grade.

Table 16 – New Starters by Grade and Minimum Point				
Equal Work Group	Spine Point	Males	Female	Organisation
		Total	Total	Total
3 - Min Point	14	1	7	8
3	15	0	1	1
Grade Total		1	8	9
4 - Min Point	18	0	5	5
4	19	0	1	1
4	21	1	0	1
Grade Total		1	6	7
5 - Min Point	22	1	1	2
Grade Total		1	1	2
6 - Min Point	25	1	5	6
Grade Total		1	5	6
7 - Min Point	29	0	4	4
7	30	1	0	1
Grade Total		1	4	5
8	34	0	1	1
Grade Total		0	1	1
9 - Min Point	35	0	3	3
9	36	1	0	1
9	37	1	0	1
Grade Total		2	3	5
10	43	0	3	3
Grade Total		0	3	3
12 - Min Point	50	0	1	1
Grade Total		0	1	1
Lecturer - 9 - Min Point	6	6	11	17
Lecturer - 9	7	5	0	5
Lecturer - 9	8	0	1	1
Lecturer - 9	9	1	2	3
Lecturer - 9	11	0	3	3
Grade Total		12	17	29
Total		19	49	68

Table 17 – Gender Pay Gap Mean – Basic Pay New Starters						
Equal Work Group	Males		Females		Pay Gap	
	Total	Average Basic Hourly Rate	Total	Average Basic Hourly Rate	Difference (£)	Pay Gap (%)
3	1	10.38	8	10.4	-0.02	-0.19
4	1	12.15	6	11.33	0.82	6.75
5	1	12.45	1	12.45	0	-
6	1	13.29	5	13.29	0	-
7	1	15.62	4	15.14	0.48	3.07
8	0		1	17.53	-17.53	-
9	2	18.59	3	17.88	0.71	3.82
10	0		3	22.11	-22.11	-
12	0		1	25.94	-25.94	-
Lecturer - 9	12	18.36	17	19.03	-0.67	-3.65
Total	19	16.92	49	15.87	1.05	6.21

Summary and Recommendations

4.20 The key outcomes are as follows:

Mean Gender Pay Gap – Basic Pay = 7.93%

Median Gender Pay Gap – Basic Pay = 6.91%

Mean Gender Pay Gap – Total Pay = 8.41%

Median Gender Pay Gap – Total Pay = 8.65%

Full Time Part Time Mean – Basic Pay = 8.37%

Full Time Part Time Median – Basic Pay = 4.24%

Full Time Part Time Mean – Total Pay = 8.55%

Full Time Part Time Median – Total Pay = 4.24%

There are very few instances where there is a gender pay gap that exceeds 5.00%. Where this does occur it is typically due to workforce composition, the distribution of male and females throughout the spine points in the grade, resultant from length of service and time in post.

In terms of starting pay 67.65% of new starters are appointed on the minimum point of the grade. However, it is more likely that females are appointed at the grade minimum (75.41%) compared to males (47.37%). It is also noticeable that it is more likely that appointments at the lower grades will be at the grade minimum compared to the higher grades.

The reasons for differences in starting pay either between grades or gender should be justifiable and regularly monitored.

5. Allowances

- 5.1 As has been stated the calculation of the gender pay gap takes account additional payments but excludes overtime payments. The difference in the gender pay gap based on total pay compared to basic pay is minimal indicating that additional pay is not a significant part of the overall pay bill or an employee’s remuneration.
- 5.2 Based on monthly expenditure in September 2018 the annual equivalent cost of additional allowances is shown in Table 18 by gender. The total extrapolated cost would be £90,146 per annum which is less than the figure in the 2016 audit which was £105,276.

Gender	Standby	Additional Responsibility	Overtime 1.5	Overtime 2.0	Additional Hours	Shift	Total Allowances
Female	5,538	3,500	1,791	412	10,581	-	21,822
Male	10,028	10,503	1,050	1,009	10,726	35,278	68,594
Total	15,566	14,003	2,841	1,421	21,307	35,278	90,416

Standby

- 5.3 Standby payments are primarily made to the role of Facilities Assistant which is currently all male. There are other Standby payments in place that are made to females so there is no suggestion that the payment is gender specific but determined by the requirements of the role. The Standby payment contributes to the gender pay gap at Grade 2 but is an appropriate payment reflecting working arrangements.
- 5.4 The average monthly value of the standby payment is shown in Table 19.

Male		Female		Organisation	
Total	Average Value	Total	Average Value	Total	Overall Average
10	84	3	154	13	100

Shift Pay

- 5.5 The Facilities Team receive a Shift Payment in addition to Standby and Overtime. This group as shown in Table 20 is entirely male and therefore this has an impact on the gender pay gap. There is no suggestion that this payment is being denied to female employees but this illustrates how occupational segregation can impact on the gender pay gap; it is more likely that males will undertake this type of role due to the working arrangements which females are less likely to undertake due to other caring responsibilities.

Job Title	Males	Females	Organisation
Facilities Assistant or Facilities Team Leader	13	0	13

- 5.6 The average monthly value of the shift payment is £226.

Additional Responsibility

5.7 There are currently five employees in receipt of an additional responsibility payment including 3 males and 2 females. The average value of the payment is shown in Table 21 and reflects the level at which the individual is working.

Table 21 – Additional Responsibility – Average Monthly Payment					
Male		Female		Organisation	
Total	Average Value	Total	Average Value	Total	Overall Average
3	292	2	146	5	233

5.8 Although it is clear that both male and female employees are in receipt of this payment, it is recommended that the duration of the payment and the method of determining the value are monitored.

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Summary and Recommendations

- 5.9 Allowance and additional payments are not a significant aspect of the overall pay arrangements and would only cost £90,416 in a full year based on September payroll. This includes overtime and Additional Hours that are not taken into account in terms of calculating the gender pay gap.**

The main allowances are Shift and Standby and are applied based on the requirements of the job e.g. Facilities Assistant at Grade 2. This role is traditionally a male role and the use of these allowances does therefore increase the pay gap between males and females when based on total pay.

The use of Additional Responsibility payments is very limited and there are both male and female recipients. The use of this allowance should be monitored in terms of the reason it has been applied, how the value is calculated and the duration of the payment.

6. Protected Characteristics

6.1 As part of the further analysis we have also considered the following characteristics in respect of differences in pay;

- Age
- Disability
- Ethnicity

Age

6.2 The age profile of the workforce is shown in Table 22 and as can be seen the peak of the male workforce is aged 55-64 whereas the female workforce peaks within bands 35-44 and 45-54.

Table 22 – Age Profile							
Age Range	Organisation	All Males			All Females		
		Total	% of Group	% of All Males	Total	% of Group	% of All Females
16-24	10	2	20.00	0.76	8	80.00	2.07
25-34	85	41	48.24	15.53	44	51.76	11.37
35-44	162	42	25.93	15.91	120	74.07	31.01
45-54	189	69	36.51	26.14	120	63.49	31.01
55-64	180	90	50.00	34.09	90	50.00	23.26
65+	25	20	80.00	7.58	5	20.00	1.29
Total	651	264	40.55	100.00	387	59.45	100.00

6.3 Table 23 shows the gender pay gap based on median basic pay (Table 23a shows median Total Pay).

The pattern of the gender pay gap based on age is typical of the picture for the economy as a whole. The age related gender pay gap is much lower at the lower end of the age ranges and then increases from age 35-44. This tends to be due to females having more caring responsibilities and being more likely to take on part time roles at a lower level within the organisation.

Table 23 - Gender Pay Gap by Age Range - Basic Median - All Employees						
Age Range	Males		Females		Gender Pay Gap	
	Total	Median Basic Hourly Rate	Total	Median Basic Hourly Rate	Difference (£)	Pay Gap (%)
16-24	2	11.01	8	10.83	0.18	1.63
25-34	41	18.06	44	17.97	0.09	0.50
35-44	42	20.98	120	18.86	2.12	10.10
45-54	69	20.14	120	18.20	1.94	9.63
55-64	90	20.98	90	17.04	3.94	18.78
65+	20	20.98	5	20.98	-	-
Total	264	19.40	387	18.06	1.34	6.91

Table 23a - Gender Pay Gap by Age Range - Total Median - All Employees						
Age Range	All Males		All Females		Pay Gap	
	Total	Average Total Median Hourly Rate	Total	Average Total Median Hourly Rate	Difference (£)	Pay Gap (%)
16-24	2	11.01	8	10.83	0.18	1.67
25-34	41	18.06	44	17.97	0.09	0.5
35-44	42	20.98	120	18.86	2.12	10.11
45-54	69	20.14	120	18.2	1.95	9.67
55-64	90	20.98	90	17.04	3.93	18.75
65+	20	20.98	5	20.98	0	0
Total	264	19.77	387	18.06	1.71	8.65

- 6.4 The age related gender pay gap is greatest within the 55 to 64 age range. The number of male and female employees within this range is 90; yet there is an age related gender pay gap of 18.78%.
- 6.5 The grading profile of the age group 55 to 64 is shown in Table 24. There are a number of key points that emerge from this table including;
- All employees at Grade 1 within the age range are female
 - The percentage of males that are Lecturers within this age range is 53.33% compared to 38.89% of females
 - 52.24% of the female workforce within this age range in grades 1 to 7 compared to 33.33% of the male workforce

Table 24 – Grading Profile by Gender of Age Range 55 to 64

Equal Work Group	Organisation	All Males			All Females		
		Total	% of Grade	% of All Males	Total	% of Grade	% of All Females
1	8	0	-	-	8	100.00	8.89
2	10	9	90.00	10.00	1	10.00	1.11
3	7	1	14.29	1.11	6	85.71	6.67
4	15	1	6.67	1.11	14	93.33	15.56
5	12	7	58.33	7.78	5	41.67	5.56
6	7	2	28.57	2.22	5	71.43	5.56
7	18	10	55.56	11.11	8	44.44	8.89
8	2	2	100.00	2.22	0	-	-
10	3	1	33.33	1.11	2	66.67	2.22
11	2	1	50.00	1.11	1	50.00	1.11
CMOM - 11	7	5	71.43	5.56	2	28.57	2.22
Lecturer - 9	83	48	57.83	53.33	35	42.17	38.89
15	2	0	-	-	2	100.00	2.22
16	2	1	50.00	1.11	1	50.00	1.11
18	1	1	100.00	1.11	0	-	-
19	1	1	100.00	1.11	0	-	-
Total	180	90	50.00	100.00	90	50.00	100.00

Disability

- 6.6 The Disability Pay Gap has been measured based on a comparison of those with a stated disability compared to those without.
- 6.7 Table 25 shows the percentage of the workforce by gender that have a stated disability. 16.12% of the total workforce has a stated disability.

Table 25 – Disability Profile by Gender

Disability Group	Organisation	All Males			All Females		
		Total	% of Group	% of All Males	Total	% of Group	% of All Females
No	546	221	40.48	83.71	325	59.52	83.98
Yes	105	43	40.95	16.29	62	59.05	16.02
Total	651	264	40.55	100.00	387	59.45	100.00

- 6.8 The disability pay gap compares those with a disability to those without. As can be seen from Table 26, the overall disability pay gap is -5.61% meaning that the median average hourly rate is higher for those with a disability compared to those without. There are no grades with the exception of SMT 15 where there is a significant pay gap. The number of employees at this grade totals five, of which one has a disability and the outcome is therefore statistically unreliable as it is based on low numbers of employees.
- 6.9 We have also considered the pay gap based on median total earnings but this has no effect on the overall pay gap of -5.61%.
- 6.10 Whilst there are no issues in terms of the disability pay gap it is noticeable that the number of people with a stated disability at the higher grades is very low.

Table 26 - Disability Pay Gap – Basic Pay Median						
Equal Work Group	Not Disabled		All Disabled		Pay Gap	
	Total	Median Basic Hourly Rate	Total	Median Basic Hourly Rate	Difference (£)	Pay Gap (%)
1	13	9.23	1	9.23	-	-
2	17	10.38	1	10.38	-	-
3	32	11.01	7	11.01	-	-
4	40	12.15	12	12.15	-	-
5	35	13.7	6	13.5	0.20	1.46
6	31	14.58	8	14.58	-	-
7	40	16.57	5	16.57	-	-
8	9	18.33	2	17.93	0.40	2.18
9	21	18.86	4	19.13	-0.27	-1.43
10	15	22.64	0		22.64	-
11	6	25.38	2	25.1	0.28	1.10
12	4	26.53	0		26.53	-
Lecturer - 9	251	20.98	51	20.98	-	-
CMOM - 11	20	25.46	5	25.46	-	-
13	1	31.68	0		31.68	-
14	1	28.1	0		28.10	-
15	4	33.63	1	35.49	-1.86	-5.53
16	3	48.97	0		48.97	-
17	1	51.48	0		51.48	-
18	1	60.94	0		60.94	-
19	1	72.69	0		72.69	-
Total	546	18.37	105	19.4	-1.03	-5.61

Ethnicity

6.11 Table 27 shows the composition of the workforce based on the classifications used by the College. The workforce is predominantly Scottish which account for 83.87% of the workforce compared to 12.59% who is from any other ethnic group; 3.53% of the workforce has not provided this data.

Ethnicity	Organisation	All Males			All Females		
		Total	% of Ethnic Group	% of All Males	Total	% of Ethnic Group	% of All Females
10 Scottish	546	219	40.11	82.95	327	59.89	84.50
11 English	25	14	56.00	5.30	11	44.00	2.84
12 Welsh	1	0	-	-	1	100.00	0.26
13 Irish	2	0	-	-	2	100.00	0.52
14 Other White	16	3	18.75	1.14	13	81.25	3.36
15 Mixed	1	0	-	-	1	100.00	0.26
16 Indian	2	0	-	-	2	100.00	0.52
17 Pakistani	2	0	-	-	2	100.00	0.52
19 Chinese	1	1	100.00	0.38	0	-	-
22 African	1	0	-	-	1	100.00	0.26
24 - Any other background	2	1	50.00	0.38	1	50.00	0.26
30 Northern Irish	6	1	16.67	0.38	5	83.33	1.29
31 British	18	13	72.22	4.92	5	27.78	1.29
33 Polish	2	1	50.00	0.38	1	50.00	0.26
34 Arab	3	3	100.00	1.14	0	-	-
98 Information Refused	23	8	34.78	3.03	15	65.22	3.88
Total	651	264	40.55	100.00	387	59.45	100.00

6.12 The Ethnicity Pay Gap is shown in Table 28 and the overall figure is -1.63%. There are significant differences at Grades 5 and 9. The reason for the differences is due to the distribution of employees within the grade.

At Grade 5 there are 37 Scottish employees of which 21 are at point 26 whereas of the 4 employee's from other ethnic groups 3 are at point 23. The average length of service of the Scottish employees is 11.54 years and 5.50 years for the other ethnic groups.

Table 28 – Ethnicity Pay Gap – Median Basic Pay						
Equal Work Group	Scottish		All Other Ethnic Groups		Pay Gap	
	Total	Median Basic Hourly Rate	Total	Median Basic Hourly Rate	Difference (£)	Pay Gap (%)
1	14	9.23	0		9.23	-
2	15	10.38	1	10.38	-	-
3	33	11.01	4	10.7	0.31	2.82
4	43	12.15	8	12.15	-	-
5	37	13.7	4	12.79	0.91	6.64
6	33	14.58	3	14.58	-	-
7	40	16.57	4	16.57	-	-
8	8	18.11	3	18.33	-0.22	-1.21
9	22	18.86	3	17.88	0.98	5.20
10	13	22.11	2	22.9	-0.79	-3.57
11	7	25.38	1	25.38	-	-
12	3	26.53	1	25.94	0.59	2.22
Lecturer - 9	243	20.98	47	20.65	0.33	1.57
CMOM - 11	23	25.46	1	25.46	-	-
13	1	31.68	0		31.68	-
14	1	28.1	0		28.10	-
15	5	33.63	0		33.63	-
16	3	48.97	0		48.97	-
17	1	51.48	0		51.48	-
19	1	72.69	0		72.69	-
Total	546	18.37	82	18.67	-0.30	-1.63

6.13 Summary and Recommendations

Age

The pattern of the gender pay gap based on age ranges is typical of that seen in the economy as whole. The pay gap at the lower age ranges is very narrow and increases to the age ranges 35 to 44 and 55 to 64.

There is a noticeable difference in the grading profile of males and females within the age range 55 to 64. Although there is the same number of males and females the difference in the grading profile creates the overall age related gender pay gap within this group.

Further analysis should be undertaken for the reasons for this and to establish of existing policies around part time and flexible working are enabling women to work at higher level roles

Disability

The Disability Pay Gap is -5.61% based on mean total earnings. There are no individual grades where the pay gap s excessive with the exception of SMT 15.

It should be noted that the amount of data available is more extensive than in most organisations and this should enable further analysis to be undertaken to identify if there are any reasons why there are few employees in the higher grades with a stated disability.

Ethnicity

The Ethnicity Pay Gap is -1.63% based on mean total earnings

It should be noted that the amount of data available is more extensive than in most organisations and this should enable further analysis to be undertaken to identify if there are any reasons why there are few employees in the higher grades from other ethnic groups.

Disability and Ethnicity

Progression employees from these groups should be monitored to identify any potential discrimination that prevents future progression.

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7. Conclusions and Recommendations

Since the last report in 2016 there have been a number of improvements in the overall outcomes.

Gender Pay Gap

The overall gender pay gap based on total pay excluding overtime has reduced from 9.34% in 2016 to 8.41% in 2018; this is based on mean total hourly pay.

As in 2016 there are only two grades where the gender pay gap exceeds 5.00%. These are Grade 2 and SMT16. The reasons for the differences are the same as in 2016. At Grade 2, the cause of the pay gap is due to the payment of Standby and Shift Payments to the Facilities Assistants who are all male. The reason for the difference at SMT 16 is due to an additional responsibility payment to a male employee who has since left the College.

Protected Characteristics

There has been an improvement in the availability of data in relation to both Disability and Ethnic Origin. This is important as it enables more accurate reporting of the pay gap based on these characteristics.

Information on disability is available for all employees. In the previous report in 2016, the calculation of the Disability Pay Gap was based on 556 records whereas it can now be based on all employees.

Information on Ethnicity is now available for 628 or 96.47% of the workforce compared to 501 or 79.15% of the workforce in 2016.

Pay and Grading Structures

The main grading structure is based on appropriate design principles and has been derived from a factor based analytical job evaluation scheme.

Although there are overlapping points between Grades 5 and 6 and 8 and 9, these are likely to be revised as part of national bargaining. However, this should be addressed within the College and the overlaps removed depending on the time it takes for national bargaining to address this issue.

The grade span within the Senior Management grades could be considered to be excessive and there are also significant overlaps between individual grades. Although in practice this is not a substantial issue, further consideration should be given to the pay ranges for this group to reduce the overlap as this can create an equal value risk.

Gender Pay Gap

The key outcomes are as follows:

Mean Gender Pay Gap – Basic Pay = 7.93%

Median Gender Pay Gap – Basic Pay = 6.91%

Mean Gender Pay Gap – Total Pay = 8.41%

Median Gender Pay Gap – Total Pay = 8.65%

Full Time Part Time Mean – Basic Pay = 8.37%
Full Time Part Time Median – Basic Pay = 4.24%

Full Time Part Time Mean – Total Pay = 8.55%
Full Time Part Time Median – Total Pay = 4.24%

There are very few instances where there is a gender pay gap that exceeds 5.00%. Where this does occur it is typically due to workforce composition, the distribution of male and females throughout the spine points in the grade, resultant from length of service and time in post.

In terms of starting pay 67.65% of new starters are appointed on the minimum point of the grade. However, it is more likely that females are appointed at the grade minimum (75.41%) compared to males (47.37%). It is also noticeable that it is more likely that appointments at the lower grades will be at the grade minimum compared to the higher grades.

The reasons for differences in starting pay either between grades or gender should be justifiable and regularly monitored.

Allowances

Allowance and additional payments are not a significant aspect of the overall pay arrangements and would only cost £90,416 in a full year based on September payroll. This includes overtime and Additional Hours that are not taken into account in terms of calculating the gender pay gap.

The main allowances are Shift and Standby and are applied based on the requirements of the job e.g. Facilities Assistant at Grade 2. This role is traditionally a male role and the use of these allowances does therefore increase the pay gap between males and females when based on total pay.

The use of Additional Responsibility payments is very limited and there are both male and female recipients. The use of this allowance should be monitored in terms of the reason it has been applied, how the value is calculated and the duration of the payment.

Protected Characteristics

Age

The pattern of the gender pay gap based on age ranges is typical of that seen in the economy as whole. The pay gap at the lower age ranges is very narrow and increases to the age ranges 35 to 44 and 55 to 64.

There is a noticeable difference in the grading profile of males and females within the age range 55 to 64. Although there is the same number of males and females the difference in the grading profile creates the overall age related gender pay gap within this group.

Further analysis should be undertaken for the reasons for this and to establish of existing policies around part time and flexible working are enabling women to work at higher level roles

Disability

The Disability Pay Gap is -5.61% based on mean total earnings. There are no individual grades where the pay gap is excessive with the exception of 15.

It should be noted that the amount of data available is more extensive than in most organisations and this should enable further analysis to be undertaken to identify if there are any reasons why there are few employees in the higher grades with a stated disability.

Ethnicity

The Ethnicity Pay Gap is -1.63% based on mean total earnings. Although there are significant pay gaps at Grades 5 and 9, this is due to the distribution of employees within the grade and current spine points.

It should be noted that the amount of data available is more extensive than in most organisations and this should enable further analysis to be undertaken to identify if there are any reasons why there are few employees in the higher grades from other ethnic groups.

Disability and Ethnicity

Progression employees from these groups should be monitored to identify any potential discrimination that prevents future progression.



7. 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. 4

Positive Mental Health & Wellbeing



<http://prevent.org.rs/sta-je-mentalno-zdravlje/da6f63b3f6c52af05b2aab10dd3b8>



As highlighted within previous Newsletters and eFocus bulletins the college strongly support a positive mental health and wellbeing culture not only among its staff and students but also with their partners.

Mates in Mind is a charitable organization that aims to raise awareness, address the stigma of poor mental health and improve positive mental wellbeing in construction and related industries across the UK. Balfour Beatty, one of the college's key partners and main contractor delivering the New Falkirk Campus is a proud advocate of this organisation, you may see the construction workers proudly displaying the Mates In Mind logo on their hard hats in support of the organisation.

As a college that is currently developing the construction workers of tomorrow across a multitude of disciplines, it is important that future generations are aware of the support that is available post college, however the College continues to provide the following support services.

- PAM Assist
- Bullying & Harassment advisors
- Occupational Health services
- Our "Work Positive" process
- Free Gym Membership for all staff

Further information on the work that Mates in Mind carry out can be found on their website;

<https://www.matesinmind.org/>

General Health & Safety Update

Staff Development Day – Support Staff

Staff development for all support staff took place at the Falkirk campus in February with a fantastic turn out from all support staff. This year's staff development was themed around Health and Wellbeing.

The main hall was successfully filled with eager professionals looking to showcase their skills in their specialist field to the college staff. There were over 40 exhibitors which included but not limited to, various mental health support groups, fitness experts, physical activities and even demonstrations on how to use a defibrillator. All this helped create a vibrant atmosphere but the main reason for this was the willing participation of the college staff. The day was finished with a raffle where one staff member of staff won a new bicycle. Encouraging cycling to work.

The sad but exciting news is that this will be the last staff development that the current Falkirk campus will host as the college moves closer to the opening of their new state of the art campus.



Staff Development Day

HWL Award

The college has once again retained the prestigious Healthy Working Lives award to Gold Standard which is no mean feat. The College Health and Safety team and Fitness Coordinators undertook the lengthy submission process and have gained a highly recognizable award.



H&S Co-Ordinator

Following the previous newsletter release back in October 2018, the H&S department have successfully recruited Conroy Hunter as the College's new H&S coordinator.

Conroy joins the college from Stirling Council where he has gained some invaluable experience under strong guidance.

Conroy was originally one of the nations' first to successfully graduate through the H&S apprenticeship run by Stirling Council.

Campus Cycling Award

The Stirling Campus has successfully achieved the Campus Cycling Friendly Award thanks to the work put in by the college's Sustainability team. The work has seen a new bicycle hub installed at Stirling with a designated area for cyclists to securely store their bike in one of the bike lockers, which are available to rent for a small deposit of £10 for the term, chain up your bike or repair your bike at the newly installed repair stand. Should you require further information on cycle related matters please contact Pauline.donaldson@forthvalley.ac.uk

Did you know that;

- Stirling campus has heated clothing lockers for cyclists to dry their clothes off?
- The College operates a 'lock swap' program that allows you swap your old bike lock for a new one?
- The College has obtained 4 electric pull bikes available for hire to staff.
- Falkirk also has a new repair stand – The Bike Hut (Pictured below)
- The new Falkirk 'Bike Hut' is the first installation of the proposed new green link that will eventually link Victoria Park to the Helix?



The new 'Falkirk Bike Hut'

Safety and Compliance

STATUTORY COMPLIANCE

Following a successful merger, Servest Formerly Arthur McKay Ltd have merged with Worldwide FM giants Atalian who originate from France. From May 2019 a rebranding program will begin with the company officially being renamed Atalian Servest AMK. Atalian Servest AMK continue to provide Total Facilities Management Services to the college. Atalian Servest AMK are now part of one of the top 5 Facilities companies in the world.



Atalian Servest AMK continue to attend our H&S Committee Meetings to feedback on their quarterly quality and safety compliance checks as well as providing detail on specific elements of risk control.

The Total Facilities management contract with Atalian Servest AMK includes the following but not limited to cleaning, grounds maintenance, recycling, reactive repairs, planned preventative maintenance, statutory compliance works, minor works, utilities and energy monitoring backed up with 24/7 helpdesk cover in the event of an emergency

Atalian Servest AMK Health & Safety team recently carried out First Aid Training for all cleaning supervisors and H&S refreshers for all their regional cleaning managers.

The next H&S Committee meeting, Proposed for 7th of June 2019, will be a joint review with Servest and our FVCHS Committee and cover a review of the College COSHH risk assessments. Servest will explain their procedures for managing staff & contractors in relation to using substances hazardous to health.



SERVEST ANNUAL REVIEW

Atalian Servest AMK recently passed the 6-month period of year 2 and will enter into the final year of their contract, post July 2019, with the College having an extension option built into the contract. A scheduled strategic review meeting has already taken place to discuss continual improvement and development.

Servest will be contracted with the college for at least the first year of the official occupancy of the new campus.

Some of the statistics from the bi annual meeting are detailed in the tables below;

MONTH	ALLOA	STIRLING	FALKIRK	TOTAL
July	16	44	46	106
August	18	57	64	139
September	14	51	68	133
October	23	38	44	105
November	28	49	59	136
December	13	12	13	38
TOTAL	112	251	296	659

Bi Annual Reactive Tasks by Campus

CAMPUS	TASK	NO	DESCRIPTION
ALLOA			
	Fabric	22	Fire Doors – possibly review work instruction set.
	Lighting	21	Common faults lamps out. Reduced due to monthly PPM lighting checks.
	Plumbing	20	Generally leaking taps or Sinks blocked
STIRLING			
	Catering	50	Due to training operations.
	Fabric	49	Door hinges/locks – to be monitored.
	Plumbing	31	Generally leaking taps or Sinks blocked
FALKIRK			
	Electrical	58	Lamps/lights out – Fittings end of life.
	Fabric	28	Door hinges/locks – to be monitored.
	Plumbing	43	Leaking sinks/blocked sinks.

Bi Annual - Trend of Task by Type

Month	ALLOA	LATE	STIRLING	LATE	FALKIRK	LATE
July	33	0	14	0	19	0
August	20	0	15	0	16	0
September	34	7	29	4	46	6
October	16	1	24	0	13	0
November	13	1	10	0	12	0
December	13	1	10	0	9	0
TOTAL	129	10	102	4	115	6
PPM % COMPLETIONS	92.80%		90.08%		95.40%	

Bi Annual PPM Tasks by Campus

FIRST AID RESPONSES

Since the beginning of term, FVC First Aiders have been busy as usual with an ever growing medical list. First Aider & Estates Development Manager Gordon Berry is quoted as saying;

"I find being a first aider an enjoyable and interesting role. It can be very rewarding especially when you feel you have helped a colleague or student when they require a bit of assistance. The training is also useful to me in my role as a scout leader. First aid calls differ from day to day and range from minor to more urgent, but this is something I enjoy as an extra part of my day to day role."

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 & Procedures include:

- **Site Rules and other Health & Safety Requirements for Contractors**

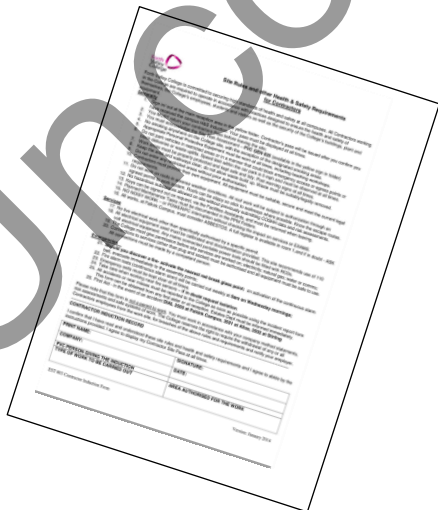
This procedure allows the member of staff carrying out the induction to gain a signature from the inductee to acknowledge that all the relevant information has been provided.

The Contractor is shown and given details on the following;

- Access and Egress points
- Muster Points
- Sign in and out stations at College reception
- Advised on noise levels whilst on Campus
- Smoking shelters
- Advised on FVC Facilities e.g. toilets, refectory etc. however, this can depend on the type of works being undertaken.
- PPE requirements, dependent on work
- If any Fire Drills are planned
- Site contact details
- How to call for a first aider whilst on site.

The contractor will then sign the site induction sheet and hand back to the College.

Once the induction has been completed and the Contractor is aware of the H&S expectations and standards whilst onsite, they may commence with the work.



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 has been equalities impact assessed.

All procedures are being reviewed and where required, updated for 2019/2020. Those highlighted below, in green, show they have been reviewed in conjunction with the HS Representatives. 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
- Storage of Student Prescription medication
- Learning Resource Centre Alarm procedure
- LRC Alarm Procedure
- Risk Assessment Procedure
- Sustainability Statement
- Emergency Evacuation Statement
- H&S Statement

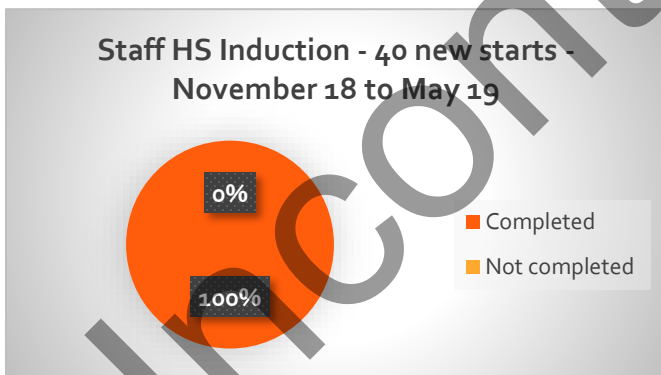
All HS Procedures are available on the College SharePoint Health and Safety Page

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.

New Starts - HS Inductions on Moodle - since November 2018

40 new members of staff have joined the organization since November 2018. All staff are required to complete the College HS induction on Moodle and the chart below illustrates full compliance.



TRAINED H&S ROLES - CURRENT NUMBERS

Fire Wardens – trained to assist with the "sweep and clear" of zones during evacuations	
Falkirk	65
Alloa	16
Stirling	26
Raploch	1
Evac Chair – trained to assist escape using the evacuation chair	
Falkirk	16
Alloa	4
Stirling	5
Raploch	2
First Aiders – respond to first aid calls	
Falkirk has a pager response system	
Alloa and Stirling have a rota response system	
Falkirk	14
Alloa	4
Stirling	8
Raploch	1

The College first Aid remuneration payment has recently risen to **£500** per year. This is a well deserved increase for those who currently occupy slots of First Aid Rotas and pagers to attend at a moment's notice to those who need it, however despite the professional and relentless performance from our College first Aiders there is still a shortage in some areas, for example night classes.

If you are interested in becoming a First Aider, please email Conroy Hunter conroy.hunter@forthvalley.ac.uk who will advise where the immediate shortages are. Following this, a CPD request will be required through your employee portal on SharePoint for your line manager to approve.

It will soon become mandatory for all college first aiders receiving remuneration, to carry either a first aid pager or to provide cover on a slot on the First Aid Rota.

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 2018-19

The table below shows the planned Audit/Inspections for 2018-19

Campus	Department	% of compliance
Alloa		
07/09/2018	Start of Term Housekeeping Tour	Good – some tidying required
10/05/2019	CIHT – Hair & Beauty	scheduled
Falkirk		
07/09/2018	Start of Term Housekeeping Tour	Good – some tidying required
26/10/2018	Estates & Facilities	100%
02/11/2018	Business & Commercial	94%
23/11/2018	CSC - Construction	88%
14/12/2018	Student Centre/LRC	97%
08/02/2019	ES - Engineering	91%
08/02/2019	ITNSU	Rescheduled
26/04/2019	ES Science	Scheduled
03/05/2019	Business & Communities	Scheduled
31/05/2019	Curriculum & Quality	Scheduled
Stirling		
07/09/2018	All Workshops PPE	Good – some tidying required
05/10/2018	CIHT – Hospitality	79%
09/11/2018	Historic Environment	87%
07/12/2018	CIHT – Creative Ind	91%
30/11/2018	All Campuses Christmas Check	

All actions from these audits are recorded and tracked on the HS Audit Tracker – on SharePoint. Currently, there are 17 actions on the tracker, picked up from recent audits.

CSC - Construction	6
Engineering and Science	3
Access & Student Services	0
Business & Commercial	1
CIHT - Hospitality	13
CIHT – Creative Industries	2
Historic Environment Scotland	14
Total	49

Workplace Exposure limits (WEL) On 15 April the HSE launched a consultation on proposals to implement amendments to the Carcinogens and Mutagens Directive (2004/37/EC) which introduces or revises occupational exposure limit values for a number of carcinogens.

The College are reviewing all WELs and conducting thorough investigation into them and associated local exhaust ventilation systems (LEVs)

NEW FALKIRK CAMPUS

Our New Campus at Falkirk is underway with Balfour Beatty Construction and due for completion end of 2019.

The H&S Committee continue to work through the specific H&S risk register to capture the relevant risks that will be presented by our new facility and continue to review the control measures required to mitigate the likelihood and severity of risk.



Site Visit opportunities have been arranged for small groups of FVC staff, commencing in May 2019. Visits are only possible if booked. Thanks to the enthusiasm of the college staff, another 3 dates are being provided to allow more staff an opportunity to view their new premises.

One-way system

As a result of a planning condition and a busy site entrance with large and frequent deliveries on Middlefield Road the current Falkirk campus has adopted a one-way traffic management system to ensure the safety of all college users.

The system, although not originally perceived as 'convenient' has proven to work with members of staff actually complimenting the integration when the mandatory signage is obeyed.

The College has also received praise from the parents and pupils of the nearby Victoria Primary School for working to reduce the level of risk and congestion on Middlefield Road allowing the young pupils a safer walk to school.

Despite this though, the college still has an issue with a limited amount of car park users not following the mandatory signage. Such actions increase the likelihood of an incident and failure to comply with the car park rules and procedures could result in access to the college car parks being revoked.

All car park users should complete the mandatory annual travel survey to obtain their unique GDPR protected QR code which is to be displayed at all times whilst parked on college grounds. See SharePoint Homepage for more information.

KPIs-Accident and Incident Statistics

Our key performance indicators;

2016-2017 – we set a KPI of fewer than 125 incidents and our final number was 90 incidents;

2017-2018 – we set a KPI of fewer than 115 incidents (an average of the past 5 years' data) (2017-18 received 92 incidents

2018-2019 – we set a KPI of fewer than 100 incidents, the lowest to date; We are currently **104** incidents at the end of the 3rd quarter, currently 4 over the agreed KPI. Trends have been established and action plans implemented to stabilise the number.

RIDDORS:-(Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 2013)

0 RIDDOR incidents have been reported this session.

College Development Network Accident Statistics (CDN)

CDN Accident statistics are submitted on an annual basis to allow for comparison across the college sector.

A comparison has been carried out across the college's previous submissions and interestingly according to the statistics, staff are reporting a higher incident rate than students, whilst at college. The statistics are calculated per 1000 people at risk for staff and full time students attending college for the year.

This year's submission of incident rates to the CDN saw that 26.42 staff experienced an accident or incident compared to 10.40 of students.

A positive in this is the statistic involving staff has dramatically decreased from 52.54 since the college began their records in 2013-14 with the student statistic remaining consistent from 10.78 from the same year.

Misconduct

Since the previous newsletter was issued, there has been a reduced amount of incidents caused due to misconduct. This is a direct result of the Lecturer or Head of department being proactive, having discussions with the individuals to remind them of the conduct which is acceptable whilst attending College.

Summary of Incidents by type;

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	4	3	0	9	0	1	0	1	1	4	0	0	23	14	0	3
Total	17	10	1	38	0	2	0	3	2	14	0	4	92	87	5	9

2018/2019	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	6	8	2	17	0	4	1	1	1	7	1	0	48	44	3	0
November – Jan	4	4	1	23	0	1	1	3	2	2	0	0	41	26	1	0
February - April	2	4	0	8	0	1	0	0	0	0	0	0	15	21	0	0
May - July																
Total													104			

These Statistics are discussed and reviewed at the HS Operational Team and recommendations presented to the HS Committee.

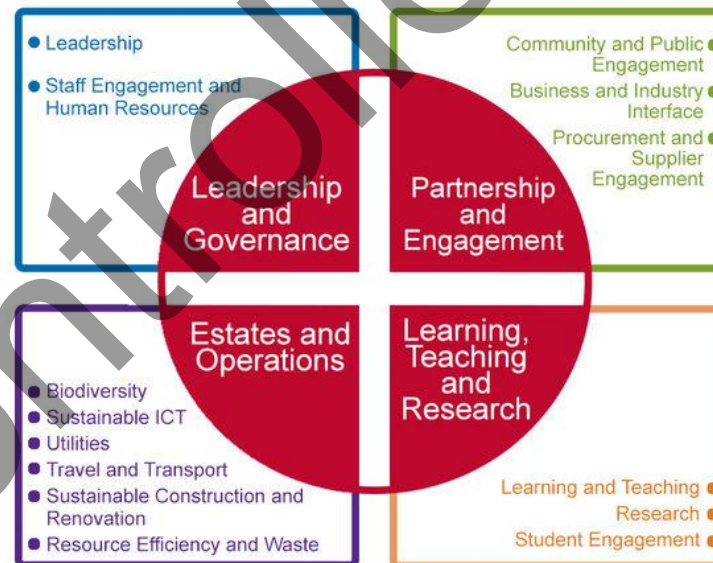
KPIs- Sustainability

Waste, energy,
paper, travel,
health, Fairtrade,
procurement and
curriculum.....

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 key performance indicators for sustainability continue to progress:

Recently, the college Sustainability team held the first ever Active and Sustainable Travel Event across all three campuses over 3 consecutive days. The Event was named TRNSPRT and was exceptionally well attended by all staff & students. The event was held in order to raise awareness on sustainable and alternative ways of travel, to support the event the college had demonstrations of both fully electric and hybrid cars from local car dealerships, e-bike trials, Dr Bike sessions, a smoothie bike offering free healthy smoothies to anyone willing to make one and led rides by our own lead rider and Campus Cycling officer Jodie Hutton. All who participated in the led ride were provided with a voucher for a free soup and a roll which was redeemable at the campus refectory. The event saw a large increase in the amount of staff signing up for liftshare reducing commuter mileage and staff and student participation in led rides saw numbers rise over 80% on the previous year. This number has remained consistent to date.



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 outcomes against the 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 originally a one year funded post by Cycling Scotland and managed by "Bright Green Business" expired in June 2018. This post has helped progress our cycle initiatives with staff, students and key partnerships, due to the success of the post and the hard work put in by the sustainability team. Cycling Scotland approved a further funded year which allowed further developments on cycling activities for FVC. A third application has been submitted for the funded post of an Active Travel officer for 2019-20, which would reflect a development on the Campus Cycling Officer role.*
- *In Line with our updated Strategic Travel Plan and new car park "terms of use" document and annual travel survey, vehicle-parking pass are now in operation. Vehicle passes must be displayed while using the car park (GDPR compliant). Already, the new vehicle passes are working, as a number of individuals who have parked illegally have been able to be identified and found with no further disruption to other car park users. A one-way system is now in operation at the college Falkirk Campus. The system has worked well to date and should work in conjunction with displayed car parking passes.*
- *The College has recently expanded its electric vehicle fleet from two to five. Two new Kia Souls and an electric van have been welcomed into the group and have been well received by staff. The cars have been provided by Falkirk Council on a 3 year lease deal to the grant value of £81,922*
- *Over the past 4 years, the college sustainability team has successfully applied and received an impressive £204,156 to support development within the growing world of sustainability.*

Cycling Projects	£37,510
Campus Cycling Officers	£45,000
Active Travel Officer	£24,950
Liftshare	£14,774
ULEV	£81,922
Total	£204,156

Sustainable Factors 2018-19	Objective for 2018-19	Baseline
WASTE - Waste Ratio	Aim to continue over 90% recycling to under 10 % landfill – <i>Remaining 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>Above target</i>	6% increase on 16-17 totals. 2017/18 Total Mileage= 315,135miles Cost= £141,810 2018/19 total mileage to be confirmed at the end of the academic year.
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</i>	Fairtrade Renewed August 2014 and renewed again in Sep 2016. Fairtrade membership has been renewed until 2020
CARBON - Reduce Overall Carbon Emissions	Progressive Target of 25% reduction in tCO2 by 2020 (relating to gas, electric and travel)	Baseline 2008/09 figure 2873.35tCO2 (2016-17- 21.24% achieved- 2263.03 tCO2)
PAPER - Paper consumption from the print unit.	Increase the print unit figures and reduce the printing from the Multi-function Device printers.	2017-18 -Print Unit Mono 3,162,025 Colour 1,227,579 TOTAL – 4,389,604 (43%) MFDs Mono 5,261,837 /MFDs Colour 491,533 TOTAL = 5,753,370 (57%) Total Printed = 10,142,974 (100%) Total Colour = 1,719,112 Total Mono = 8,423,862 - 3% increase from 2016-17
STUDENT (SMHFA) – Student Mental Health First Aid Training	Successfully deliver SMHFA training and Aim for 100-course achievement for students/staff.	In total 308 people successfully achieved the course. Student Association: 73 people Student Services : 235 people
CURRICULUM Department links to increase student understanding of sustainability;	2a) Core and Essential Skills Departments – increased sustainability awareness. <i>Developed a Green Champion integrated project – Essential Skills achievement table is also being updated.</i>	2016-17 was 52% (481/921 students) 2017-18 was 68% (435/640 students) 2018-19 will be confirmed at the end of the academic year
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”	Feb 2017 341 staff out of 640 completed in 2017 =53% Feb 2018

		131 staff out of 646 completed in 2018 = 20% Feb 2019 234 staff out of 647 completed to date = 36%.
HEALTH - College Gym Users	Maintain the number of staff using the gym facilities.	2017-18 226 staff gym users 2018-19 staff members still currently being recruited (134 staff currently members)

Newsletter Prepared by M McCusker

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1. Purpose

To inform members of the actions undertaken as part of the People Strategy 2017-22

2. Recommendation

That member's note the content and recommendations.

3. Background

The People Strategy 2017-22 was approved during the year 2017-18 and for that first year work was focused on gathering data, conducting surveys and preparing the five year plan. It was not until 2018-19, the second year of the strategy that efforts on achieving its goals moved from planning to action. As we have passed the six month point of the second year and begin planning for year three it is appropriate to consider where we are now and reflect on our progress.

4. Key Considerations

The attached document (Appendix 1) is based on the six strands of the Implementation plan which were set to achieve the goals of the strategy. These demonstrate the link to activity undertaken within the remit of the People Strategy to advance the college's human resource, provide a positive working environment and meet our needs.

It is evident that achieving these goals must not be seen from rigid stance but as a fluid move towards the essence of the Strategy. Thus the plan itself will develop, as shown in the change from PRD to Reflective Practice. Considerations must also be given to the Management and Leadership Programme which is due to have its 6 month review since its inception. And further work is being undertaken on 'Management For All' training. All of which may further impact on the original set goals.

However what will not change is the underlying principles set in the People Strategy and thus in reporting through updates such as this, transparency is maintained.

5. Outcomes

A key aspect of the People Strategy is that its success is based on the contribution by all departments across the college and members are encouraged to reinforce this in their discussions with other stakeholders.

For each of the six areas of the five year plan, details of actions in relation to the outcomes are included in the appendix.

6. Equalities

Assessment in Place? – Yes No

If No, please explain why – this document is informative and does not propose any changes in itself.

Please summarise any positive/negative impacts (noting mitigating actions) – 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	X	X
Very Low		

Please describe any risks associated with this paper and associated mitigating actions – Risk is in relation to reputational damage, failure to meet future staffing requirements and in actions undertaken having limited or no positive impact

Risk Owner – Andrew Lawson

Action Owner – Ralph Burns

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 – Continued communication streams between stakeholders to ensure transparency and commitment to the goals

Paper Author – Ralph Burns

SMT Owner – Andrew Lawson

The People Strategy

2017-2022

Update

Uncontrolled Copy

Index

Section

A **Background**

B **Introduction**

C **Key Activities**

1. Wellbeing Engagement and Diversity
2. Leadership Development
3. Professional Development
4. High Potential Development Programme
5. Core Competencies and Standards
6. Lecturing Skills Development

D **Cultural Survey**

Background

Forth Valley College set itself the strategic goal of “instilling an energy and passion in our people, celebrating success and innovation” and in line with this devised the People Strategy 2017-2022. The college went further stating:

“We recognise and value our staff and are keen to support our continued success through investment in the development of our staff to maintain and enhance their skills”

FVC Strategic Plan 2017-22

In creating the People strategy a commitment was made to the following:

- ✓ **Develop** and empower our people as a workforce of the future
- ✓ **Ensure** all college activities reflect the key principles of equality and diversity to achieve an inclusive organisation
- ✓ **Value** staff by recognising and celebrating success

This led to four key areas of focus

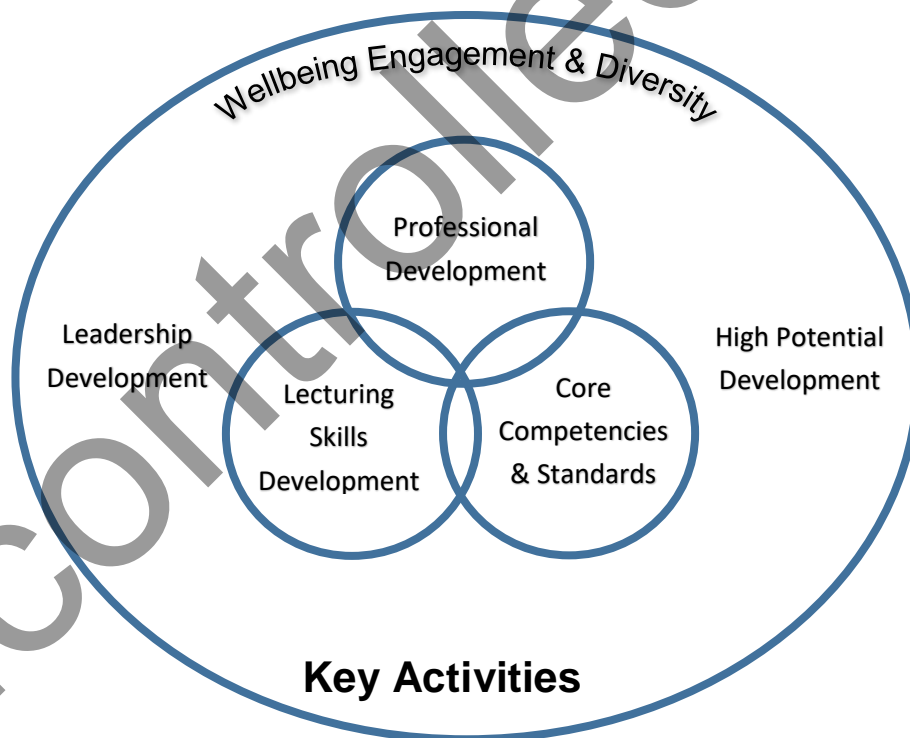


Introduction

Following the strategy, a five year plan was developed and designed to meet the aims of the People Strategy. This was a multi layered approach to the vision created within the strategy.

The key areas of focus, were identified through the initial planning stage as follows:

1. Well-being, Engagement and Diversity
2. Leadership Development
3. Professional Development
4. High Potential Development
5. Core Competencies and Standards
6. Lecturing Skills Development



The activities, progress and achievements of the past year are detailed below using the 6 strands of the plan as headings.

1. Well-being, Engagement and Diversity

Providing a culture of inclusion, transparency and clarity, based on the principle that happier, healthier and more fulfilled employees are more motivated and deliver improved business performance.

Leading with this section ahead of the remaining 5 sections that make up the People Strategy Implementation Plan, has been consciously taken to highlight its all-encompassing role in providing the framework on which all other areas are based. This is in recognition of the belief that basic needs must be fulfilled before we can hope to build on the qualities and expertise of our staff. This is an area that impacts on all staff equally regardless of ambitions and personal goals thus action taken to meet its goals are equally diverse in nature.

1.1 Listening to Employees

Communications are at the heart of any organisation and Forth Valley College is no different. This was further enhanced by the creation of the People Strategy which committed to finding an improved communication stream between managers and staff. In a review of communications opportunities for staff it was recognised that there were a number of different channels or forums within the College including the Board of Management, weekly Leadership Group meetings, LNCC's with Unison and EIS, Heads of Service and Directors of Curriculum, as well as various college committees such as that for Creative Learning. There was however, limited formal communication channels for staff, outside their own department, to voice their opinion and raise points in a constructive manner. The Listening to Employees forum was designed to give staff a voice on matters important to them.

The group has met on three occasions with lessons learned on format and purpose. Key is giving ownership to the staff in terms of agenda and on actions, to empower, to gain new perspectives, to improve understanding on why decisions are made and importantly to allow staff to participate outside their own remit.

Agenda items have included:

- Staff Morale
 - Communication
 - Staff Development
 - Job roles
 - Recognition
- Communication – Cross College
 - E-focus
 - Communication from other departments
 - Communication from SMT
 - Planning for the new campus
- Communication – within your own department
 - Meetings
 - Work rooms
 - PRD/Staff Development

- Technology/Processes
- Staff Development
 - Reflection from February's staff development day
 - Future staff development days

Successes:

- Future improvements in SharePoint have been identified to help with building a staff community (e.g. staff photos, introducing staff/new staff/teams)
- Operational Priorities Calendar will be rolled out for the new academic session on SharePoint
- Option to subscribe to E-focus with your personal email address to enhance accessibility
- Encouragement and support for the development of a staff blog which is being created to help build a staff community
- SLWG group created to discuss reinventing the Ambassador programme
- SLWG group created to discuss/create a Staff Charter linked to College Values and Mission
- Reviewing new platforms for online training
- Exploration of creating a calendar of staff training events
- SLWG created to discuss Staff Awards Event. This is being considered at SMT possibly for 2020
- Staff being encouraged to nominate themselves for staff committees/SLWGs
- Future improvements have been identified to improve communication of changes to processes/systems across the College
- Review of the value and purpose of PRDs
- Review of how the Principals Briefing can be more accessible in the future
- Review of cross college updates from SMT/Leadership Group
- New all staff alerts system has been developed and will be rolled out in due course
- SLWG created to discuss Staff Development

1.2 Mental Health

Positively managing mental health underpins good employee engagement. If employees feel valued and supported as part of a healthy and productive workforce, they will ultimately be more invested in the college, and will achieve more. The People Strategy commits to the provision of a working environment which supports employees fairly, consistently and inclusively, through initiatives to support their overall health and wellbeing.

In support of the wellbeing, engagement and diversity tenet of the strategy, a development framework proposal for staff mental health learning was submitted to the college leadership team in March 2019. Supported by current mental health research, and designed to complement existing FVC learning provision in human resource procedures and also college support services including Occupational Health and employee counselling services, the framework sought to establish a foundation of

baseline knowledge for staff around recognising signs of distress in colleagues and having the confidence and ability to hold open, honest conversations around mental health. The following recommendations were adopted:

- The creation and college-wide promotion of an employee mental health and wellbeing policy
- Provision of a mental health learning framework for all staff
- Identification and training of Workplace Wellbeing Champions to embed policy, and raise engagement and awareness of the agenda throughout the college
- Development of a peer mentoring approach to support staff returning to work following mental health-related absence

An educated workforce allows for more positive adjustments to be made in support of colleagues who are experiencing challenges with mental wellbeing, which should, in turn, lead to a healthier, more engaged workplace.

The baseline level of understanding recommended for all staff is achieved through in-person training attendance, or alternatively, via online learning. The objective of said training is to raise awareness and understanding of key signs and symptoms to look out for, and give staff and line managers more confidence to open up conversations with colleagues around challenges they may be experiencing with their mental health. As line managers play a key role in supporting attendance and overall employee performance, additional development is available to enable them to actively engage with their teams on the subject and promote mentally healthy workplaces. Cost-effective workshops and online learning are included, making use of the college's Learning Nexus Moodle repository and other cost-free resources wherever possible.

The role of Workplace Wellbeing Champion was highlighted within the framework proposal as a key opportunity to identify, recruit and develop key staff from across the college to lead on the remit of mental health, working to promote the agenda and raise awareness of new initiatives, as well as act as trained points of contact for staff and managers to gain further advice and signposting on behalf of colleagues who may be experiencing initial signs of distress.

A learning framework such as this provides a clear value proposition which cannot be measured simply through return on financial investment; indeed, it impacts significantly upon wellbeing indicators including job satisfaction, staff engagement and mental health-related absence reduction, the cost of which can be measured at £110,367 (2017/18). By training staff to understand the impact of mental health, the college not only mitigates potential risk through the financial impact of increased absence costs, but also sets itself apart as an employer of distinction in its support of employee welfare.

1.3 Health and Wellbeing Staff Development Event

Themed around '5 Ways to Wellbeing', a staff development event took place on Thursday 14th February. The key objective of the event was to showcase a range of existing opportunities available to staff to improve personal health and wellbeing, both within the college and in the wider area. More importantly, the day sought to emphasise the role that overall health plays in supporting work performance, mental agility and resilience to change. Staff from various college departments were invited to support and participate in the event to showcase different skills and services.

The day was split into two parts, with a selection of 'taster' events and workshops covering areas such as mental health, resilience, financial support and budgeting, mindfulness and workplace productivity tools.

Activity Title	Overview
Mini Health MOTs	Run by Integral Occupational Health, on site health checks for staff
Mindfulness	An introduction to basic techniques
Finance Planning	Future financial planning and will writing
Budget Management	Budgeting tips, Money Management
Calligraphy for Mindfulness	Practising modern calligraphy for mindfulness
Resilience at Work	Explore ways we can thrive in the workplace, enabling us to achieve more.
Genealogy	Research family roots and build your family tree
Lego Therapy/Speed Drawing	Problem-solving and mindfulness with Lego, and speed drawing for mindfulness
Mental Wellness	Factors that enhance or inhibit positive Mental Wellbeing at work
Productivity Tools	Helpful apps and technology to make work simpler

An information 'marketplace' was staged within the main hall area, to which various organisations were invited to attend in order to provide information and advice to staff regarding nutrition, fitness, finance, mental and physical health.

Staff were included in devising content and in participating in the event, which was positively received by all staff in attendance.

Key workshops will be replicated in August to allow staff unable to attend the opportunity to benefit from the training.

1.4 Supporting Staff who are Carers.

An integral part of the College People Strategy 2017-22 is that we “*ensure all college activities reflect the key principles of equality and diversity to achieve an inclusive organisation*”. With regards to employees who are carers, the College is committed to supporting carers and raising awareness of the support in place for carers employed by the College.

Work to support staff who are carers commenced when the Carer Positive Engaged Employers Award was achieved in June 2018. Following this, work has taken place to improve monitoring of staff with caring responsibilities and for applicants for vacancies. In addition a Carers Statement (Appendix 1) has been produced highlighting the college’s commitment and services offered to staff.

1.5 Equalities Impact Assessments

These are a feature of our activities and thought process and demonstrate our commitment to the principles of the Equality Act. But they also remind us that our workforce is unique, made up of individuals working together who all have a role in contributing to the success of college operations. EQIA’s are completed for each policy or key change and are sent to the College Equalities and Inclusion Team for review.

2. Leadership Development

Embed the principles of Leadership within all staff through the creation of a tiered development programme.

A short life working group was set up to gain an insight into what staff want to see within a Leadership Development programme. It was found that whilst there are commonalities across leaders in regards to the skills and competencies required to be effective, individual needs are different. It would be costly and inefficient to simply 'sheep dip' staff through identical programmes which would have varying levels of impact.

From feedback during the last year it was clear that managers' perceptions of a programme are one which contains a definitive start and end date, based on a formal course with a certificate to show they are now a qualified manager. However indications were that this format has not worked well in practice, and also that the learning fails to imbed itself in behaviour, but rather the manager has ticked the qualification box and can move on. This is contrary to the principles of lifelong learning and reflective practice which sees development and learning as a never-ending journey. With this in mind it was decided to move away from a traditional fixed programme and develop a programme that works for Forth Valley College.

A further employee focus group was facilitated by the L&D Officer in December 2018 in which participants were asked to evaluate the skills and behaviours they expected from leaders and managers. Key leadership behavioural competencies were drawn from existing college role profiles, the People Strategy's High Potential Development proposal (submitted in 2018), and also from organisational development research, which gave a clear picture of the performance and behavioural expectations of managers/leaders for group discussion:

- Open and honest communication
- Trustworthy, credible and reliable
- Consistent, objective performance feedback
- Inspires and motivates
- Flexible and adaptable to change
- Sets team direction and objectives
- Committed to personal and professional development
- Creates a culture of celebrating success

Consistent with previous working group outcomes, what emerged is that there can be no 'one size fits all' approach to leadership development, as each individual has very different expectations, whether as manager or line report. It is also necessary to weigh skills with behaviours and not simply view them in isolation – skills are the '*what*' of a role, while behaviours are the '*how*' and as such, both are important – however it is the leadership behaviours which create the conditions for a team to grow and thrive.

There is support for the provision of a baseline skillset for managers which can be used as a 'jumping-off point' from where individuals can then plot their own development journey, informed by experience and reflection, ongoing discussions with

their managers and feedback from others. For those seeking a formal qualification, one can be offered, but this would be designed to complement the individual's overall development and not as a standalone, or a 'tick-box'. There is therefore a need to develop a more experiential approach to learning at the college, informed and driven by the individuals themselves, as opposed to offering an identical programme to all.

Looking Forward

With this in mind, and utilising working group feedback, a development programme for line managers takes the following approach:

Behavioural and Skills Competencies

The development programme adheres to the competencies outlined within the High Potential Development Framework, approved by the college leadership team in 2018. These competencies are linked to three areas – Managing Self, Managing People, and Operational Skills and Knowledge – and all associated content and learning outcomes work within the competencies. Additionally, an informal self-assessment of skills and behaviours is established as a starting point for individual development discussions and reflection. For each of the skills listed, individuals can assess where they feel their strengths and development areas lie, and use this information to inform discussion with their line managers around objectives to help them progress, and also what they need to facilitate their learning.

70:20:10

The programme utilises the 70% experience > 20% exposure > 10% education model, which is also used by Leadership candidates. The model is based upon individuals driving their own development through experience, learning from others, and structured, formal learning. Adopting this model cross-college shows continuity with other programmes and affords managers at varying levels the opportunity to develop their leadership experience 'on-job', placing less pressure on development budgets and staffing resource, but also enabling individuals to cherry-pick development activities to suit their own needs.

Formal Education Opportunities

A suite of development workshops will be made available on a demand basis to line managers, linked to competencies and driven by discussions with their managers about areas for development and personal objectives. A base of learning for all – incorporating training in coaching, giving feedback, setting expectations, and managing performance – will act as a 'jumping off point' for each individual. In addition, cost-effective workshops and online courses are included to provide a complement of learning resources, including use of the college's existing Learning Nexus repository, web-based resources, TED Talks and LinkedIn.

An HNC Management & Leadership (SCQF L7) qualification is an optional offer for first line managers (to balance the SCQF L9 qualification undertaken by Leadership Development Programme candidates), providing an opportunity to build an understanding of operational leadership and management. Importantly, this enables

individuals to learn reflectively, by identifying areas for improvement and building self-awareness.

The above programme not only mirrors aspects of the Leadership Development Programme, but also complements plans to enhance overall reflective practice among college staff by moving the PRD to a reflective learning platform which can be linked to lecturing professional standards. This establishes a sense of continuity, allows learning to fully embed into behaviours, and supports the principles of lifelong learning more fully. This programme will be implemented from mid-2019 subject to approval from the college senior leadership team.

Challenges of this approach

Evolving from the traditional format of training delivery, one-size fits all workshops and mixing with a more reflective, experiential approach to learning involves a cultural shift which will take time, and a willingness of individuals to grow their self-awareness in order to become more effective leaders. This brings a need for open and honest conversations across all levels and provision of timely, objective feedback on performance, skills and behaviours. It will be necessary to develop a qualitative evaluation process which measures learning effectiveness, as usual metrics are more difficult to apply with this type of learning.

Additionally, sharing knowledge more widely is critical, as subject matter experts (SMEs) from across the college can facilitate learning for their colleagues in a more effective way than costly external training options.

3. Professional Development

To meet the aspirations of the individual and the requirements of the College through a performance review process and individual development plan.

Background

Within the People Strategy Implementation Plan the topic of Professional Development highlighted the college's current process which is to set objectives, measure and review performance, known as the PRD. This Professional Review and Development process has been reviewed and revamped over the last 10 years with progress on recording methods and clarity of purpose being made. Though there are some notable examples of best practice, little progress has been made gaining buy-in on the value of the process where it is often viewed as a tick-box exercise. There are a number of reasons for this including workload, long serving staff who are content in their post, and that the objectives set are merely tasks that the person is expected to do anyway. Whatever the reason, the process needs to have value and this is not being shown in feedback received.

Key Considerations

Feedback from the short life working group set up in 2018 agreed with this analysis and it was considered then that re-energising the process through training managers would be the answer. Managers were encouraged to conduct meetings where objectives were relevant and stretching but little headway has been made. It was felt introducing training would have little impact if there is no confidence in the process in the first place.

Consideration of options open included:

1. Leaving the status quo and introduce training as planned
2. Removing the process altogether, at least for a period of time to assess the impact
3. Introducing a new approach

The first point has been covered and was not recommended. Removing the process altogether is attractive, however this does not support those who are seeking improvement and managers who are looking to develop their staff.

A New Approach

A new approach was considered, however a straight replacement to the PRD without any data to substantiate it would simply be replacing one task with another. Key to success would be the buy-in from the staff member themselves and with that in mind a process involving reflective learning whereby the staff member themselves records and reflects on key events that impact on their work, person and on future development was favoured. This will still allow CPD recording and personal objective setting but removes task orientated objectives that are part of the role. Further it will seek to highlight development needs and concerns of the staff member which can be used by

the manager to support them. Managers can still comment, and review meetings can be recorded.

This will commence in the new academic year 2019/20 with review after one year. In addition, performance support plans to assist high performers and those with development needs are still available.

Conclusions

This is a deviation from the five year plan however this is preferred to continuing with that plan when an alternative option with opportunities for more effective personal development is available. This method will also allow a link between professional standards for lecturers and personal development through focusing reflection on areas of improvement and learning needs.

Other Development Activities

Individual development is an area the college has excelled at and in the past year there have been notable opportunities over and above promotions and role changes. One employee, having never managed was provided with training and close support from their line manager prior to being promoted along with support undertaking an SVQ.

Business Development has allowed several staff to gain experience in new posts both internally and moving existing staff into the department and giving them exposure to our commercial business. This has not simply boosted earning potential for these individuals but has improved morale, motivation and commitment to the college.

Providing real life opportunities is a visual representation of the college living the values professed by the People Strategy. Further examples of this included work shadowing by an administrator into student support, two vastly different roles; and approval for one member of staff, who has shown exceptional commitment to undertake a part funded HR course, learning which is outside their normal remit but provides them with growth opportunities.

4. High Potential Development Programme

Ensure succession planning and reduction of risk by developing talent from within the college to meet future needs.

Inception

The college's inaugural Leadership Development Programme launched to candidates, line managers and senior college management in September 2018. The programme is planned for two years' duration, in order to allow for workforce succession and for candidates to ready themselves for future opportunities through driving their own development with support from key stakeholders including HR, college management and mentors.

Initially, 13 candidates were successful in gaining a place on the development programme, with two candidates appointed into more senior management posts within the first weeks of programme launch. The remaining 11 candidates have since embarked upon a combination of different approaches which make up the programme's format of 70:20:10 learning – 70% of learning will take place through experience, 'on-the-job' development and engagement with work-based projects; 20% is derived from ongoing contact and support from mentors, line managers and colleagues to drive exposure-based learning; and the final 10% is delivered through education, via formal workshops and classes, and also completion of a formal leadership qualification. Inductions for the leadership qualification commenced in early October, with candidates meeting with their Internal Assessor to discuss units selection and commence work on evidence gathering to fulfil qualification criteria. To support the reflective learning requirements of the programme, a tracker was created to enable candidates, mentors and line managers to input and record meetings, key dates and action points.

Mentors

Mentors from across the college estate were approached and matched with individual candidates, with a development workshop scheduled in early October to provide both mentors and their respective mentees with an overview of roles and responsibilities. Mentor meetings commenced from mid-October with an introductory meeting between candidate, mentor and L&D Officer, to discuss initial objectives and set out expectations of the mentoring relationship, with meetings continuing to be schedule according to candidate needs and requirements until current time of writing.

Projects and Development Activities

Proposals for capital college projects were invited from key stakeholders in late October. Candidate matching followed with projects issued in November, and a Project Management Principles workshop delivered to candidates later that month. Projects were matched according to varied criteria, such as number of team members required, staff learning objectives, and expected project outcomes. The selected projects in which candidates are participating represent significant strategic and operational activities for the college, including campus relocation and infrastructure improvement, with candidates able to develop and hone skills in project and stakeholder management, relationships building and strategic influencing.

Several candidates have also had the opportunity to step up, deputise and adapt to different seconded roles since launch, which have served to consolidate their skills in leadership and management. Moving forward, a key aim of the programme will be to develop experiential learning opportunities to enable candidates to stretch themselves into new temporary roles and responsibilities, and also to build upon the use of reflective practice, learning from individual experiences and increasing self-awareness of areas of strength and improvement. Candidates will also participate in a mid-year evaluation exercise which will enable us to review activity to date, obtain valuable feedback and plan future development.

Formal Education

Leadership Development candidates are undertaking an SVQ in Management at SCQF L9 (undergraduate degree equivalency). This formal qualification underpins the programme and upon completion, offers candidates a recognised management qualification which also benefits their programme participation in that it encourages reflective learning through experience and adapting to changes in responsibility. Candidates are encouraged to meet the unit criteria through diarising and reflecting upon day-to-day experience, gradually compiling an electronic portfolio of evidence.

One candidate has also embarked upon the Graduate Apprenticeship in Business with Heriot Watt University, a degree-level course spanning four years, examining cornerstone principles of business including leadership, finance and strategy.

Additionally, candidates have attended the following formal education workshops as part of the leadership programme:

- Building your Leadership Capacity – Mentoring
- Project Management Principles
- Belbin Team Roles
- Mindfulness for Leaders
- Reflective Learning Toolkit
- Action Learning Sets

Education activity will continue throughout 2019/20 with delivery of workshops covering coaching, leadership, behavioural skills including transactional analysis, and college-specific modules in Governance, HR and Finance. Candidates are also encouraged to determine their individual learning needs through ongoing discussion with their mentors and line managers.

Overview of Lessons Learned

In the brief lifespan of the programme to date, there have already been significant positives and learning upon which to build. There is a great opportunity to embed a new approach to leadership development within the college which challenges the traditional model of learning delivery through exclusive formal training attendance, and offers candidates the freedom to shape their own experience. Learning derived from experience creates a deeper transfer of knowledge; however there is both opportunity and challenge in encouraging candidates to become more reflective in their approach, taking stock of their experiences and behaviours and increasing self-awareness with a view to being better leaders in future. This aspect remains a work in progress and is supported by the programme 70:20:10 format. Going forward, there is a need to further

consolidate knowledge of reflective learning practice so that all candidates are better able to self-evaluate their experiences, skills and strengths.

One of the principal aims of the programme is to grow and mature future college leadership prospects, which will both ensure effective succession planning and also ease candidates' transition into the challenges of such roles. In view of this, it is necessary to take a longitudinal view of the overall success of the programme by evaluating candidate progress at key stages, and allowing it to fully run its 2-year course. This represents a deviation from original plans, which anticipated an annual cohort; however can be justified upon closer examination of actual succession/churn within college management and leadership positions, availability of experienced mentors and also the need to fully embed reflective practice for staff.

Another key factor has been the need to raise awareness of the time commitment required to participate fully in the programme, balancing the needs of the working day with the rigorous demands of completing a degree-equivalent qualification, participating in development events and working as part of a project team. There is a requirement to establish regular contact with line management to ensure that they are in the best place to support their candidates with time and resources to enable them to succeed. Managers are extremely important to the overall success of a programme such as this, and their buy-in is key if candidates are to thrive in challenging conditions.

Additionally, senior management has a crucial role to play in creating opportunities college-wide for candidates to obtain secondments, temporary and 'stepping up' roles in which they can perform in a real-life leadership capacity, thus exposing them to real-life experience and preparing them for the future positions they may fill. In doing so, the college is not only laying the essential foundations of exposure to the very roles such candidates will fill, but they are sending a succinct message to all staff that the Leadership Development Programme offers a pathway to management, and as such, is highly valued as a testing ground for potential leadership.

ADDITIONAL MANAGEMENT DEVELOPMENT ACTIVITIES

The activities of the Management and Leadership programme does not mean the college has stopped other avenues of development whilst this progresses.

Supporting our Young Workforce

One young staff member attended 'Bob Keiller's Challenge' run by Scottish Enterprise which focused on attracting young people aged between 18-24 and aimed to help develop entrepreneurial skills and create business leaders of the future.

Directors of Curriculum

Directors of Curriculum have participated in a review of their development needs in relation to their new role and to their ambitions. Initial discussions have taken place following a bedding in period into their new role and options for mentors and exposure to new areas were high on the agenda. Further planning will take place to ensure that the Directors are suitably supported by providing development opportunities for their current role and to meet their potential. Directors and Heads of Department are potential future SMT members and in line with the ethos of succession planning, care

is needed in meeting both their development needs and the college's requirements of a senior manager.

Heads of Department

Three Heads of Department are commencing the CMI Certificate in Strategic Management and Leadership which, whilst a formal course, commences succession planning for this important middle management level to prepare them for the decision making process associated with strategic planning.

Graduate Apprenticeship Scheme.

Two places have been secured on the Heriot Watt Graduate Apprenticeship Scheme for 2019/20. This degree level course aims to provide an understanding of Organisations and their functions, the constraints of the environment, strategy and markets and how to apply them, project management, financial models, leadership, communications and self-management. This commitment to a four year programme highlights the college's determination to have the right people, ready and able to take on the future needs of the college.

Other activities

Other activities have included several staff undertaking CMI Management and Leadership short courses and ad hoc soft skills training however it is clear that focus has been on technical skills as opposed to working with others, communication and leadership techniques. The link between Leadership development and High Potential Development can get blurred however what is important is that systems continue to develop to allow pathways for those with a desire to learn and the potential to realise their ambitions.

5. Core Competencies and Standards

Coordination of College wide, department focused training, compliance learning and development activities to assess, prioritise and organise based on resources and business need.

A Learning Needs Analysis (LNA) pilot was completed during spring 2018, and upon commencement of the L&D Officer role, results were communicated to Heads of Departments at HRBM meetings. Learning needs were triaged according to priority as follows:

1. Business critical; essential for college, strategic, legal and academic compliance
2. Strategic/Operational priority; required to achieve strategic and operational department objectives and business plans, or to meet key objectives set for a change initiative, project or business opportunity
3. Individual priority; personal or continuous professional development objective, discussed and agreed at PRD

Learning needs were split according to department and each priority level was discussed with a view to scheduling training or individual development. Lists were sifted for common themes, skills and behavioural learning requests, and department needs costing above £1k were followed up with Heads of Service. Common recurrent themes within the LNA included:

- Technical skills development
- Technical skills recertification and skills updates (Complex, 18th Edition etc.)
- Academic skills development, including L&D11 Verifier award
- Software user skills development, including OneFile, OneNote, and Microsoft
- Teambuilding
- Ad hoc soft skills

Focus was predominantly placed upon technical and operational skills development, with nominal focus upon behavioural development, including communication, leadership and effective working practices.

In order to effectively track, record and audit development activities using Human Resources MI reporting, departments were advised that Continuous Professional Development (CPD) requests were required for any staff member attending training or placing individual requests, following a process of discussion and agreement with respective line managers regarding specific development needs, suitability, and cost. Line manager justification is a requirement of the process in order to ensure that managers are kept fully informed.

An application was made by the college to the Flexible Workforce Development Fund in October 2018 which resulted in an award of approximately £15k of additional funding towards skills development. As well as allocating additional candidate places on Assessor and Verifier (L&D 9 & 11) qualifications, the fund also subsidised delivery of technical skills development for academic staff.

The remainder of the fund subsidised a suite of workshops designed to improve skills and behaviours within the workforce. Using the LNA, managers were approached to ensure that any individual with a learning need in a specific topic, or alternatively for whom the learning would be deemed most appropriate (for example, in performance improvement where skills or behaviour gaps had been identified) were included. Workshop feedback on content, relevance, and effectiveness will be used to further develop a programme which is flexible to the needs of the individual and the college and available at the appropriate time in the development programme of the individual staff member, as opposed to 'moment in time' training.

Duration	Class Title	Suitable For
1 Day	Leading & Motivating Teams	Current Managers
1 Day	Introduction to Change Management	Current Managers
1 Day	Managing Teams for Performance	Current Managers
2 Days	Management Communication	Current Managers
2 Days	Coaching & Mentoring	Current Managers
2 Days	Become More Effective as a Team	One whole team up to 12 people ***
1 Day	Managing My Time	All
1 Day	Increasing my Confidence	All
1 Day	Identifying & Managing my Stress	All
1 Day	Getting Along With Others In The Workplace	All
1 Day	Adjusting To Change at Work	All
1 day	Refining my communication Skills - Oral	All
1 day	Customer Service Excellence	All
1 Day	Communicating Assertively	All
1 Day	Problem Solving & Decision Making	All
1 Day	Assertiveness Skills	All
2 Days	Enhancing My Skills as an Effective Trainer	All

Supporting Staff

Further development for staff included the identification and retraining of a pool of Bullying & Harassment Advisors (November 2018) and also an internal mediator group, with Mediation Skills training facilitated on behalf of the college in December 2018. Ongoing training and upskilling for these groups will be made available as required to ensure that knowledge and experience remains current. Additionally, a

comprehensive technical upskilling package has been resourced for the college's I.T. department which will enable the team to meet customer demand and fulfil strategic objectives.

Bespoke content for teambuilding, personal effectiveness and customer service has been developed in partnership with external facilitators on behalf of a number of departments including Learning & Quality, Access & Student Services, and Business Development.

Looking Ahead

Staff development needs will be collated for 2019/20, informed by MI reporting from the current year, which will give a clearer picture of trends and patterns in learning provision. This information, combined with evaluation of training delivered to date, will be used to build a core learning catalogue which will be made available to all staff via a development calendar. This will feature a mix of skills and behavioural learning, technical upskilling, and will also seek to incorporate some best practice examples of internal, user-generated development which is available at the college, but that is not widely known and offered outside of specific departments. This will aim to harness the knowledge and skills which our own staff possess, and make development a commodity for all.

There is also a need to establish a baseline of skills which we expect from our employees to successfully perform in their roles and continually invest in upskilling to make their skillset industry relevant. In order to achieve this, it will be important to develop a skills matrix which staff and managers can use to self-assess I.T. knowledge and other skills, and link this data to college learning needs. This will ensure that staff development budgets are more effectively allocated, with targeted spend, less wastage and greater value.

Behavioural Skills Development

Coaching, communication, self-awareness and emotional intelligence development will be developed for college staff to support with difficult conversations, positive change management, self-regulation and conflict resolution. In order to facilitate the move towards reflective practice, manager and staff workshops and resources will be designed and implemented to bring staff on board with the changes. Additionally, the potential introduction of psychometric tools for use with teams and individuals will be investigated in order to support managers to develop high performing teams.

6. Lecturing Skills Development

A structured approach designed to ensure new and existing lecturers have the necessary skills, knowledge and competencies to meet the standards of service expected.

This area is measured through the outcomes of the objective achievement plan of the Creative Learning and Technologies Strategy.

Activities to support Lecturing Skills Development have included the annual Creative Learning Conference which enjoyed another successful year in 2018 with plans for 2019 underway.

In addition it is planned to run a second development day focusing on Health and Wellbeing, mirroring several of the activities undertaken on Support Staff Development, and providing staff the opportunity to benefit from the activities of that day.

Also the plans being developed to enhance reflective practice via the change from the PRD to a reflective learning platform can be linked to lecturing professional standards. In collaboration with the Head of Learning and Quality a format that will reflect the professional standards framework is being developed to link reflective practice to the standards. This format will be reviewed during 2019-20 and developed further following feedback.

The activities of the other areas of the People Strategy including the Learning Needs Analysis and core competencies, work in unison with the activities of the Creative Learning and Technologies Strategy.

CULTURAL SURVEY

In addition to measuring individual achievement in relation to success criteria, the outputs of the cultural survey will be reviewed in order to review relevance and impact of the strategy and five year plan, allowing for appropriate action where relevant.

To support employee relations within the college and aid employee engagement, the first Employee Cultural Engagement Survey was issued in 2013. A commitment to implement an employee survey on a regular basis was given in 2013 and in 2016 a second survey was launched and data analysed. The 2019 survey is a continuation of that commitment. The results of the survey have been a permanent feature of the HR home page on SharePoint ensuring transparency and commitment to the findings. These findings produced actions for 2016/17 including a review of communications, staff updates and work shadowing by the Principal and an update of the PRD process.

The 2019 cultural survey is now completed and findings will be used to direct activity in the following years. This will be presented in its own format with full analysis however a selection of findings are detailed below.

The findings will also be utilised by the Listening to Employees Forum as discussion points for further analysis and to gain greater insight into the findings.

I am encouraged to learn and develop my skills

Strongly Agree	28.30%
Agree	39.62%
Neither Agree or Disagree	17.69%
Disagree	8.96%
Strongly disagree	5.42%

I understand the strategies and goals of the College

Strongly Agree	29.54%
Agree	53.75%
Neither Agree or Disagree	13.08%
Disagree	2.91%
Strongly disagree	0.73%

The College promotes health and wellbeing to staff

Strongly Agree	25.51%
Agree	47.47%
Neither Agree or Disagree	19.19%
Disagree	5.81%
Strongly disagree	2.02%

I have guidance and support in my role

Strongly Agree	25.00%
Agree	42.22%
Neither Agree or Disagree	18.63%
Disagree	9.91%
Strongly disagree	4.25%

I receive regular feedback on my performance

Strongly Agree	16.51%
Agree	35.85%
Neither Agree or Disagree	24.06%
Disagree	17.45%
Strongly disagree	6.13%

The College has effective communication systems for sharing good practice between individuals and teams

Strongly Agree	11.44%
Agree	39.90%
Neither Agree or Disagree	30.90%
Disagree	14.36%
Strongly disagree	3.41%

These are only a snap shot of a wider range of results but highlight strengths and development areas that the People Strategy can make an impact on with two way communication top of that agenda. As stated, further and fuller analysis of this will follow.

Carers Statement

INTRODUCTION

This Statement has been designed in line with an overall commitment to developing the College's family friendly policies in relation to carers of children and adults, irrespective of hours worked. This Statement signposts the support available to staff who may have a caring responsibility in order to manage their work-life balance.

A carer can be a partner, parent, sibling, child or other dependant and could be living in the same home as the person being cared for or further away.

EQUALITIES IMPACT ASSESSMENT

The statement has been written to fully comply with all obligations in respect of employment law and equality legislation and to take account of recommended best practice. It is therefore not anticipated that this Statement will result in a negative or adverse impact on one or more groups in respect of gender, race, disability, sexual orientation, religion or belief, age or other characteristics. We welcome feedback on this Statement and the way it operates. We are interested to know of any possible or actual adverse impact that this Statement may have on any groups.

ASSOCIATED POLICIES/PROCEDURES/STATEMENTS

This Statement should be considered in association with the following policies and procedures (this list is not exhaustive):

- Flexible Working Policy
- Flexi-time Scheme Guide
- Absence Management Policy & Procedure
- Work Positive Policy
- Managing and Supporting Performance Policy
- Equalities Policy

SUPPORT

Caring can sometimes place demands on staff and at times it may be difficult for them to combine work and caring responsibilities. Therefore, Forth Valley College has adopted the following principles:

- To give sympathetic consideration to requests for support from those who have caring responsibilities, based on a shared understanding of the situation and its impact on work
- To ensure that staff with caring responsibilities are treated fairly
- To handle requests for support with discretion and tact

Through this approach, we aim to:

- Increase morale, productivity and loyalty
- Reduce stress
- Reduce absenteeism and lower staff turnover
- Reduce sick leave

- Improve recruitment and retention

Employees are actively encouraged to inform their manager if they are caring for someone and need any support. As well as this, carers are identified as part of our annual data gathering exercise. In support of this Statement, we will keep this information on staff records, detailing the caring responsibilities of staff members. This information will be collected, stored and reviewed in line with data protection regulations. In this way, we can work together to ensure that, wherever possible, staff can continue in their job and effectively balance their work and care commitments.

The range of support options available to staff members with a caring responsibility include the following:

- **Temporary or permanent flexible working arrangement.** Subject to the needs of the business, this can be temporary, permanent, short or long term. The ability to vary working hours and to work flexibly is key to enabling carers to balance their caring role and work allowing them to continue in employment. See Flexible Working Policy.
- **Flexitime for support staff.** Subject to the needs of the business, the Flexitime Scheme is to provide both management and staff with the opportunity to vary their starting and finishing times to suit the needs of the College and individual personal circumstances. See Flexitime Scheme Guide.
- **Special Leave.** This applies to situations where it would not be appropriate for staff to off-set the time required using annual holiday entitlement. See Absence Management Policy & Procedure for further information.
- **Parental Leave.** This provides the option for additional unpaid leave to be taken. Qualifying staff are entitled to specific levels of time off for each child and adopted child, up to their 18th birthday. See your HR Business Manager for further guidance.
- **Annual leave.** It is recognised that Forth Valley College provides generous annual leave allocation. This provides support staff with the option to utilise their annual leave to meet their own work/life needs including that of caring responsibilities.
- **Time off in Lieu (TOIL).** Depending on circumstances, line managers may approve time off which will need to be worked back at a later date.
- **Employee Counselling Service (PAMAssist).** They offer a 24 hour, 365-day confidential telephone support and counselling service and also provide access to their extensive on-line help resources via their website. Contact details:

PAM Assist Free Phone Number: 0800 882 4102

PAM Assist Website: www.pamassist.co.uk

Website Username: FVC

Website Password: FVC1

- **Use of mobile phones.** Staff are encouraged to use their mobile phones during their break times. It is recognised that sometimes this may not be possible. Staff can make arrangements to make private calls outside of the office environment, during office hours, on their personal mobile by speaking to their line manager.
- **Timing of meetings.** Where staff members are working flexibly to accommodate caring responsibilities, efforts will be made for meetings to be arranged within the days/hours worked to facilitate attendance. Please discuss this further with your line manager.
- **Transferring annual leave into hours.** Consideration will be given to allow staff to transfer some/all annual leave entitlement into hours. This will be appropriate where a staff member needs flexibility but due to constraints will be unable to make up any time lost.

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1. Purpose

To update members on the current staffing establishment.

2. Recommendation

That members note the changes to the current status of the staffing establishment.

3. Background

Staffing establishment review is an aspect of ensuring resource maximisation and control. This paper provides a view of the staffing at the College and is designed to be informative, highlighting key points of interest.

4. Context

The staffing establishment is the capacity and distribution of resource in manpower. The staffing establishment is monitored on an on-going basis however monthly reports are produced to review the organisations overall resource. By monitoring the staffing establishment, we can ensure that the college resources are cost effective and efficient in their deployment. This cannot be looked at in isolation and other factors require consideration such as our equality duty, development needs and initiatives, and changing expectations. These can influence the establishment priorities along with day to day events including new appointments, secondments, leavers, such as retirements or resignations as well as a variation in FTE as a result of a flexible working request or a contractual increase/decrease in hours.

Appendix 1 shows that the Staffing Establishment is robust and steady as reflected in the consistency of staffing levels and the structured approval process. This provides an overview of the establishment, key changes, and absence details.

Appendix 2 shows an update to our recruitment data and action taken to improve the experience of the applicant and to encourage a more diverse selection of applicants.

5. Key Considerations

Overall the staffing establishment figures (appendix 1) are robust and show the college practices and procedures are working as required. It is notable there is a change on comparable figures from the previous year. This is primarily down to projects and initiatives including Time 4 Me, Developing the Young Workforce, a new L&D officer, project work in Learning and Quality, and the Estates Development Project. There are rationales for each post however this highlights the ongoing need to review staffing levels and the clear justification process undertaken

Appendix 2 shows slight fluctuations within the recruitment statistics but attention is drawn to the changes made to improve the process and provide more information to candidates both to improve suitable application numbers and to enhance inclusiveness.

6. Financial Implications

Please detail the financial implications of this item – There are implications for HR and finance budgets associated with staffing expenditure.

7. Equalities

Assessment in Place? – Yes No

If No, please explain why – This report outlines current staffing establishment levels. It does not propose any changes which might have an equalities impact

Please summarise any positive/negative impacts (noting mitigating actions) – Not applicable

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		
Medium		
Low	X	X
Very Low		

Please describe any risks associated with this paper and associated mitigating actions – Low in terms of likelihood given the approval and monitoring processes in place, the impact would be low given that staffing budgets are accrued for the year ahead and posts cannot be recruited without the approval of finance. Monthly monitoring by HR, RAF and ACF process is in place for justification and approval as well as the annual Curriculum Review of Celcat versus resources.

Risk Owner – Andrew Lawson

Action Owner – Ralph Burns

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 – Not applicable

Paper Author – Jennifer Nisbet

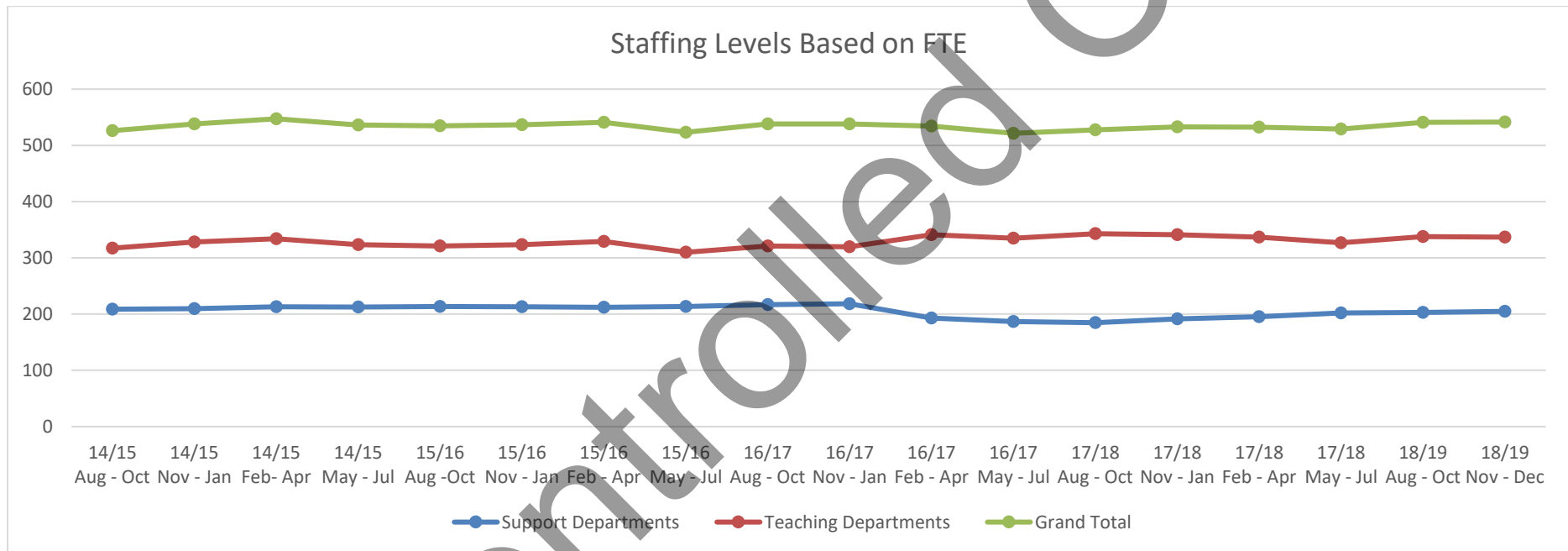
SMT Owner – Andrew Lawson

Appendix 1: Staffing Establishment Data

EXECUTIVE SUMMARY

HR MANAGEMENT INFORMATION -		Q2 2018-19	Q2 2017-18
COLLEGE HEADCOUNT		646	641
COLLEGE FTE		541.65	532.69
% OF FTE BY CONTRACT TYPE	PERM	91.01%	92.16%
	TEMP	8.99%	7.84%
% OF FTE BY GENDER	MALE	41.64%	43.40%
	FEMALE	54.98%	53.00%
	PREFER NOT TO SAY	3.38%	3.59%
% OF FTE BY CONTACT TERM	FULL TIME	74.8%	75.09%
	PART TIME	25.2%	24.91%
% OF FTE BY DECLARED DISABILITY	YES	15.94%	15.76%
	NO	82.04%	81.44%
	PREFER NOT TO SAY	2.01%	2.81%
% OF FTE BY AGE BAND	16-24	1.5%	1.20%
	25-34	12.2%	11.74%
	35-44	25.3%	25.87%
	45-54	28.7%	30.41%
	55-64	28.6%	27.86%
	65+	3.7%	2.91%
EMPLOYEE TURNOVER		12.01%	9.62%
EMPLOYEE RETENTION		99.69%	99.84%
NEW STARTS		17	18
LEAVERS		16	9
% DAYS LOST DUE TO SICKNESS		2.24%	3.48%
APPROX COST		£83,566	£122,678

1. Establishment Overview



Key Changes

Staffing stability over the past four years and into the fifth is highlighted here. Fluctuations represent turnover, seasonal changes and new initiatives. It is notable that there is a growth in establishment FTE in comparison to the previous year however each post is linked to a project or initiative and is robustly scrutinised.

New Posts

There have been a number of changes to the structure particularly around teaching departments and this is reflected in management positions. New initiatives are also a feature and are subject to a strict justification and approval process prior to advertisement.

- **Directors of Curriculum**

4 new posts replacing the 8 Heads of Teaching Departments. Introduced on 1st August 2018, these new posts will lead and direct the strategic development of the curriculum based on clear principles and plans for each area. They will develop the vision and direction for the next 5 years underpinned by College strategies and be accountable for credits and budget and performance. They will have a campus responsibility to deputise for SMT and have decision making responsibility.

- **Operations Manager**

Operations Managers sit between Directors of Curriculum and Curriculum Manager and were introduced due to the need for succession planning and recognition that the distance between the two existing posts acted as a barrier to promotion opportunities. They introduced an additional line of authorisation to ensure operational activity continued uninterrupted and support the focus of Directors of Curriculum which will be directed towards strategic initiatives and priorities, and this may impact on day to day operational decisions, which must be maintained

- **Head of Commercial & Training Delivery**

Introduced on 1st August 2018 this post arose from the split of the Business Development Department into two separate Departments. This provides focus for commercial activities to maintain and improve quality of delivery and increase uptake of commercial opportunities.

- **Flexible Workforce Development Fund Manager**

Following the success from the first year of the Flexible Workforce Development fund and an increase in this business predicted for 2018/19 this new post is designed to coordinate the college approach and ensure the targets are met and service standards are maintained.

- **School Partnership Support Officer**

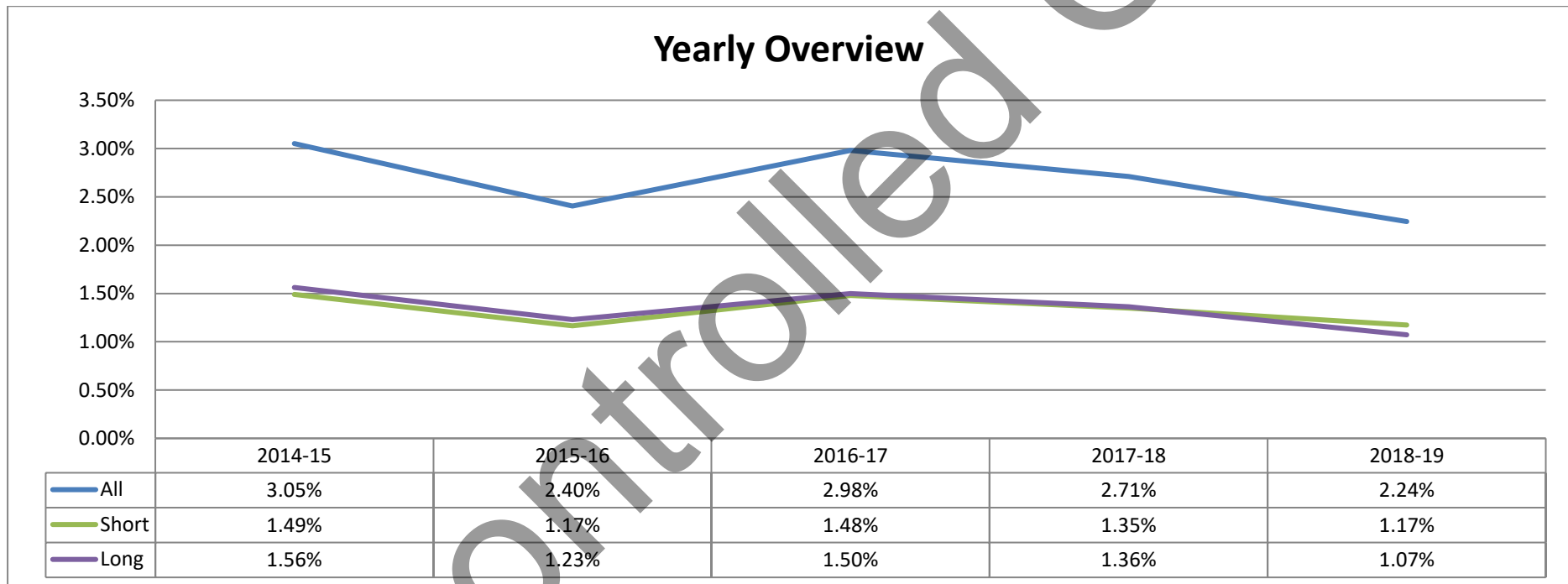
Due to an increased number of Foundation Apprenticeships for the period 2018-20 there was a need for focused support in managing the pupils, administration and meeting service standards. The post will liaise with SDS, Schools and curriculum teams to ensure the success of the programme.

- **Modern Apprentice**

This post is based in Student Records and it was considered that the post holder was an experienced administrator however the decision to place a modern apprentice highlights the college commitment to providing opportunities to young people and to succession planning at all levels.

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2. Absence Trend



Absence figures indicate the percentage of total days lost based on FTE and the first 6 months of 2018-19. The drop in long term absence are due to positive outcomes of individual cases however this is an area subject to fluctuation. Action has included offering the flu jab to staff with an OH nurse coming to college to administer and a Health and Wellbeing Staff Development day run in February highlighting our commitment to staff wellbeing and providing insight into various resources and self-management options.

Appendix 2 Recruitment

Figures on recruitment 2016/17 were produced and presented as part of the establishment update showing a robust process. Following collection of 2017/18 figures a review was undertaken to ensure figures were accurate and no adverse changes had taken place.

In addition, improvements to our recruitment website demonstrate our commitment to an inclusive approach which is adaptable and relevant to our marketplace. These changes have included commencement of monitoring on those with caring responsibilities and those with links to the armed forces, either as former service personnel, current reservists or spouses. This supports both our Carer Positive Status and as signatories to the Forces Covenant. Data is limited at the moment but will be used in decision making such as considering the possibility of a guaranteed interview for recent forces leavers.

In addition, to encourage applications our Pay and Benefits page is being updated to reflect what is on offer to staff (Appendix 2a). Also comprehensive travel options have been added to encourage applications from those not familiar with the Forth Valley area and concerned about a daily commute. <https://www.myjobscotland.gov.uk/education/forth-valley-college>

The following information details the relationship of varying protected characteristics for the past two academic years.

Age Band	2016/17		2017/18	
	Applications	% Hired	Applications	% Hired
16-24	6.68%	5.15%	6.05%	3.17%
25-34	26.18%	35.05%	26.97%	32.54%
35-44	27.87%	21.65%	26.64%	21.43%
45-54	23.89%	22.68%	22.76%	23.81%
55-64	10.05%	10.31%	10.72%	12.70%
65+	0.67%	2.06%	0.39%	0.79%
Prefer not to say	4.66%	3.09%	6.47%	5.56%

Low levels of applications for 16-24 is indicative of the highly specialised vacancies on offer. The college has introduced a Modern Apprentice within Student Records to encourage succession planning and provide more opportunities for younger people to work at the college. The College is a living wage employer and pay is based on job evaluation results, irrespective of age.

Gender	2016/17		2017/18	
	Applications	% Hired	Applications	% Hired
Female	61.61%	61.86%	59.28%	61.90%
Male	33.47%	35.05%	34.54%	32.54%
Other	0.20%	0%	0.07%	0%
Prefer not to say	4.72%	3.09%	6.11%	5.56%

With focus nationally on women in the workplace, the low levels of applications for posts and even lower numbers of successful men being appointed is notable. This is mainly due to gender role segregation and interview panels are required to have a gender balance where possible to minimise bias.

Ethnicity/Race	2016/17		2017/18	
	Applications	% Hired	Applications	% Hired
White Other	17.07%	11.34%	18.88%	19.05%
White Scottish	72.06%	83.51%	70.26%	74.60%
Other	6.68%	2.06%	5.33%	1.59%
Prefer not to say	4.18%	3.09%	5.33%	4.76%

Non-white applications are low and thus figures are difficult to analyse however this is relation to the local job market.

Religion/Belief	2016/17		2017/18	
	Applications	% Hired	Applications	% Hired
Christianity	37.85%	41.24%	33.88%	40.48%
None	47.03%	47.42%	48.75%	43.65%
Other	2.83%	0%	2.70%	0%
Prefer not to say	12.28%	11.34%	14.67%	15.87%

Figures representing other religions are low which is indicative of the local population and resulting analysis is therefore unreliable

	2016/17		2017/18	
Disabled	Applications	% Hired	Applications	% Hired
No	89.00%	89.69%	87.83%	91.27%
Yes	8.91%	6.19%	9.47%	5.56%
Prefer not to say	2.09%	4.12%	2.70%	3.17%

To improve disclosure of disability, information available to prospective employees has been updated and improved as shown in Appendix 2b which shows the data available to prospective employees on our recruitment web site.

	2016/17		2017/18	
Sexual Orientation	Applications	% Hired	Applications	% Hired
Gay/Bisexual	3.10%	3.09%	3.55%	2.38%
Heterosexual/Straight	88.19%	89.69%	86.05%	83.33%
Other	0.47%	0%	0.33%	0%
Prefer not to say	8.23%	7.22%	10.07%	14.29%

Figures on Gay/Bisexual as a percentage of the population vary between 2% and 4% (ONS 2016) thus our application process appears robust and fair.

Appendix 2a

A-Z Staff Benefits - attached

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Appendix 2b

Actual representation of information on College Recruitment site



Forth Valley College - Disability Confident Employer

What is the disability symbol?

The symbol is awarded by Jobcentre Plus to recognise employers who have agreed to meet commitments regarding the recruitment, employment, retention and career development of disabled people.

Why is Forth Valley College using the disability symbol?

Forth Valley College is an approved 'Disability Confident' Employer which means we are working with the government to remove barriers, increase understanding and ensure that disabled people have the opportunities to fulfil their potential and realise their aspirations. The symbol helps to make it clear that we welcome applications from disabled people and are positive about their abilities and potential contributions to the College. It also shows existing employees that we value their contribution and will treat them fairly should they become disabled.

Definition of Disability

You are disabled under the Equality Act 2010 if you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities.

Forth Valley College Commitments

- When an applicant selects the guaranteed interview scheme all applicants with a disability who meet the minimum criteria for a job vacancy will be invited for interview. This is a guaranteed offer of an interview, but not of a job offer.
- Provide a fully inclusive and accessible recruitment process, proactively offering and making reasonable adjustments as required.
- The interview panel will be required to consider the candidate on the basis of their skills and experience, as for other non-disabled candidates. The implications of their disability must not be considered at interview stage, although further clarification can be sought about what reasonable adjustments would need to be made.
- If the disabled candidate is appointable based on their performance at interview, then the implications of their disability can be considered. Under the Equality Act 2010, the college is required to make reasonable adjustments to accommodate a candidate's disability. If

unfortunately the adjustments that need to be made were unreasonable, an offer of employment may be withdrawn, however, this would be a last resort.

- Forth Valley College have a fair and consistent shortlisting approach, should there be any inconsistencies or concerns Human Resources will review shortlisting and ensure it is being carried out correctly.
- Should an employee become disabled, the College will make every effort to ensure that they stay in employment.
- The College is fully committed to retaining employees who become disabled. Where appropriate, Occupational Health and Human Resources can be contacted to assist as and when these situations arise.

For more information on the Disability Confident Scheme, please visit
<https://www.gov.uk/government/collections/disability-confident-campaign>

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Adoption Leave & Pay

If you are adopting a child, you may be entitled to Adoption Leave & Pay



Beauty & Hairdressing Discounts

The College has salons at the following 3 campuses, Alloa, Falkirk & Stirling (Raploch). Discount treatments are offered to staff, full details are available from the Salons or on their Facebook page. Salons@the campus



Childcare Vouchers

Employees can save on the cost of childcare by using our Childcare Voucher Scheme. Employees simply receive Childcare Vouchers in place of a portion of their gross salary, meaning they are free of tax and NIC and can save up to £933 per year. This scheme closed to new members in April 2018 and has been replaced by the Government Tax-Free Childcare Scheme.

Computer Equipment Loan

The College offers a scheme where staff members can purchase computer equipment for their own use outwith the College, which will also provide work related benefits. The scheme is limited to computers and computer related equipment with repayments over either 12 or 24 months.

Continuous Professional Development

The College encourages the continuous professional development of all staff. Staff can apply to their manager for a variety of CPD opportunities including, seminars, courses etc. The HR department maintain records of all staff CPD during their full period of employment.

Cycle to Work Scheme

Forth Valley College operates a Cycle to Work Scheme (CTWS). CTWS is one of the most effective ways of benefiting employees whilst working towards a healthy working life.

Discounted Shopping, Travel & Leisure Activities

All staff have access to discounted shopping, travel, holidays & leisure activities through our chosen provider Edenred. The site includes regular special offers and staff can sign up for regular emails and alerts.

Employee Assistance Programme

The College has an Employee Assistance Programme via PAM Assist which is a confidential support service providing access to clinical and professional expertise which gives you a chance to talk about all kinds of work and personal issues.

Evening Classes

The College encourages development opportunities, including those not related to work. Employees can benefit from free access to evening classes for staff and family members residing at the same address.



Family Friendly Policies

The College realises that flexibility in the workplace allows employers and employees to make arrangements about working conditions that suit them. This can help employees maintain a work / life balance and can help employers improve the productivity and efficiency of their business. We have a flexible working policy explaining the process for employees wanting to apply for a flexible working pattern. Additionally there is a flexitime scheme for support staff.

First Aid Training/Allowance

Ensuring that we have an adequate number of trained First Aiders on each campus is very important to the College. First Aiders will be trained to the recognised HSE standard training and will be given refresher training when required. First Aiders will be issued with a first aid bag (response kit) for convenience; however additional provision is located throughout the building. Staff who volunteer to become trained First Aiders receive an annual payment in addition to their salary.

Flu Vaccinations

Flu vaccinations have many benefits for employees and their employers. Forth Valley College offer the vaccine on an annual basis at no cost.



Gallery Offer

Employees will receive a 20% discount on our 3 course lunch or dinner menu at our beautiful restaurant in the Stirling Campus, this applies to advanced reservations only quoting STAFFOFFER19. T's and C's – This offer excludes the Christmas Menu. Offer valid for a maximum of 4 people per booking. Not available in conjunction with any other offer. Subject to availability.

Gym Membership

The 3 main campuses within Forth Valley College all have excellent gym facilities. Following induction, staff can take advantage of using the gym facilities free of charge. Qualified gym assistants are available during gym opening hours to provide advice & guidance. Fitness classes are also available.

Holiday Entitlements

Forth Valley College offers generous Holiday Entitlements - for further details visit: www.forthvalley.ac.uk/work-for-us/



Holiday Fund

The holiday fund is a savings option where staff can have agreed deductions made from their salary and retained in the College bank account, until they request for them to be returned to them. Further information is available from the Payroll & Pension Coordinator.

Incremental Progression

Staff are appointed to the salary scale relevant to their role. Appointments are normally at the lowest scale point. Staff receive annual increments until they reach the top of the scale in accordance with the Working Practices Agreement.

Loyal Service Awards

Forth Valley College celebrates the long service of staff by giving Long Service Awards, service must be continuous service with Forth Valley College or its predecessors. Awards are as follows:
25 year's service: A cheque to the value of £500
40 year's service: A cheque to the value of £1200



Maternity Leave & Pay

Forth Valley College offers maternity leave and pay. Pregnant employees should notify their manager and the Human Resource Team as soon as practicable so that a Maternity Risk Assessment can be undertaken.



Occupational Health

The College contracts the services of an Occupational Health provider. They will conduct screening for new employees, and deal with any referrals which are made through the Human Resources Team to ensure the College is undertaking its duty of care to staff.

Parking on Campus

All 3 campuses within Forth Valley College have staff parking facilities. Following completion of a travel survey, staff can apply for a parking permit. During term times, parking spaces can be limited, staff are encouraged to car share wherever possible.



Paternity Leave & Pay

Forth Valley College offers paternity leave and pay.

Pensions

Forth Valley College offer excellent pension benefits for staff. Support staff become members of the LGPS (Local Government Pension Scheme in Scotland). Academic staff will become members of the SPPA scheme. For further details visit: www.forthvalley.ac.uk/work-for-us/

Professional Membership Fees

Forth Valley College staff who are members of professional associations, related to their roles within the College may be able to claim reimbursement of their annual professional membership fees.

Sick Pay

Forth Valley College provides enhanced company sick pay which exceeds Statutory Sick Pay.



Travel Loan

Forth Valley College offers interest free travel loans to permanent staff to purchase season tickets or other means of travelling to work which are in-keeping with the ethos of green transport.

Further information is available from Human Resources.

A-Z Staff Benefits



1. Purpose

To provide an overview on the changes to the Retirement Policy and Procedure dated November 2018.

2. Recommendation

It is recommended that members note the changes to the Retirement Policy and Procedure dated November 2018.

3. Background

Due to changes to the LGPS (Scotland) Regulations 2018 in some Employer Discretions, the Forth Valley College Retirement Policy and Procedure has been updated to reflect the changes in regulations.

4. Context

The approach taken to update the Retirement Policy and Procedure was:

- Review of the Retirement Policy and Procedure undertaken. This was undertaken by Karina Buchanan, HR Business Manager in consultation with Jacqueline Kane, Payroll and Pensions Coordinator
- Review of the Local Government Pension Scheme 2018 Summary of Employer Discretions
- Make changes made in line with updated regulations as detailed in the Local Government Pension Scheme 2018 Summary of Employer Discretions.

5. Key Considerations

The changes are in themselves minor to the layperson but the update to the Policy and Procedure ensures compliance with the regulations and are listed below.

**Awarding Additional Pension:
Regulation 30 LGPS (Scotland) Regulations 2018**

The proposed policy under the 2018 regulations is the same as the policy under regulation 30 of the 2014 regulations, although annual inflation linking for the maximum amount has now been included.

**Funding of Additional Pension :
Regulations 16(2e) 16(4d) LGPS (Scotland) Regulations 2018**

The proposed policy under the 2018 regulations is the same as the policy under regulations 16(2e) and 16(4d) of the 2014 regulations, although annual inflation linking for the maximum amount has now been included.

Flexible Retirement :

Regulation 29(7) LGPS (Scotland) Regulations 2018

The proposed policy under the 2018 regulations is the same as the policy under regulation 29(6) of the 2014 regulations.

Waiving of Actuarial Reduction :

Regulation 29(9) LGPS (Scotland) Regulations 2018

Included the words “*after age 55*” so it mirrors Local Government Pension Scheme 2018 Summary of Employer Discretions. This does not alter how this discretion is managed.

Rule of 85 Protection:

Para 1(1)(c) of Schedule 2 to the LGPS (Transitional Provisions, Savings and Amendment) Regulations 2014

This policy is unchanged.

Early Payment of Pension:

Regulation 29(5) & 29(13) LGPS (Scotland) Regulations 2014

This policy is unchanged.

Members’ Contribution Rates:

Regulation 9(4) LGPS (Scotland) Regulations 2018

The proposed policy under the 2018 regulations is the same as the policy under Regulation 9(3) of the 2014 regulations.

Internal Disputes Resolution Procedure:

Regulation 68(5)(c) LGPS (Scotland) Regulations 2018

The proposed policy under the 2018 regulations is the same as the policy under Regulation 71(5c) of the 2014 regulations.

Acceptance of Late Transfer Payments :

Regulation 95(6) LGPS (Scotland) Regulations 2018

The proposed policy under the new scheme is the same as the policy under Regulation 98(6) of the 2014 regulations.

Extension of 30 Day Deadline for Shared Cost APCs:

Regulation 16(16) LGPS (Scotland) Regulations 2018

The proposed policy under the new scheme is the same as the policy under Regulation 16(16) of the 2014 regulations.

6. Financial Implications

There are no new financial implications as a result of the updated regulations.

7. Equalities

Assessment in Place? – Yes No

If No, please explain why – This report outlines the Local Government Pension Scheme 2018 Summary of Employer Discretions from which changes may be implemented requiring an EQIA however it does not propose any changes in itself.

Please summarise any positive/negative impacts (noting mitigating actions) – Not applicable

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		
Medium		
Low	X	X
Very Low		

Risk Owner – Alison Stewart

Action Owner – Ralph Burns

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 – Not Applicable

Paper Author – Karina Buchanan

SMT Owner – Alison Stewart

Retirement Policy and Procedure

Including Employer Discretions relating to Pension Scheme

Status	Approved
Date of version	November June 2018
Responsibility for Contents	Human Resources
Responsibility Review	Human Resources
Impact Assessment Review Date	March September 2021
Review Date	June November 2021
Primary Contact	Human Resource Business Manager

1. 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 in respect of gender, race, disability, sexual orientation, religion or belief, age or other characteristics.

An initial Equalities Impact Assessment of this Policy has been carried out. The policy has been written to fully comply with all obligations in respect of employment law and equality legislation and to take account of recommended best practice. It is therefore not anticipated that this policy will result in a negative or adverse impact on one or more groups in respect of gender, race, disability, sexual orientation, religion or belief, age or other characteristics.

2. PURPOSE AND SCOPE OF THE POLICY

This policy relates to all employees and establishes guidelines for managers and employees in relation to retirement. Its aim is to ensure a consistent and fair approach and sets out procedures for those considering retirement.

3. RETIREMENT AGE

The College does not operate a compulsory retirement age for its employees.

The College is committed to equal opportunities for all its employees. The College recognises the contributions of a diverse workforce, including the skills and experience of older employees. It believes that employees should, wherever possible, be permitted to continue working for as long as they wish to do so. The College operates a flexible retirement policy and employees may voluntarily retire at a time of their choosing.

4. RETIREMENT PROCEDURE

If an employee has decided that he/she wishes to retire, they should inform their line manager in writing as far in advance as possible and, in any event, in accordance with their notice period as set out in their contract of employment.

The College will write to the employee acknowledging the employee's notice to retire.

The College will arrange a meeting with the employee to discuss arrangements for retirement, including the intended retirement date, succession and handover plans, pension details and phased retirement, if applicable.

Employees should consider their pension provision and take independent financial advice before making any decision in relation to retirement.

5. SUCCESSION PLANNING

An employee who is soon to retire will often have considerable knowledge in relation to their role and responsibilities. The College may require the employee's assistance and cooperation for succession planning purposes.

Prior to retirement, employees should cooperate with the College, if requested to do so, by:

- providing full written details of the status of work projects and future steps

- developing a job description, including key competencies and skills required for the role where applicable
- ensuring a smooth handover of work
- assisting in training any successor

The following section is outlined in compliance with the requirements of the Local Government Pension Scheme (LGPS) rules. Whilst there are no similar publication requirements for employer discretions to be detailed for the Scottish Public Pensions Agency (SPPA) the principles behind the discretions listed (if not the specific details) are intended to apply to both pension schemes where rules allow.

LOCAL GOVERNMENT PENSION SCHEME EMPLOYER DISCRETIONS

6. AWARDING ADDITIONAL PENSION: Regulation 30 LGPS (Scotland) Regulations 2014~~8~~

Summary of Discretion:

Consider whether to grant extra annual pension of up to £5,000 (~~as increased annually by CPI from April 2016~~ figure at 1 April 2015 plus annual inflation linking as specified in scheme rules) to an active scheme member or, within 6 months of them leaving, to a member whose employment was terminated on the grounds of redundancy or business efficiency.

College Discretion:

The Vice Principal for Finance & Corporate Affairs and the Depute Principal & Chief Operating Officer will consider all relevant factors and only where it can be demonstrated to be in the interests of Forth Valley College will additional annual pension be granted. Additional pension will not be awarded if the scheme member is also being granted Compensatory Added Years on retirement.

7. FUNDING OF ADDITIONAL PENSION: Regulations 16(2e) 16(4d) LGPS (Scotland) Regulations 201~~8~~4

Summary of Discretion:

Where an active scheme member wishes to purchase extra annual pension of up to £6,500 (figure at 1 April 2015 plus annual inflation linking as specified in scheme rules) by making Additional Pension Contributions (APCs), the employer can consider whether to contribute towards the cost of purchasing that extra pension via a Shared Cost Additional Pension Contribution (SCAPC).

College Discretion:

Where an active scheme member wishes to purchase extra annual pension of up to £6,500 (figure at 1 April 2015 plus annual inflation linking as specified in scheme rules) by making APCs, Forth Valley College will not contribute towards the cost of purchasing that extra pension via SCAPCs.

8. FLEXIBLE RETIREMENT :

Regulation 29(67) LGPS (Scotland) Regulations 2014⁸

Summary of Discretion:

Consider whether to permit the release of benefits on flexible retirement grounds for staff aged 55 or over who, with the agreement of the employer, reduce their working hours or grade.

College Discretion:

The Vice Principal for Finance & Corporate Affairs and the Depute Principal & Chief Operating Officer will consider all relevant factors including costs and changes to the employee's contract of employment, and only where it can be demonstrated to be in the best interests of Forth Valley College will benefits be released.

Any flexible retirement request will only be approved where the aggregate of pension and new salary does not exceed the former salary. Any application to reduce hours must be reasonable and not merely a token or cosmetic reduction to allow scheme benefits to be activated.

Where a flexible retirement request has been approved, the employee will be required to take all accrued benefits in relation to that employment.

9. WAIVING OF ACTUARIAL REDUCTION :

Regulation 29(89) LGPS (Scotland) Regulations 2014⁸

College Policy on Discretion:

Members whose benefits are released after age 55 and prior to the Normal Pension Age (including those released on flexible retirement grounds) may incur an early payment penalty.

Consideration has therefore to be given to the circumstances in which the early payment penalty would be waived and the costs borne by the employer.

College Discretion:

The Vice Principal for Finance & Corporate Affairs and the Depute Principal & Chief Operating Officer will consider all relevant factors and only where it can be demonstrated to be in the interests of the College or where exceptional compassionate circumstances exist will any early payment penalty be waived.

10. RULE OF 85 PROTECTION:

Para 1(1)(c) of Schedule 2 to the LGPS (Transitional Provisions, Savings and Amendment) Regulations 2014

Summary of Discretion:

Scheme members who joined before 1 May 2015 and who are granted retirement between age 55 and 60 are protected in varying degrees against the early payment penalty that would normally apply to a retirement before Normal Pension Age. This is known as Rule of 85 protection. The existence of rule of 85 protection means that if retirement is authorised an employer is required to make a strain payment to the Pension Fund to compensate it for the cost of additional pension payments and the loss of future contributions and investment returns. In some cases, the strain cost may result in the retirement application being refused.

Under the new scheme, the option now exists for employers to set aside the rule of 85 protection, in which case the member would receive a lesser benefit but the strain cost to the employer would either be reduced or eliminated. This new flexibility may increase the affordability of such retirements. Consideration has therefore to be given to the circumstances in which the rule of 85 protection would be set aside

College Discretion:

The Vice Principal for Finance & Corporate Affairs and the Depute Principal & Chief Operating Officer will consider all relevant factors and only where it can be demonstrated to be in the interests of Forth Valley College will rule of 85 protection be set aside either in full or in part.

**11. EARLY PAYMENT OF PENSION:
Regulation 29(5) & (13) LGPS (Scotland) Regulations 2014**

Summary of Discretion:

Consider whether to agree to a request for early voluntary payment of benefits on or after age 55 and before age 60.

College Discretion:

The Vice Principal for Finance & Corporate Affairs and the Depute Principal & Chief Operating Officer will consider all relevant factors and only where it can be demonstrated that exceptional compassionate circumstances exist will benefits be authorised for release on or after age 55 and before age 60.

In determining compassionate grounds, financial reasons alone will not be considered sufficient to justify the release of benefits.

**12. MEMBERS' CONTRIBUTION RATES:
Regulation 9(3) LGPS (Scotland) Regulations 2014**

Summary of Discretion:

Consider whether member's contribution rates will be reassessed where there is a permanent material change to a member's employment. Notwithstanding any material change in the member's employment, rates require to be reassessed on the 1st April annually.

College Discretion:

A member's contribution rate will be reassessed where there is a permanent material change to a member's employment e.g. on promotion, demotion, re-grading or a part-time member's contractual hours change.

13. INTERNAL DISPUTES RESOLUTION PROCEDURE:

Regulation 6871(5)(c) LGPS (Scotland) Regulations 20148

Summary of Discretion:

The Local Government Pension Scheme (LGPS) contains its own disputes resolution procedure. For the Falkirk Fund, this involves appeals being heard by the Principal Pensions Officer of Strathclyde Pension Fund with whom the Falkirk Council Pension Fund has a reciprocal arrangement. Some appeals require to be considered by the employer in question (e.g. a dispute over the member's rate of pension contribution or the failure of the employer to grant ill health retirement). Consequently, consideration should be given as to who should be responsible for adjudicating on such "employer related" disagreements.

College Discretion:

Where the appeal concerns "employer related disagreements" the specified person to hear an appeal is the Vice Principal for Finance & Corporate Affairs and the Depute Principal & Chief Operating Officer.

14. ACCEPTANCE OF LATE TRANSFER PAYMENTS:

Regulation 958(6) LGPS (Scotland) Regulations 20148

Summary of Discretion:

Consider whether to extend the normal time limit for acceptance of a transfer value beyond 12 months from joining the LGPS.

College Discretion:

Unless there have been administrative delays or omissions as determined by the Chief Finance Officer of Falkirk Council, belated transfer payments will only be accepted where the request to transfer has been made within 12 months of participating in the Falkirk Council Pension Fund.

15. EXTENSION OF 30 DAY DEADLINE FOR SHARED COST APCS:

Regulation 16(16) LGPS (Scotland) Regulations 20148

Summary of Discretion:

Consider whether to extend the 30 day deadline for a member to elect for a shared cost APC upon return from an unpaid authorised period of absence from work (n.b. does not apply to authorised leave relating to illness or injury, relevant child-related leave or reserve force service leave as separate rules apply).

College Discretion:

In the event of unpaid authorised leave of absence as described above, the scheme member will be allowed to elect to buy-back the amount of "lost" pension within three months of returning from that leave of absence or within one month of them having received details of the costs of the buy-back from the employer, whichever is the later.

Any other employer discretions arising under the LGPS regulations will be considered and determined by the Vice Principal for Finance & Corporate Affairs and/or the Depute Principal & Chief Operating Officer on a case by case basis.