

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

AGENDA

1. Declarations of interest
2. Apologies

FOR APPROVAL

3. Minutes of Meeting of 27 February 2018
4. Matters Arising
 - a) H/17/024 Gifts and Hospitality Policy
 - b) H/17/025 Complaints Procedure – Principal
 - c) H/17/026 Delivering the People Strategy
 - d) H/17/028 National Bargaining Report
5. Equalities Policy Andrew Lawson
6. Five Year Plan for the People Strategy Ralph Burns

FOR DISCUSSION

7. Health and Safety Report Marc McCusker
(Elements of paper 7 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.)
8. Staff Development August 2018 Andrew Lawson
9. National Bargaining (Verbal) Andrew Lawson
10. Review of Risk
11. Any other competent business

FOR INFORMATION

12. Staffing Establishment Report Ralph Burns
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Room S1.18, Stirling Campus (commencing at 4.30pm)

Present: Mrs Beth Hamilton (Chair)
Mrs Fiona Campbell
Mr Davie Flynn
Mrs Anne Mearns
Mr Steven Torrie (Co-opted member)

Apologies: Mr Steven Tolson

In Attendance: Mr Andrew Lawson, Depute Principal and Chief Operating Officer
Mr Ralph Burns, Head of Human Resources
Mr Stephen Jarvie, Corporate Governance and Planning Officer

H/17/021 Declarations of Interest

None

H/17/022 Minutes of meeting held on 21 November 2017

Approved.

H/17/023 Matters arising

a) H/17/015 Health and Safety Update

Members had requested that the report be updated. The Corporate Governance and Planning confirmed the updated report was circulated to members by email.

H/17/024 Gifts and Hospitality Policy

The Depute Principal and Chief Operating Officer presented the updated policy for consideration and approval. He noted that the update reflected changes in disclosure levels across the College sector in the years since the last revision to the policy. He noted that there was not a high occurrence of gifts and hospitality being received by the College.

Members queried whether the register was electronic or paper. It was confirmed that it is paper at the moment but would move to electronic at some point in the future in line with many College systems.

Members requested that, for clarity, a summary of changes be included on the front of the policy. It was confirmed that this would be added.

a) Members approved the revised policy document

H/17/025 Complaints Procedure – Principal

The Depute Principal and Chief Operating Officer presented the draft procedure. He highlighted that the procedure was developed as a result of a request from SFC and that it broadly mirrored the existing procedure for all staff, with the main changes being the Board's role in investigation and decision-making.

Members discussed the policy and noted that a flowchart of possible actions to be taken would be advantageous. Members also highlighted a number of minor amendments.

It was agreed that the changes highlighted and the flowchart would be developed prior to taking this item to the Board of Management for approval.

- a) Members approved the recommendation of the policy to the Board of Management for final consideration and approval.

H/17/026 Delivering the People Strategy

The Head of Human Resources presented members with a report on the implementation of the People Strategy, which was approved by the Board of Management in December 2017.

He noted that a working group had been set up to ascertain a baseline of the College and outlined the findings of the group to date on the composition of staffing across the College.

Members noted the different levels of performance setting across the College and queried the reason for this. The Head of Human Resources noted that this was due to the variety of roles and whether targets being set were shorter or longer-term targets for individual staff.

Members also discussed the potential for training for future promotion/secondment. The Head of HR noted that this was coming through more strongly in the process but was only a factor where staff express an interest in progressing and there is the potential to do so.

Members requested more information on the composition of the listening to employee sessions. The Head of HR noted that the membership was mainly voluntary, with some key staff asked to participate, and that these sessions were not led by SMT to allow staff the freedom to express themselves fully. He also noted that the College was very aware that, when issues were raised, action needed to be taken if possible.

Members noted that attending these sessions may be of interest to Board Members.

Members queried whether the College had an indication of costs associated with this activity. The Head of HR noted that there weren't costs at this time as this activity is

in the early stages but also confirmed that the College, wherever feasible, developed additional training resources internally to ensure it was tailored to the College's environment and culture.

- a) Members noted the content of the report

H/17/027 Staff Development – February 2018

The Head of Human Resources presented a report on the recent staff development session for support members of staff. He highlighted that the focus was on digital technology and increasing staffs confidence, with a number of training sessions and a range of technologies being put on display in the main hall for staff to visit.

- a) Members noted the content of the report

H/17/028 National Bargaining Report

The Depute Principal and Chief Operating Officer presented a report updating members on developments with national bargaining. He noted that lecturers and senior lecturers core conditions had now been approved and confirmed that, while this would not effect existing staff, these new terms and conditions would apply to any lecturing staff joining the College from August 2018 onwards.

He reported on the pay demands submitted by EIS and support staff unions and outlined the current progress in relation to these and the options being considered by the Employers side. He also outlined the potential financial impact to the College of these options.

Members expressed concern at the additional cost and queried whether SFC would meet this.

The Depute Principal and Chief Operating Officer reported that there have been indications of additional funding from SFC but that College would likely need to find some of the additional funds.

Members noted that this should be highlighted to the Board and feedback to SFC that this is concerning.

The Depute Principal and Chief Operating Officer noted that the Employers Association was already in discussion with SFC on this and that the College had budgeted for potential increases.

- a) Members noted the content of the report

H/17/029 Review of Risk

Various risks were considered but none were amended

H/17/030 **Any Other Competent Business**

None

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1. Purpose

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

2. Recommendation

That members consider and approve the attached policy for recommendation to the Board for final approval.

3. Background

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

4. Key Considerations

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

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

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

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

5. Financial Implications

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

6. Equalities

Assessment in Place? – Yes

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

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

7. Risk

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

	Likelihood	Impact
Very High		
High		
Medium	X	X
Low		
Very Low		

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

Risk Owner – Andrew Lawson

Action Owner – Mhairi Shillinglaw

8. Other Implications –

Please indicate whether there are implications for the areas below.

Communications – Yes

Health and Safety – No

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

Paper Author – Mhairi Shillinglaw

SMT Owner – Andrew Lawson

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

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

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

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

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

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

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

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

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

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

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

Sexual orientation (whether a person's sexual attraction is towards their own sex, the opposite sex or to both sexes)		+
Religion and belief (inc. no belief)		+
Pregnancy and maternity		+
Marriage and civil partnership		+
Other identified groups (e.g. carers)		+

(ii) Action Plan to obtain data and evidence for impact assessment:
n/a

Step 3: Consultation

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

Step 4: Decision Making

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

- 4.1 No amendment to the policy/decision is required (policy/decision is robust, with no negative impact);
- 4.2 Adjust the policy/decision (take steps to meet the general duty and reduce negative impact);
- 4.3 implement the policy/decision without adjustment (continue despite the potential for adverse impact);
- 4.4 Stop and remove the policy/do not proceed with decision (where adverse effects are not justified and cannot be mitigated or where the policy leads to unlawful discrimination).

4.1

Step 5: Publication:

Equality Impact Assessments must be published.

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

Step 6: Monitoring and Review

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

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

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

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

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

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



Equalities Policy

Status:

Date of version:

Responsibility for Policy:

Responsibility for implementation:

Responsibility for review:

Date for review:

Approved

~~April 2015~~ April 2018

~~Associate Principal and Executive
Director Operational~~

~~Effectiveness~~ Depute Principal & Chief
Operating Officer

~~Equalities Manager~~ Head of Equalities,
Inclusion & Learning Services

~~Head of Equalities, Inclusion & Learning
Services~~ Equalities Manager

April 201821

Equality for All

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

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

Background

This policy summarises Forth Valley College's commitment ~~the College's aims and objectives~~ to have due regard to:

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

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

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

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

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

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

Key College ~~aims and objectives~~ requirements:

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

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

Responsibilities & Monitoring

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

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

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

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

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

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

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

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

Equalities Impact Assessment

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

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

Associated documents information

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

Equality Outcome Plan 2017-21

Equality Mainstreaming Report 2017

Equal Pay Statement [2017](#)

The following are relevant policies and procedures in promoting equality for all at FVC:

Prevention of Harassment and Bullying Policy

Student Discipline Procedure

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

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

[Complaint Form](#)

-Equalities Impact Assessment (EQIA)

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

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

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

1. Purpose

To inform members on the proposed Five Year Plan for the People Strategy

2. Recommendation

That members note the content, comment and make recommendations, and approve the plan.

3. Background

The People Strategy 2017-22 was approved in December along with an initial 'Year One' implementation plan which focused on actions required to begin the process of setting a framework on which to build upon. This included a workforce plan and a short life working group looking at three areas:

- Professional Development
- Leadership Skills Development
- High Potential Development

The workforce plan has been completed and the short life working group met to discuss the subject matter allowing data analysis, further research to be undertaken and for the five year plan to be devised (Appendix 1). For information, the findings of the Short Life Working Group is attached (Appendix 2).

4. Context

The three initial areas for development (as above) were confirmed in the research as relevant and appropriate to the aims of the Strategy. In addition, following the information gathering phase, three further areas were added to plan. These include:

- Well-being, Engagement and Diversity
- Core Competencies and Standards
- Lecturing Skills Development

Of key importance was matching the plan to the aims of the People Strategy and thus it was necessary to directly evidence each of the six areas contained within the plan, directly with the Strategy.

To do this the plan visually highlights the six areas and how they relate to each other, specifying the scope and aspirations of the plan. This is then broken down where each of these areas follows a similar structure by commencing with its key objective and by directly quoting from the People Strategy on how that area relates directly to the Strategy. Each section then details the actions required to meet its objective and includes a means to measure success.

The five year plan is high level encompassing broad development areas. As with the year one Implementation Plan a more comprehensive yearly plan will provide more detailed operational planning and allow for reflection and corrective action where necessary.

5. Financial Implications

Please detail the financial implications of this item –

Each section of the five year plan has cost attached however allows flexibility dependent on priority and budget. The plan allows for senior management discussion on the scope of the implementation which will have a direct impact on costs.

6. Equalities

Assessment in Place? – Yes No

If No, please explain why – N/A

Please summarise any positive/negative impacts (noting mitigating actions) – The Strategy impacts on all staff equally. Each section of the proposed implementation plan will be risk assessed to ensure it meets the standards required.

7. Risk

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

	Likelihood	Impact
Very High		
High		x
Medium		
Low	x	
Very Low		

Please describe any risks associated with this paper and associated mitigating actions – The development plan requires regular review to ensure it maintains relevance and is adaptable to changing circumstances

Risk Owner – Ralph Burns

Action Owner – Andrew Lawson

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 – Not Applicable

Paper Author – Ralph Burns

SMT Owner – Andrew Lawson

Implementation Plan for the People Strategy

2017-2022

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Index

Background

Introduction

Key Activities

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

Cultural Survey

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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



The dynamics of our workforce are changing and staff expect more, not simply in monetary terms but in personal growth, intellectual respect and greater contribution to shape the direction of the college. The People Strategy meets these needs through a consultative approach, career development opportunities and engagement.

Introduction

The ambitions of the People Strategy are clear and is strengthened by allowing for the utilisation of our current processes. However, rather than having individualised processes, the formalisation of a strategic approach creates synergy. This will focus priorities, maximise resource allocation, and minimise the risk of repetition.

A formalised approach provides an opportunity to review practices, to develop areas for improvement, and to incorporate flexibility and adaptability into our practices to take advantage of learning experiences and to account for external influences. As part of that approach a Workforce Planning Review was undertaken and a Short Life Working Group made up of staff operating at varying levels cross college was formed to add to the contributions of Senior Management.

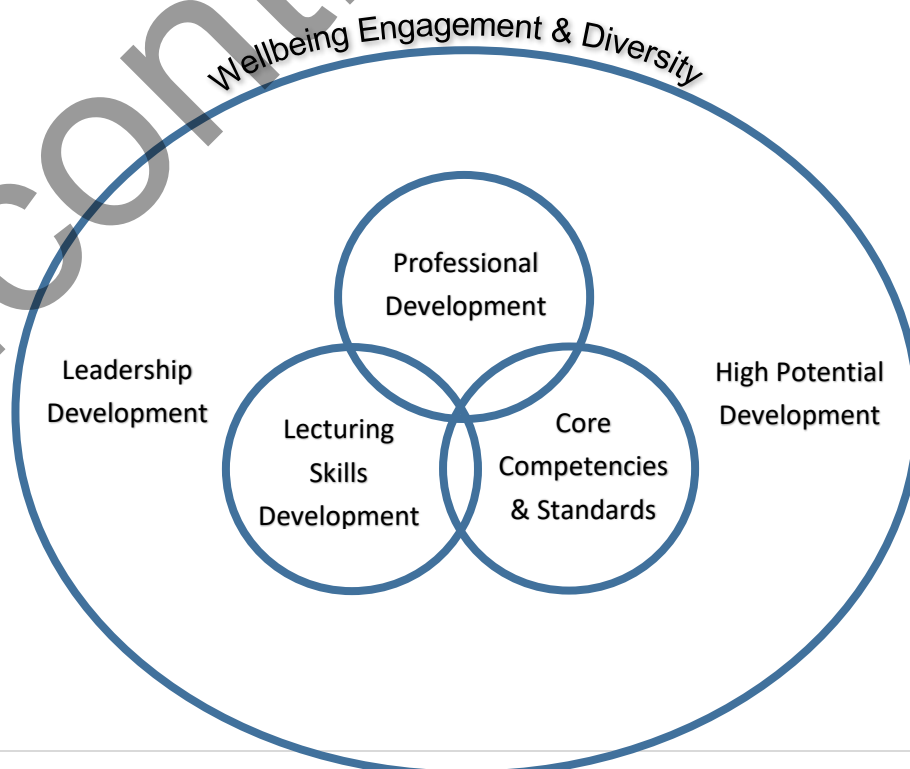
Three key areas of focus, were identified in the initial implementation plan including:

1. Professional Development
2. Leadership Development
3. High Potential Development

On completion of the workforce planning review and short life working group, the output from this was linked to the Strategy's objectives and provided valuable insight, highlighting further focus areas. Three additional areas of focus were identified:

4. Well-being, Engagement and Diversity
5. Core Competencies and Standards
6. Lecturing Skills Development

These will form the core activities of the 5 year plan and are detailed in the following sections.



Key Activities

1. Professional Development

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

How this meets the strategy:

- *Create opportunities for enhanced two-way communications and scope for staff to provide feedback for our future development*
- *Cultivate a culture that strives for excellence in everything we do and seek to continually improve and develop*
- *Cultivate a sector leading workforce of highly skilled employees in both teaching and service departments*
- *Lead a digital first ethos that ensures digital literacy and creativity is placed at the heart of everything we do*
- *Deliver clear and concise expectations of individual roles, responsibilities and impact on the overall success of the College*
- *Create an environment where people flourish – giving scope to work with a greater autonomy, and celebrate and recognise success*

Action:

- a. Undertake review of Performance Review and Development (PRD) process
- b. Consult with staff via Short Life Working Group
- c. Review quality and purpose of PRD and align to needs of College, findings of SLWG and objectives of People Strategy
- d. Develop and deliver training to all line managers on:
 - Undertaking a Performance Review
 - Defining development priorities
 - Measuring competencies
 - Setting SMART objectives in line with operational plan and development needs
 - Discussing career aspirations
 - Creating an individualised training and development plan
 - Having meaningful conversations
- e. Monitor and review effectiveness of process

Measuring Success

- a. Development and delivery of line manager training commenced in year 2
 - b. Completion rate of PRD at 90% by year 3
 - c. Number of PRD meetings for staff at 2 per year by year 3
 - d. Positive feedback via survey on the impact and worth of the process rated as good by year 3 and very good by year 5
-

2. Leadership Development Programme

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

How this meets the strategy:

- *Lead the College through strong governance, sound decision-making and clear expectations*
- *Enhance the College's brand position through our shared culture and values*
- *Deliver trust and confidence in our people to deliver a world class service*
- *Instil an agile methodology that responds to the needs of students, staff and stakeholders*
- *Cultivate a sector leading workforce of highly skilled employees in both teaching and service departments*
- *Cultivate the very best talent from within and outwith the College to support curriculum development, deliver strategic priorities and capitalise on growth opportunities*
- *Deliver creative development solutions where we learn from each other and share best practice and provide forums to shape ideas and recognise success*
- *Instil a management culture that leads by example and seeks to provide feedback through positive dialogue*

Action:

- a. Consult with staff via Short Life Working Group
- b. Define Leadership Competencies utilising findings of SLWG and Senior Management
- c. Develop three tier approach to leadership development
 - i. Leadership for all: providing the individual with core understanding of leadership, team working, collaboration, engagement and performance management
 - ii. Leadership: skills required and expected of staff in leadership roles within Forth Valley College
 - iii. Strategic Leadership
- d. Implement training schedule and deliver

Measuring Success

- a. Programme developed: tier (ii) in year 2, and tier (i) by year 3
 - b. 20% of relevant staff commenced tier (ii) programme by year 3
 - c. 70% of relevant staff commenced tier (ii) programme by year 5
 - d. Roll out of tier (i) by year 3
 - e. Programme developed in year 4, tier (iii)
 - f. All senior management to undertake tier (iii) programme by year 5
-

3. High Potential Development Programme

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

How this meets the strategy:

- *Cultivate future leaders through a clearly defined talent management programme*
- *Create a student-centric organisation to ensure everyone reaches their full potential*
- *Enhance our position as the employer of choice through world class development opportunities*
- *Deliver opportunities for effective cross college partnership working to build on our success*
- *Cultivate the very best talent from within and outwith the College to support curriculum development, deliver strategic priorities and capitalise on growth opportunities*
- *Create an environment where people flourish – giving scope to work with a greater autonomy, and celebrate and recognise success*
- *Enhance staff development opportunities and increase investment in CPD and Staff Development*

Action:

- a. Undertake review of the Performance Review and Development (PRD) process to support assessment
- b. Consult with staff via Short Life Working Group
- c. Develop framework to select staff for development programme
- d. Develop assessment methods to evaluate candidates learning needs
- e. Prioritise candidate selection based on business priorities
- f. Create individual development programmes

Measuring Success

- a. Develop selection process by year 1
 - b. Initiate a bespoke development programme for middle and senior managers by year 1
 - c. Develop the development programme for middle and senior managers by year 2
 - d. Develop programme for first line managers by year 3
 - e. 20 Staff commenced programme by year 2
 - f. 40 Staff commenced programme by year 4
 - g. 60 Staff commenced programme by year 5
-

4. 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.

How this meets the strategy:

- *Instil a collaborative approach by listening to our people to shape the future direction of the College*
- *Lead the College through strong governance, sound decision-making and clear expectations*
- *Deliver trust and confidence in our people to deliver a world class service*
- *Create opportunities for enhanced two-way communications and scope for staff to provide feedback for our future development*
- *Deliver clear and concise expectations of individual roles, responsibilities and impact on the overall success of the College*
- *Lead a culture of respect, openness, transparency and accountability across the College*
- *Enhance opportunities to improve the health and well-being of our workforce*
- *Encouraging staff to enter their work in external awards to showcase their practice and raise their profile across the sector through external endorsement*
- *Celebrate success through increased internal and external communications*

Action:

- a. Ensure effective channels for employee voice through the introduction of Listening to Employees
- b. Maintain regular meetings with Unions
- c. Encourage opportunities for staff inclusion in decision making (the SLWG is such an example)
- d. Review personal support provision to staff in the workplace
- e. Introduce leadership training and measure impact ensuing adjustments are made dependent on feedback
- f. Conduct Equalities Impact Assessments on relevant aspects of strategy implementation
- g. Collaboration with Health and Wellbeing Committee

Measuring Success

- a. Introduce Listening to Employees Year 1
 - b. Evidence Equalities Impact Assessments for each relevant area and take corrective action where appropriate
 - c. Conduct a transparent approach via open communications and evidence consultation
-

- d. Evidence supportive measures to improve engagement including provision for carers and supporting health and wellbeing at work

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.

How this meets the strategy:

- *Lead the College through strong governance, sound decision-making and clear expectations*
- *Enhance the College's brand position through our shared culture and values*
- *Lead a digital first ethos that ensures digital literacy and creativity is placed at the heart of everything we do*
- *Deliver clear and concise expectations of individual roles, responsibilities and impact on the overall success of the College*

Action:

- a. Develop a coordinated approach to training and development with departments, developing a collaborative approach and reducing duplication
- b. Develop e-learning portfolio of relevant compliance materials
- c. Coordinate college wide training through interactive platforms
- d. Maintain a database of training and development requirements and deliver at set intervals
- e. Conduct annual training needs analysis for departments and source appropriate training to meet priority needs efficiently and effectively

Measuring Success

- a. Conduct annual TNA for departments commencing in year 1 for year 2 and continue each year
- b. Create a programme calendar for events by year 2 (with Information Services support)
- c. Evidence actions based on TNA results for each year
- d. Evidence a relevant, functioning e-learning portfolio

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.

How this meets the Strategy:

- *Promoting an agile workforce, embracing innovation, facilitation, mentoring and peer support*
- *Delivering the benefits of a digital environment through capacity building and CPD that embraces emerging technologies and practices*
- *Create a student-centric organisation to ensure everyone reaches their full potential*
- *Create a modern, flexible working environment which promotes innovation and creativity*
- *Instil an agile methodology that responds to the needs of students, staff and stakeholders*
- *Deliver clear and concise expectations of individual roles, responsibilities and impact on the overall success of the College*

Action:

The Creative Learning and Technologies Strategy has made a commitment to ensuring teaching staff have the necessary skills, including learning and development opportunities appropriate to the needs of the role. This works in unison with the objectives of the People Strategy, and the actions of Learning & Quality and teaching departments will be supported through:

- a. Training Needs Analysis
- b. Line Manager Training
- c. Performance Review and Development
- d. Consultation and Engagement activities
- e. Leadership development

Measuring Success

This will be measured through the outcomes of the objective achievement plan 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.



Short Life Working Group Findings

Year One People Strategy

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Index

Page

- 2 Background
- 3 Leadership Development
- 6 Professional Development
- 8 High Potential Development

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Background

The year one implementation plan had a focus on three areas:

- 1. Leadership Development**
- 2. Professional Development**
- 3. High Potential Development**

A Short life working group was set up in the spirit of consultation and in line with the People Strategy to provide an opportunity for consultative inclusion of all levels of staff. A meeting was held with staff from support and academic roles including a range of positions to discuss the three areas in broad terms. The larger group was then split into three, to focus on one area, and subsequent meetings were held and facilitated by a HR Business Manager.

The findings of each follow.

People Strategy – Short Life Working Group – Leadership Development

The Leadership Development short life working group was asked to look at leadership skills and how individuals could, in the future, achieve the competences required to be a successful leader. This would allow a 'success profile' to be developed from which a training programme will be developed. The group were asked to look at the skills of a leader, what the current leaders of the college do well and what can be improved.

Process

A cross college short life working group took place and involved discussions on three different areas, Leadership Development, Professional Development and High Potential Development. Discussions on the topic of leadership within the college included the perception of what makes a good leader and also what they would like to see in the future leaders of the college.

The short life working group was then broken down into 3 working groups to focus on a specific area. Each group consisted of staff within support and academic roles at all levels. The Leadership Development group moved the discussion forward when looking at the skills of a leader and what would be required to instil these skills in the College's future leaders.

Findings

At the full short life working group, each sub-group discussion split the topic of leadership into two areas: individual and team perspectives. It was clear that there was a belief that there were different requirements for both the individual and the team. These were mostly given by the group through short statements and are detailed in the attached table.

The following meeting was by design, more focused and detailed. The group reviewed the findings of the first meeting and highlighted that the areas were a mix of skills and qualities, some could be taught, where others needed to be developed over time.

It was added that it may be beneficial to have a suite of management training courses on the college training site Moodle, where staff could work through management modules in their own time. It was also agreed that HR policies could be turned into courses with case studies that would be worked through and marked by a mentor or current leader. Some suggested it could be set up like ECDL with each module being optional.

It was also felt that staff who are keen to develop may benefit from shadowing the colleges current leaders and also possibly 'covering' for a manager who is on holiday or off sick to give them an idea of the role. It was also suggested at this point it may be helpful to train current managers as mentors who can support those interested in developing. It was agreed that the ability to shadow managers would be beneficial to help develop the qualities required to be a leader.

The group were clear that they felt that there were a number of areas that would be linked to ensure future talent has the skills we require. It was acknowledged that training would be beneficial, however, it was also highlighted that staff interested in progression would need an element of self- motivation, and the group felt they would need to have:

- Commitment
- A willingness to learn
- Drive
- Be open to feedback
- The ability and foresight to complete self-analysis
- Confidence to put self forward for projects
- An understanding of how to manage pressure/stress
- Time management training
- Resilience training
- Reliability and accountability

The group also felt that the future leaders need to have an awareness of the college, not just their department, as well as build relationships across the college.

Recommendations

A structured management programme should be developed, taking into consideration the points detailed within the findings. The training programme should be bespoke and allow each person to be involved in the developing this programme. Each individual should be able to demonstrate that they have the commitment to complete the programme. The programme should look at individual skillset, and needs within the college utilising mentoring and shadowing, ensuring that the individuals are aware of the operational and strategic plans.

What do we need in a Leader? (Individual perspective)

Approachable <ul style="list-style-type: none"> Open Door Supportive Never 'too busy' 	Good Communicator <ul style="list-style-type: none"> Collaborative decision making 	Accessible	Consistent Approach	Supportive & Have Empathy
Knowing Expectations	Good Motivator	Being able to engage	Have conviction	Proactive
Being treated as equal	Good people skills <ul style="list-style-type: none"> Ensure staff feel valued 	Ability to listen	Decision Maker	Leading by example
Having ability to coach	Giving clear instructions <ul style="list-style-type: none"> No mixed messages 	Trust	Being transparent	Give feedback – good and bad

What do we need in a Leader (Team Perspective)

Instil confidence in Team	Understand everyone's roles to give advice when required.	Reflect as a team <ul style="list-style-type: none"> What has been achieved What actions should be taken forward 	Instil team view so people don't work as individuals	Meet as a team <ul style="list-style-type: none"> Have meetings regularly Team huddles
Leading the team <ul style="list-style-type: none"> Cross team networking Encouraging Integrate team Knowledge of what others are doing 	Treating team as individuals <ul style="list-style-type: none"> Have ability to tailor style as not everyone is the same Ensure everyone has a voice Consistent approach 	Strategic v Operational <ul style="list-style-type: none"> Communicating with staff what is happening within the college 	Engaging	Developing the team <ul style="list-style-type: none"> Taking time out to look at direction of team and college
Accept that mistakes happen – be supportive and learn from them if first time.	Deal with situations as they arise – not dealing with this indirectly through email.	Know audience <ul style="list-style-type: none"> Ensure everyone is engaged in process 	Leading by example	Trust team <ul style="list-style-type: none"> Don't do everything yourself
Review and seek feedback	Understand team and their motivations	Promote values of the college		

People Strategy - Short Life Working Group – Professional Development

This short life working group was tasked to consider the topic of Professional Development. Whilst discussions on this topic focussed mainly on the college's Performance Review and Development (PRD) process, the group did widen discussions, generally to other factors that contribute to 'professional development'.

Prior to this short life working group, the general and statistical feedback suggested that the PRD, as a tool, was being applied and utilised across the college differently and with varying degrees of success in terms of achieving college objectives and motivating staff.

Process

A cross college short life working group took place and involved discussions on three different areas, Leadership Development, Professional Development and High Potential Development. Professional Development generated an initial discussion on the areas of setting objectives, quality of the face to face meetings, the recording process, support, regularity of meetings, development, and achievements.

The short life working group was then broken down into 3 working groups to focus on a specific area. Each group consisted of staff within support and academic roles at all levels. The feedback from this process was excellent, staff felt like they had an opportunity to input into college processes and could do so in a manner that, regardless of position or grade, that they did not feel intimidated. Staff were very engaged and added value to the process.

Findings

The overwhelming feedback from each group was that the PRD process was time consuming for managers and that despite this, it was still viewed as a 'tick box' exercise and that it added very little value to staff or college achievement.

There was a large variance between the group as to how PRDs were used and how effective they were, and how long the meeting was. It was suggested that even within one department, some PRDs could last 20 minutes and others could last 2½ hours.

The general feedback was that there was no clear purpose of what the PRD was for. Feedback suggested that it should be more focussed on the individual and objectives should be tailored to meet the needs of individual. The managers on the working group indicated that not all objectives were driven by the operational plan and that they can be driven by team evaluation, IV/EV processes, quality cycle, departmental priority etc. and that the current format of the PRD could make all this restrictive to capture and this required review.

It has also come to light that awarding bodies have requirements for CPD logs to be completed for regulated qualifications. According to the Learning & Teaching Manager, the current PRD form does not cater for these requirements and therefore there are a number of variations of CPD logs being recorded throughout the College out with the PRD process. As such, we are losing the ability to capture the richness and range of CPD activity that is currently being carried out in the College. However, there is a GTCS link on the PRD that lecturing and management staff find helpful to have on the PRD form. Consideration should be given to a 'one stop shop' platform for recording CPD.

With the introduction of the new 'Mandatory Training' section within the CPD tab, staff feel that discussion on mandatory training now has consumed the 'CPD' part of their PRD and therefore no real discussion on general CPD. The other point that was raised that the discussion on

future role specific training is not recorded on the form, but is simply a list of training that has been requested via a CPD form.

In terms of training, not all participants felt that training was a requirement, but more a clear and common understanding of what the purpose of a PRD was and how to use it as a tool. The feedback was that a review, taking into account the feedback was required and then a new launch and an emphasis was made on ensuring the correct roll out was undertaken and not just by sending an email.

Recommendations

A summary of the recommendations going forward are outlined below:

- Engagement in PRD is currently so low that it was suggested that a complete relaunch, perhaps even branded, was carried out. It was suggested that this should **not** be by email but via face to face briefings. It should include a clear purpose and understanding of roles and expectations. Perhaps a structure should be included but with enough flexibility for individual circumstances
- Consider whether utilisation of the 3 weeks on the lead up to the end of term (June) could be utilised either for PRD (to tie in with team evaluation and other College processes as outlined above) or for other staff development days
- Review purpose of PRD – can it be made more personal and driven by the employee
- Provide a structure (with flexibility built in) for a PRD and consider timing – feedback suggests no set cycle and staggering the meetings across a year and not cram them all in the one week as this reduces quality. Try to have a more consistent approach to avoid the 20 mins v 2½ hour meetings
- Utilise other college practices to influence objective setting at team level e.g. team evaluation in June
- Objectives are not always linked to an Operational Plan number, so consider a free text box for justification, or a drop list menu.
- Full review of CPD recording across the College and how this can be best recorded in one area (and include a progress update). Is the Professional Practice Area being used, and if not, why? Also how can we best record activities such as peer learning, secondments, building important relationships (eg employers), competitions, events, mentoring, networking, college committees, formal courses, etc
- Make 'Mandatory Training' have its own tab.
- Review the field for Role Specific Training – could this capture future CPD required for the forthcoming period?
- Review how we carry out TNAs – is there an easier way to capture the information to avoid duplication from managers. Should all staff have an understanding of what a TNA is?
- Staff Development Days as a whole requires review. Lecturing staff want more than creative learning day, also want a departmental led day and a day where workshops are on and they get a choice to book an appropriate workshop.

People Strategy – Short Life Working Group – High Potential Development

High Potential Development is identifying and developing employees, from all levels of the college, with the potential to succeed in key positions that might arise in the future.

The aim of the meetings/short life working group was get views on the types of methods that could be used to identify 'potentials' to be part of the High Potential Development programme and then to get suggestions as to how individual would be selected.

Process

A cross college short life working group took place and involved discussions on three different areas, Leadership Development, Professional Development and High Potential Development. What came through at the initial meeting for the High Potential Development strand was that clarity of this process was very important and individual confidence in terms of people putting themselves forward ranked highly as key considerations.

Initial ideas around methods of identifying 'potentials' were:

- Two pronged approach i.e. identifying people based on priority areas as well as individual/management/peer identification
- 360 degree feedback to allow for self-assessment before self-nomination
- CPD records
- Application form
- Management nomination
- Self-nomination
- Peer nomination
- Through PDR process – perhaps joined up thinking with that group?
- References – this could be managers or other people who work closely with the individual
- Headhunting approach
- Psychometric tests
-

Initial ideas around the selection criteria were:

- Generic competency framework (there needs to have transparent criteria to assess against). Perhaps linked to competencies developed as part of the leadership section. College values/vision should be at the core of this.
- Informal meetings instead of 'interviews'
- Applications could be anonymised to avoid any unconscious bias at the first stage

The short life working group was then broken down into 3 working groups to focus on a specific area. Each group consisted of staff within support and academic roles at all levels.

Findings

Method of Identifying 'Potentials'

Create a 'Bank' of Staff

The group discussed the value of understanding who in the college actually wanted to develop themselves with a view to progressing, whether this be within the college (ideally, in order to retain talent) or moving out of Forth Valley College but remaining with the education sector so still able to give something back. The group did note that a lot of people that work at the college are perfectly happy doing what they are doing and are not interested in developing further and that was okay.

It was felt that there may be a high volume of staff who would want to be part of such a programme and that there needed to be a way to make numbers manageable from the beginning. It was decided that information could be given to all staff about the High Potential Development Programme; with very clear expectations on what would be expected from the individual and what they would get in return if they were successful on getting a place on the programme e.g. time commitments, attending formal / informal training such as college courses etc. It was felt that if people were clear from the outset on what would be expected of them and what the programme was all about then people would only 'apply' who were serious about being on the programme and would save valuable time later on in the process. This would create a 'bank' of staff who are genuinely interested in such a programme and their personal development.

It was thought it would be at this stage that individuals could put themselves forward for the 'bank' but that also managers and peers could nominate people to be added to the 'bank'. It was thought that by opening up this initial stage to managers and peers that it would help people who would perhaps not have the confidence to go into such a programme.

It was discussed that line managers should not have an overall influence on staff members putting themselves forward for the 'bank' but was recognised that conversation must take place with line managers so they are aware of the interest in the programme.

Self-Nomination

It was discussed that at this stage all nominations should be self-nominations and via an application form (see Selection Criteria below). Line managers and peers will have had their opportunity to add people to the 'bank' in the first stage. It was thought that if individuals were committed to the programme, they would now be in a better informed position to apply being well aware of expectations placed on them; giving the college a more secure return on investment.

There was general discussion about relationships with line managers and staff and how all relationships are different; some positive and some negative and that if it was for line managers to nominate, the process would no longer be as transparent as it could be seen as 'favourites' being put forward. There was no appetite to include a reference section in the application - again trying to remove bias and keep the process as objective as possible. By building in the 'bank' stage, it was thought this would elevate the 'favourite' issue but still keep line managers involved.

First Sift

In the hope that the volume of applications is manageable, it is envisaged that there will be a panel, similar to a job evaluation panel, to objectively score the applications (see Selection Criteria below). There was some discussion on who should be part of the first sift panel and it was thought that a member of HR, a representative from each Union and a member of SMT be on this panel. It was thought that the panel members will be appropriately trained in scoring the applications objectively.

There was discussion on if there were far too many applications to sift using the method above and that perhaps another step might be needed first. The group discussed perhaps using PRD and CPD records as a way to evidence the person's commitment to development. It was noted that the PRD process may not be done consistent enough to use this as a sift for this

year but perhaps next year once the new process is in place. It is hoped that by adding in the 'bank' stage, this could be avoided but still needs considered.

Evaluation Chat

This would be the final stage and it was thought that this would be made up of SMT members. The group discussed the term 'interview' and agreed that this term can be very off-putting and felt that having an 'Evaluation Chat' would be the way forward. The group made reference to the fact that this was an official part of the process and so the individual would be evaluated but it could be done in more of a relaxed setting; delving deeper into the application form, resulting in a better discussion as everyone would be more comfortable.

Selection Criteria

Following self-nominations using the application form, it was discussed that in order to have a transparent and trusting process/programme, there should be a clear competency framework in which staff could be objectively scored against. The group didn't go into detail on what these competencies might be but it was thought the work being done on developing leadership competencies as part of the People Strategy would form part of this.

The group then went on to discuss the different levels of manager and that although there should be a base line competency for all levels of managers, different levels of manager would require different competencies i.e. a potential first line manager may not need to have knowledge of managing a college wide budget but a potential senior manager would.

The group thought it would be beneficial for individuals to indicate on their application form the level of development they are looking to be considered for i.e. Potential First Line Manager, Potential Head of Department, Potential Senior Management to assist with scoring the application forms and to easily identify how many candidates there were for each level.

Psychometric testing was also briefly discussed which could be used as a tool to help aid decision making. The group noted that it would be important that if this test was used that it would be undertaken and fully understood by a qualified individual. The group weren't sure if using this type of testing would fit in with timeline for the start of this development programme.

Key Recommendations

Overall, transparency and trust was felt to paramount to this programme being a full success and should be considered when devising and implementing the High Potential Development Programme.

Method of Identifying 'Potentials'

1. Create a 'Bank' of Staff
2. Self-Nomination (questions in the application to be linked to agreed competency framework)
3. First Sift
4. Evaluation Chat

Selection Criteria

1. Create a competency framework for each level of manager
2. Key individuals to be trained in understanding the competency framework and how to score objectively against application forms



Appendix A Health and Safety Update

Copy

Previous Newsletters have been issued to staff via efocus and are available on Sharepoint –
H&S Sharepoint Page - General Information - Newsletters

ISSUE NO. 3

Mental Health Awareness Day



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

Following the Positive mental health theme from H&S update Issue 2 which featured the College's Work Positive Policy, an awareness session recently took place in line with World Mental Health day on the 10th of October.

This provided both staff and students a reminder of the support services that are available through the College.

The awareness session was backed up by an Efocus message to allow those you never managed to make the event the opportunity to review the support available

Positively, the majority of staff seemed comfortable with the level of support available and knew how to access it.

Mental Health Awareness

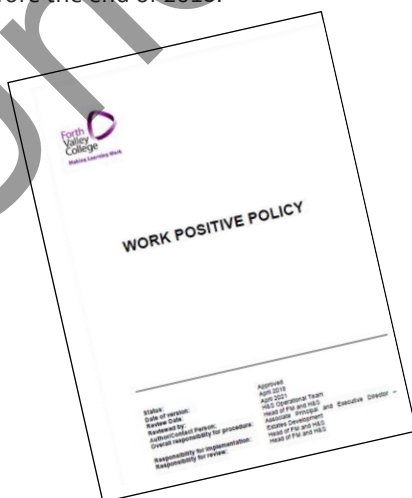
PROVIDED BENEFITS TO SUPPORT GOOD HEALTH

The College goes to great length to support Mental Health and break down any stigmas that may be attached to the subject. Some of the support options are detailed below;

- PAM Assist, confidential counselling service. This service is available 24/7 which staff can call when they need that extra support. Pam Assist also operates an extensive Website providing advice on areas such as coping techniques to financial advice.



- Bullying & Harassment advisors. The College currently has 10 trained advisors
- Open Door Policy. This encourages members of staff to approach their manager. More than 70 Managers have completed Staff development sessions, which were successfully run by HR and supported by H&S
- Occupational Health services. Currently provided through Integral, this service is available for medical reviews and longer-term issues.
- Use of the College Gyms. Across three campus
- Our "Work Positive" process follows the HSE stress standards and involves the individual (or team) completing a work positive evaluation form and discussing the outcome with a trained work positive advisor. We have 9 trained staff across the campuses in addition to H&S and HR. There are currently two vacancies, which will be filled following training, before the end of 2018.



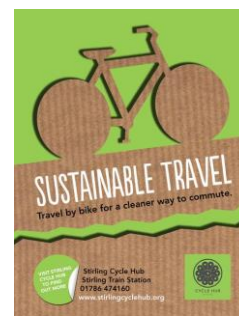
The College not only supports positive mental health but good health in general as there is strong evidence to suggest that the two are closely linked. A closer look at the benefits available to staff are listed below;

- Free Gym Membership for all staff. Whilst College Gyms are open, they are supervised by fully trained Gym Assistants who are able to assist gym members with personal training, group sessions e.g spin classes or produce diet plans scheduled to the individual.



Stirling Gym with River Views

College Cycling Officer. This role is to break down barriers associated with cycling and encourage staff and students to use a cleaner mode of transport for their commute. One way this is being delivered is via 'Dr Bike' sessions which are being held across the FVC Estate to allow bike users the opportunity to have their bike serviced for free while they are at work.



<https://www.pinterest.co.uk/pin/416020084300995683/>

- Campus Refectories. All Refectories cater for a large amount of staff and students with a wide range of dietary requirements. Often preparing food for an individual on request to either suit a medical condition or to support a healthy lifestyle. This is testament to the approachable nature of the staff at the College.

Safety and Compliance

STATUTORY COMPLIANCE

Servest (Formally Arthur McKay Ltd) continue to provide Total Facilities management Services for FVC. Servest have recently been acquired by French Facilities Management Company, Atalian, and are now part of one of the top 5 Facilities companies in the world.



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

Servest presented an update on the work they do to service and manage our Fire detection and prevention systems.

Servest carried out a recent audit of all the fire compartment walls at Stirling and Alloa as an added benefit to the College in order to ensure compliance and safety. Positive results were obtained with minor remedial works required and completed.

The next meeting, Proposed for early 2019, will be a joint review with Servest and our FVC HS 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.



COSHH CUPBOARD
Caution hazardous chemicals stored here

SERVEST ANNUAL REVIEW

Servest recently passed the 1-year anniversary of their appointment in July and produced some positive figures following the annual review. Servest will continue to use the 'Servest' brand for the foreseeable future despite now being part of the global Atalian family.

Servest have now progressed into year two of an initial 3 year contract.

Some of the statistics from year one are detailed in the tables below;

MONTH	ALLOA	STIRLING	FALKIRK	TOTAL
July	7	19	22	48
August	7	13	21	41
September	22	31	50	103
October	24	48	39	111
November	25	32	43	100
December	23	50	33	95
January	25	44	41	110
February	15	42	38	95
March	16	48	34	98
April	16	45	27	88
May	23	44	54	121
June	11	56	33	100
TOTAL	214	472	435	1,121

Year 1 Reactive Tasks by Campus

CAMPUS	TASK	NO	DESCRIPTION
ALLOA			
	Fabric	32	Fire Doors – possibly review work instruction set.
	Lighting	29	Common faults lamps out. Reduced due to monthly PPM lighting checks.
	Security/ Alarms	23	High volume 2017 (17) and 6 in 2018. Trend showing reduction.
STIRLING			
	Catering	85	Due to training operations.
	Fabric	70	Door hinges/locks – to be monitored.
	Lighting	63	Common faults lamps out. Reduced due to monthly PPM lighting checks.
FALKIRK			
	Electrical	58	Lamps/lights out – Fittings end of life.
	Fabric	51	Door hinges/locks – to be monitored.
	Plumbing	48	Leaking sinks/blocked sinks. Possible lack of previous maintenance.

Year 1- Trend of Task by Type

Month	ALLOA	LATE	STIRLING	LATE	FALKIRK	LATE
July	29	2	41	5	25	2
August	30	0	17	0	59	2
September	32	0	33	0	22	0
October	15	0	41	1	18	0
November	17	0	12	0	14	0
December	12	1	14	1	13	1
January	12	0	11	0	17	0
February	12	0	17	0	44	0
March	38	1	32	0	20	0
April	13	0	20	0	16	0
May	13	0	12	0	15	0
June	9	0	8	0	18	0
TOTAL	232	4	258	7	281	5
PPM % COMPLETIONS	98.28		97.29		98.22	

Year 1- Planned Tasks By Campus –PPMs late in July were down to mobilisation and were completed within one week.

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**

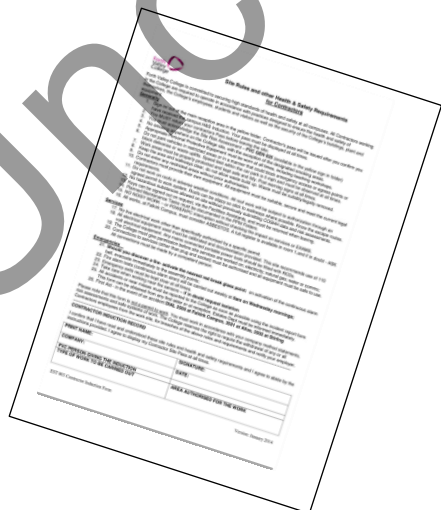
This procedure allows the member of staff carrying out the induction to gain a signature from the inductee to acknowledge that all the relevant information has been provided.

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 2018/2019. 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

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

Competency and Training

All new staff are required to complete the on-line HS Training and knowledge check. Current staff have this included in regular refresher staff development reviews.

Main Menu Search Report Resources Glossary Help

Welcome to Forth Valley College Health and Safety Induction Course

Forth Valley College is committed to operating in line with recognised sector best practice with the aim of achieving "Excellence in Learning" and to providing a safe environment for our staff, students, visitors, contractors and others who may be affected by our activities.

Specifically our general health and safety policy is to:

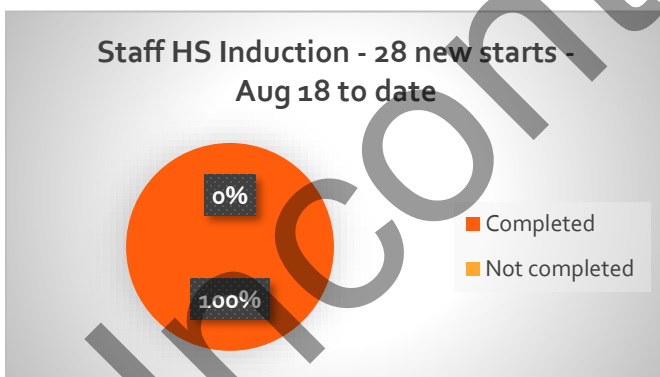
- Systematically identify operational hazards in order to assess and control risks
- Promote positive occupational health practices
- Provide adequate health and safety training
- Review health and safety performance management systems and audit performance
- Consult with employees and their representatives on Health and Safety matters
- Set Health and Safety targets and key performance indicators

Signed by: Principal, Ken Thomson on behalf of the Board of Managers

Introduction to the course
Screen 1 of 4

New Starts - HS Inductions on Moodle - since Aug 2018

28 new members of staff have joined the organisation since August 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	17
Stirling	27
Raploch	1

Evac Chair – trained to assist escape using the evacuation chair

Falkirk	18
Alloa	4
Stirling	5
Raploch	1

First Aiders – respond to first aid calls

Falkirk has a pager response system

Alloa and Stirling have a rota response system

Falkirk	19
Alloa	8
Stirling	10
Raploch	1

We are currently requesting the recruitment of additional first aiders for evening cover at our campuses. The first aider role is voluntary and has a remuneration of £22.50 p/month however, most evening staff are teaching and unable to assist with this role. The HS Committee are progressing action to address additional support.

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	Scheduled
02/11/2018	Business & Commercial	Scheduled
23/11/2018	CSC - Construction	Scheduled
14/12/2018	Student Centre/LRC	Scheduled
08/02/2019	ES - Engineering	Scheduled
08/02/2019	ITNSU	Scheduled
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	Scheduled
07/12/2018	CIHT – Creative Ind	Scheduled
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.

Creative Industries, Hospitality, Tourism	14
Engineering and Science	1
Historic Environment Scotland	2
Total	17

Historic Environment Scotland have had actions carried over from last term and are being revisited in November 18.

NEW FALKIRK CAMPUS

Our New Campus at Falkirk is underway with Balfour Beatty Construction and due for completion in Autumn 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.



The H&S Department are aware of what risk assessments will require to be reviewed prior to taking occupancy of the new campus and will be making contact with the relevant department heads in the new year to start the process.

- Recently the new campus site received visitors from a Further Education Establishment in Hong Kong. The students were given a tour of Balfour Beatty's new state of the art Maxim offices at Eurocentral and shown the BIM models for the new campus. The students were then taken to site and provided with an opportunity to ask questions.

Site Visit opportunities are likely to become available, commencing around Easter 2019, for small groups of FVC staff and students and more information will be available in due course on how this opportunity can be booked.

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 have set a KPI of fewer than 100 incidents, the lowest to date;

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

0 RIDDOR incidents have been reported this session, investigation will take place on all incidents that occur at the College and if deemed reportable, will be reported in the appropriate way whilst complying with the mandatory timescales for reportable incidents.

[REDACTED]

Misconduct

Since the start of term there have been a few incidents caused due to misconduct. This has resulted in the Lecturer or Head of department having discussions with the individual 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	3	6	0	11	0	2	0	2	1	3	0	0	28	39	3	0
November – Jan																
February - April																
May - July																
Total																

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

KPIs- Sustainability

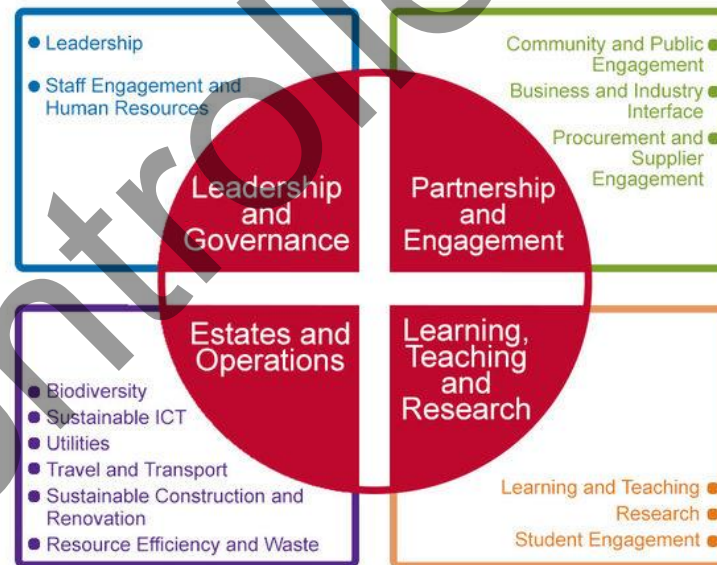
Waste, energy,
paper, travel,
health, Fairtrade,
procurement and
curriculum.....

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, Sustainability rolled out a new “keep cup” program in collaboration with Hospitality, in a bid to reduce the amount of disposable cups being used and prevent the non-recyclable disposable cups being sent to landfill.

Since the initial integration at the August 2018 Staff development day, a massive **2007** disposable cups have been diverted from landfill with an increasing number of Staff and Students opting to use the College branded keep cup



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, however due to the success of the post and the hard work put in by the sustainability team, Cycling Scotland have approved another funded year which will allow further developments on cycling activities for FVC.*
- *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.*

Sustainable Factors 2018-19	Objective for 2018-19	Baseline
WASTE - Waste Ratio	Aim to continue over 90% recycling to under 10 % landfill - <i>On target</i>	2015-16 - 94% recycling to 6% landfill average
TRAVEL - Strategic Travel Management Plan; Travel Mileage claimed;	Aim for less than 295,000 miles staff miles claimed p/annum; - <i>Above target</i>	6% increase on 16-17 totals. 2017/18 Total Mileage= 315,135miles Cost= £141,810
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)
ETHICAL PROCUREMENT - Increase the % of FVC awarded contracts with Sustainability Benefits.	Aim to award 50% of contracts with Sustainability Benefits BT14. <u>BT14 Guidance</u> - <i>On Target</i>	2017/2018 – 57.9% (11 out of 19) of awarded contracts have been reported as having sustainability benefits.
		2017-18 -Print Unit Mono 3,162,025 Colour 1,227,579 TOTAL – 4,389,604 (43%)

PAPER - Paper consumption from the print unit.	Increase the print unit figures and reduce the printing from the Multi-function Device printers.	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)
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%
HEALTH - College Gym Users	Maintain the number of staff using the gym facilities.	2017-18 226 staff gym users

1. Purpose

To provide information on the outcome of the Creative Learning Conference: The Celtic Connections Edition Staff Development event held on 15 August 2018.

2. Recommendation

It is recommended that members note the impact of staff development on the College's commitment to "Making Learning Work".

3. Background

In recent years, there has been a focus on Creative Learning and this has been embedded into the College's Creative Learning and Technologies Strategy as part of the action plan to accomplish its goals. In order to help achieve this, the College continues to run a Creative Learning Conference in August of each year. Whilst the Creative Learning Conferences are primarily for lecturing staff, learner facing support staff are encouraged to attend the conference.

The objectives of the Creative Learning Conferences are to:

- Ensure that staff understand the importance of creativity in learning for our learners and ourselves as an organisation
- Inspire and motivate staff to embrace creative approaches to learning
- Help staff to see the real benefits to them and their learners in being more creative and developing creativity skills in their learners
- Encourage staff to work across boundaries and outside of perceived limitations and to feel well-supported in risk-taking and pushing boundaries

4. Context

The approach taken to meet the outcome objectives included:

- Creation of a specific working group for the Creative Learning Conference (further information on next page)
 - Consultation with internal and external parties (further information on next page)
 - Creation of working modules within Moodle that each team worked through, throughout the day, to encourage use of technology
 - Team-led, rather than third party facilitated, activities
 - Event timings / scheduling
 - Organisation of event day
 - Cost
-

Creation of a specific working group

Within the College's People Strategy, there is a strategic objective to "create a modern, flexible working environment which promotes innovation and creativity" and within the College's Learning Strategy, there is a key objective to "adopt creative approaches to learning, teaching and assessment that create engaging and stimulating opportunities for every learner to develop as an effective and successful learner and increasingly take responsibility for their own learning". Fiona Brown, Vice Principal for Learning and Quality, has overall responsibility for this objective and was the lead for the working group as the subject specialist.

It was decided that the Conference this year would consist of four "Challenge Rooms", focusing on Student Stress and Resilience; Peer Learning – FVC/SERC Student Collaboration; Technology Takeaway; and Cyber Security and Internet Safety. Each of these challenge rooms were created and led by experts in each of the areas as follows:

Student Stress and Resilience – Gemma Dempsey, Learning & Teaching Mentor and Lecturer

Peer Learning – FVC/SERC Student Collaboration – Fiona Brown, Vice Principal for Learning and Quality and Paula Philpott, Head of learning Academy, SERC

Technology Takeaway – Anne Fowler, Learning & Teaching Manager

Cyber Security and Internet Safety - Susan Gardner, Lecturer

Consultation with internal and external parties

Internal Parties

This year's conference was a cross college collaboration between many people and departments. HR were responsible for the project management of the organisation and running of the conference and worked collaboratively with Estates, IT, Hospitality and the Learning and Quality team, in conjunction with the Challenge Room experts, to mitigate as many issues as possible; learning from previous conferences. This resulted in the day running smoothly with any minor anomalies being easily handled on the day.

External Parties

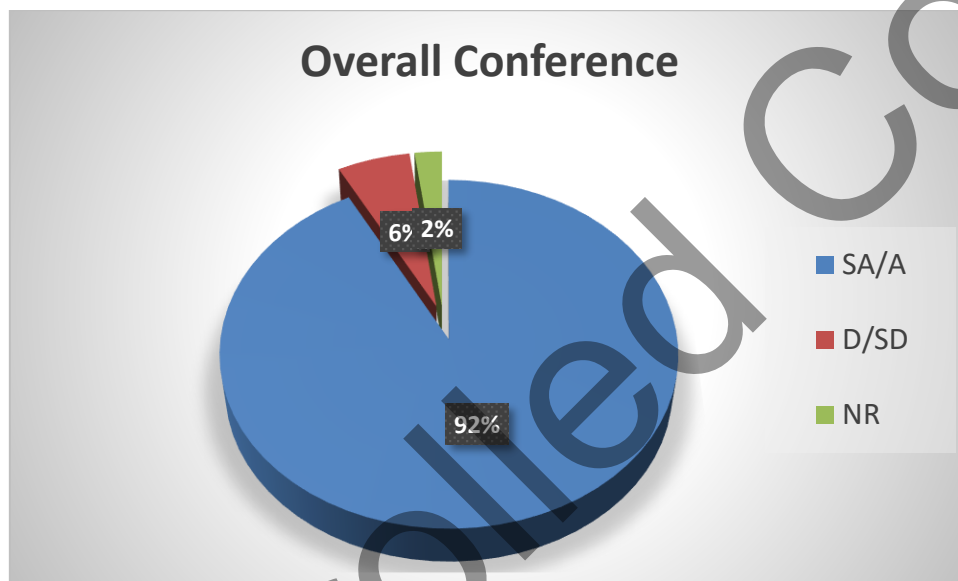
The Conference this year was held in collaboration with South Eastern Regional College (SERC) and Forth Valley College worked with SERC, via the Challenge Room experts, Fiona Brown and Paula Philpott, to create the challenge rooms for the conference. This meant that the Challenges were running at SERC and Forth Valley College at the same time to allow for direct interaction on the day.

5. Key Considerations

80% of academic staff (214 headcount) attended the Conference and 16 support staff also chose to attend. Managers were encouraged to contact part time staff and those on maternity to offer the option to attend.

This was the first year we asked staff to complete a 'Quick Fire Survey' to get immediate feedback on the Conference. We received a response rate of 65.9% (141 headcount) and the results can be seen below.

Staff were asked **"Overall, I feel that the Creative Learning Conference was of value to me in my role"**. 92% of respondents strongly agreed/agreed (SA/A), 6% disagreed/strongly disagreed (D/SD) and 2% provided no response (NR) to this statement.



As part of the 'Quick Fire Survey', we also asked staff if they could incorporate learning from each of the Challenge Rooms. For Student Stress and Resilience, 88% of respondents strongly agreed/agreed with this statement, for Peer Learning – FVC/SERC Student Collaboration, 82% of respondents strongly agreed/agreed, for Technology Takeaway, 94% of respondents strongly agreed/agreed and for Cyber Security and Internet Safety, 90% of respondents strongly agreed/agreed.

Each year an on-line survey, via Survey Monkey, is sent out to staff after the conference to gain a more detailed insight into the success of the conference and areas for improvement. Unfortunately, the response rate has been consistently low over the years. This year, we only received 24 responses out of a 214 academic headcount to the survey (11%). As a result, it is recommended that the Quick Fire Survey is developed further so that instant and meaningful feedback can be gathered at future conferences and the on-line survey is discontinued.

6. Financial Implications

The Creative Learning Conference is budgeted through the HR budget. In order to ensure that the conference was seen and heard by all attendees, sound and screens were outsourced to Tapestry which incurred an additional cost, however, due to the volume of attendees and it was felt this was required.

Branded stylus pens that could be used touch screen devices and 'Keep Cups' were also supplied to staff who attended as part of Forth Valley College sustainability measures.

7. Equalities

Assessment in Place? – Yes No

If No, please explain why – This report outlines a proposal 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 – Fiona Brown

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 – Fiona Brown

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 is a focus area, and covers Flexible Working. This shows an increase in requests as workforce expectations change as well as managers understanding of the benefits, rights and opportunities that flexible working can bring.

A final point of note is the introduction of nationally agreed contact hours for lecturing staff. This has increased contact hours for new lecturers at Forth Valley College from 22 per week to 23. Recruiting managers are being advised to consider contact time required as opposed to FTE when raising RAF's as this will ensure the savings are shown in the establishment over a period of time, when recruiting new staff.

5. Key Considerations

This final quarter report for 2017/18 represents a direct comparison with previous years. Overall the staffing establishment figures (appendix 1) are robust and show the college practices and procedures are working as required. There is a steady growth in part time work driven by requests for flexible working and phased retirements and further information highlighting this is shown in appendix 2. There are also growth areas in part time work such as in the creative industries areas where part time work is often preferred to allow professional pursuits elsewhere to continue. These account for the increased headcount however the increased FTE comes from the Developing the Young Workforce Initiative and the Workforce Development Fund. There are also new posts detailed in appendix 1 and these highlight a risk area to staffing establishment stability. This is moderated by the robust approval process required.

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 – Ralph Burns

Action Owner – Andrew Lawson

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

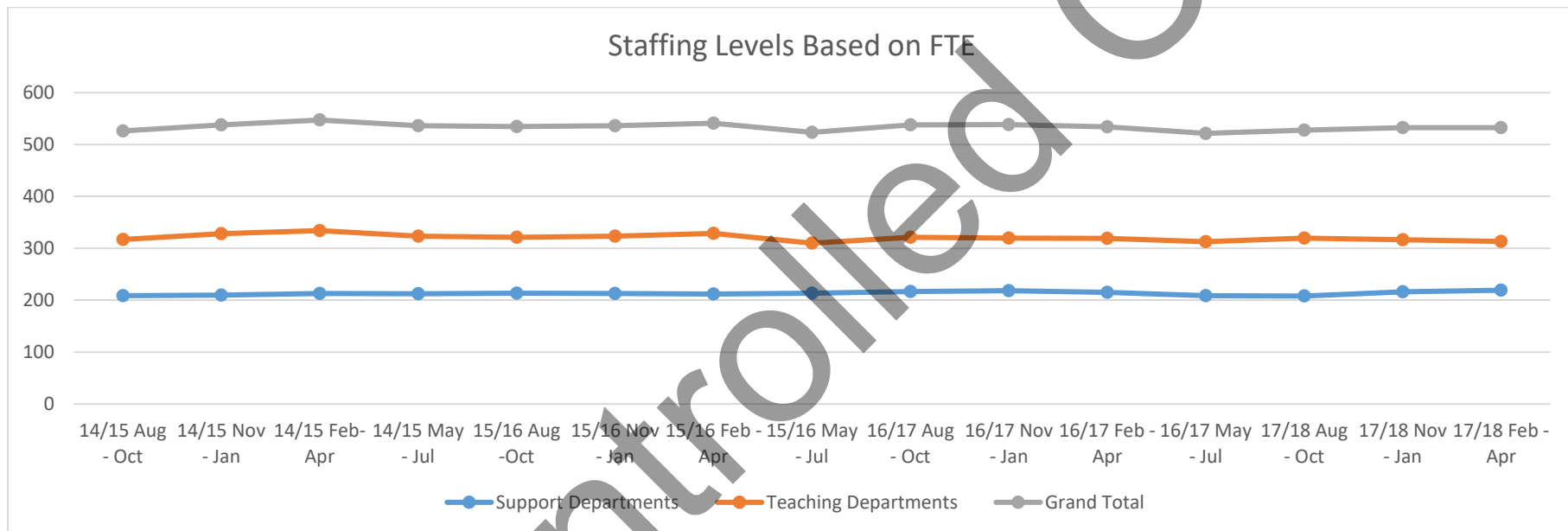
SMT Owner – Andrew Lawson

Appendix 1: Staffing Establishment Data

EXECUTIVE SUMMARY

HR MANAGEMENT INFORMATION		Q4 2017-18	Q4 2016-17
COLLEGE HEADCOUNT		636	605
COLLEGE FTE		528.84	521.54
% OF FTE BY CONTRACT TYPE	PERM	91.50%	91.80%
	TEMP	8.50%	8.20%
% OF FTE BY GENDER	MALE	42.60%	43.90%
	FEMALE	54.0%	52.30%
	PREFER NOT TO SAY	3.40%	3.70%
% OF FTE BY CONTACT TERM	FULL TIME	74.90%	78.20%
	PART TIME	25.10%	21.80%
% OF FTE BY DECLARED DISABILITY	YES	15.40%	16.03%
	NO	82.40%	82.15%
	PREFER NOT TO SAY	2.20%	1.82%
% OF FTE BY AGE BAND	16-24	1.50%	1.00%
	25-34	11.50%	12.70%
	35-44	25.90%	25.80%
	45-54	28.10%	30.10%
	55-64	29.90%	27.20%
	65+	3.10%	3.30%
EMPLOYEE TURNOVER (rolling year)		8.70%	10.65%
EMPLOYEE RETENTION (rolling year)		97.90%	95.41%
NEW STARTS (quarter)		17	10
LEAVERS (quarter)		22	29
% DAYS LOST DUE TO SICKNESS (qtr)		2.13%	3.03%
APPROX COST (qtr)		£78,470	£110,505

1. Establishment Overview



Staffing stability over the past three years and into the fourth is highlighted here. Fluctuations represent turnover, seasonal changes and new initiatives. The increase in FTE over the past year (528 up from 521) can be explained by two significant events. Firstly the Developing the Young Workforce initiative which increased FTE by 5 FTE and 3.4 FTE linked to the Flexible Workforce Development Fund.

2. Key Changes

- **The Department of Learning & Quality: School Partnership Officer**

Due to the success of the Foundation Apprenticeship, additional support to assist in the processing and administration duties as well as to liaise with SDS, schools and curriculum teams was required. This will ensure the continued positive relationships with stakeholders and confidence in the service offered by Forth Valley College.

- **Developing the Young Workforce – Marketing and Digital Media Intern**

A funded role, this post is designed to positively impact on the DYW group's ability to deliver their KPI's in terms of the engagement of employers with education, and will raise the profile of the Group with key partners.

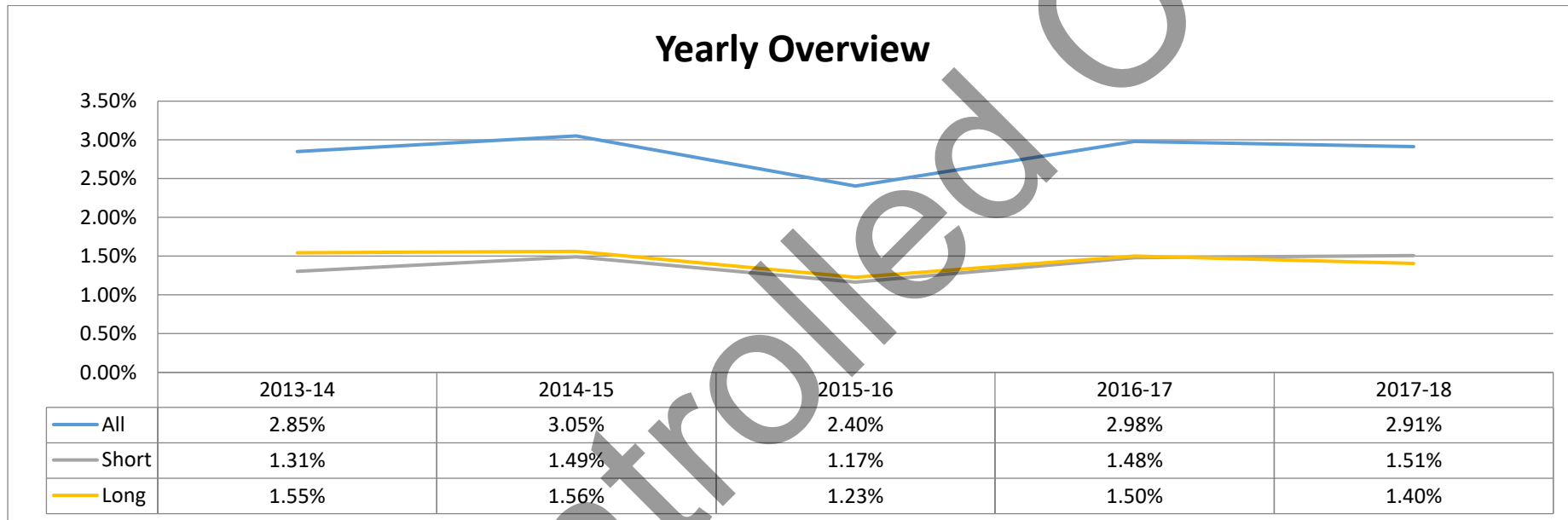
- **Department of Human Resources – Learning and Development Officer**

Newly appointed, this part time post is representative of the commitment undertaken by the college to its People Strategy and to the development of its people. This role will initially take over the coordination of the Management and Leadership Programme, ensuring it maintains momentum and is fit for purpose. They will also focus on managing the multitude of development streams taking place within the college, bringing them under one umbrella with a focus on maximising impact and resource utilisation. They will also devise and implement a Leadership for All programme.

- **Department of Communications, Marketing and Print Services – Junior Graphic Designer**

This fixed term post is linked to the new campus build to support the communications and marketing strategy across design, photography and video. This will maintain quality and consistency, enhancing the ability to respond to digital design requirements.

3. Absence Trend



Absence figures indicate the percentage of total days lost based on FTE and the period 2017/18 represents the completed current year. The drop in long term absence from March and April due to positive outcomes of individual cases, has continued into the fourth quarter. Short term absence is the key focus as this has the potential to be more disruptive to service provision and at increasing stress. Areas for action include cold/flu/diarrhoea. The offer of the flu jab is a positive step to providing support and a review of information provided on hygiene best practice will be undertaken.

Absence management training has been rolled out to all staff with line management responsibilities and this focused on supportive measures to improve attendance figures.

Appendix 2: Flexible Working Requests

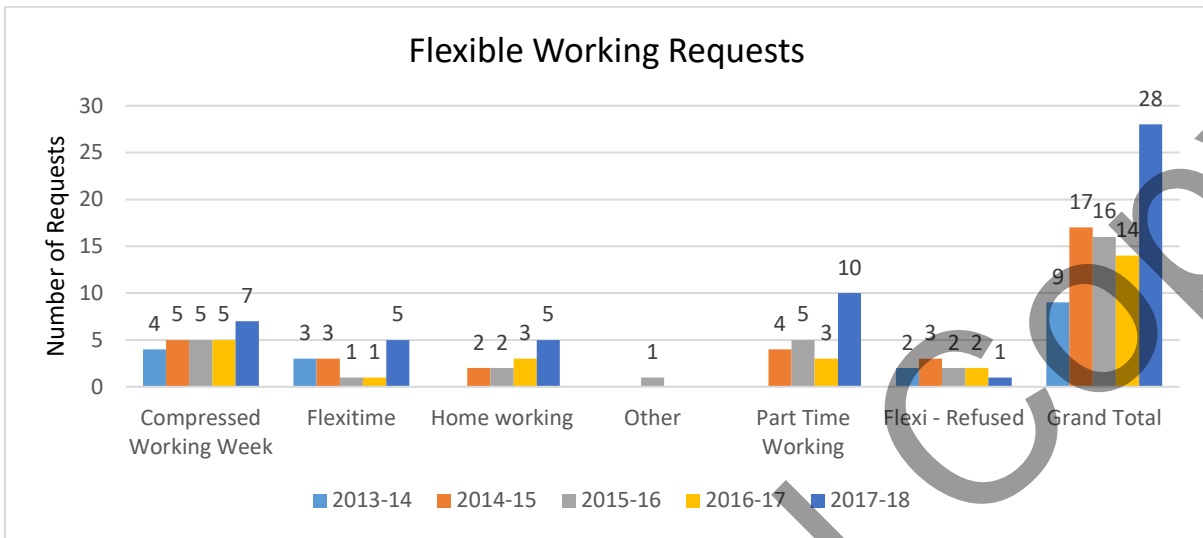
Every employee has the statutory right to ask to work flexibly after 26 weeks employment service. The reason behind the request should not adversely influence the decision made however it should be noted that where it relates to a disability this is covered as both a potential reasonable adjustment request and as a flexible working request. Also, as it is recognised that the majority of requests for flexible working come from women, each individual case must be considered on its own merits and only declined if there is a sound business reason, otherwise it could be discriminatory. Requests can only be rejected if there are business reasons for that refusal e.g. an impact on quality, performance, costs, work load or customer demand.

At Forth Valley College we recognise benefits to flexible working including:

- Retaining quality workers and reducing recruitment costs
- Increasing commitment, morale and loyalty
- Attracting new talent
- Reducing stress
- Providing support to carers
- Improved opportunities for innovative approaches to resourcing
- Part of being a supportive and caring employer

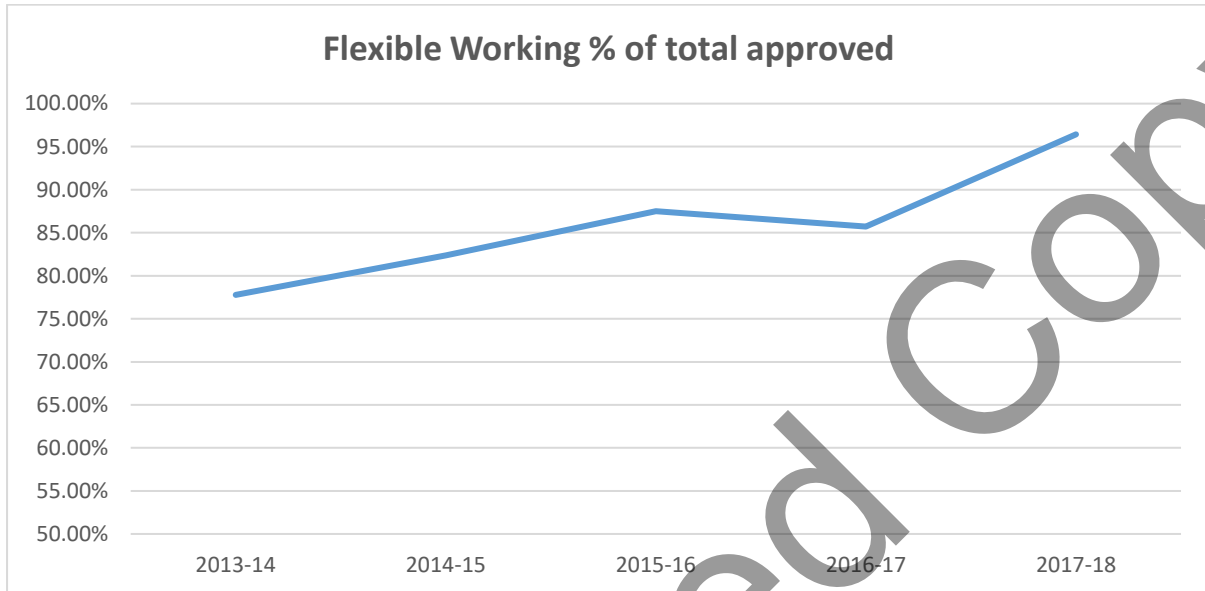
The Flexible Working Trend

A change in legislation in June 2014 gave all staff with over 26 weeks service the right to apply for flexible working and the effect of that change is indicated in the increase in requests, sitting at 9 in 2013/14 and increasing to 17 in 2014/15. In the last year this trend has drastically increased with staff requesting part time work, home working or flexible start and end times in particular. The trend towards part time work is increasing thus it is no surprise that this should impact on the flexible working applications.



This shows applications for flexible working over 5 years based on the type of request

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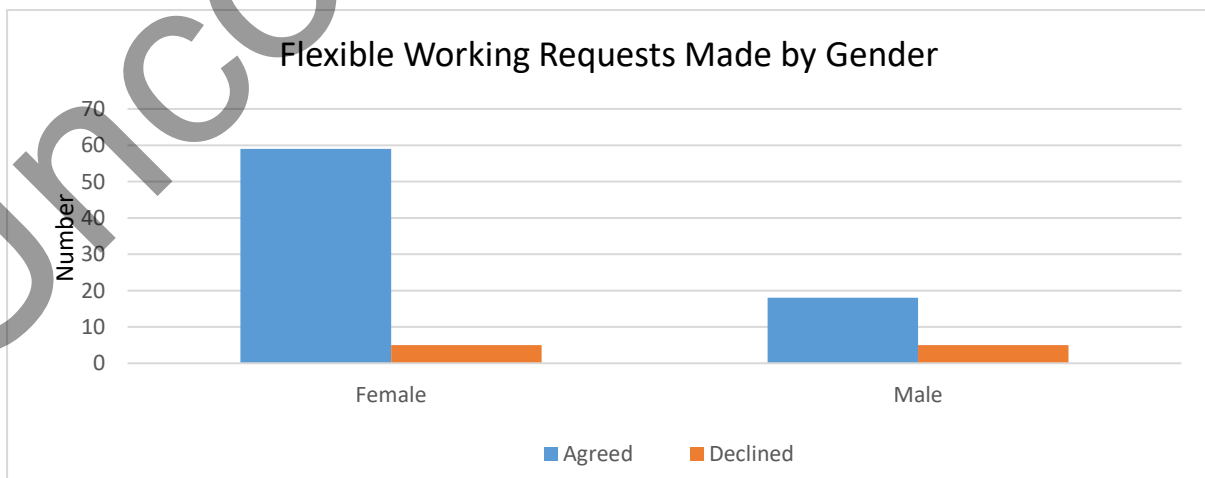


The above graph shows an increase in the percentages of those approved as both staff and managers become more accustomed to both the needs of the business and the needs of the individual. This highlights the improved acceptance and integration of Flexible Working Requests.

Equalities Data Analysis

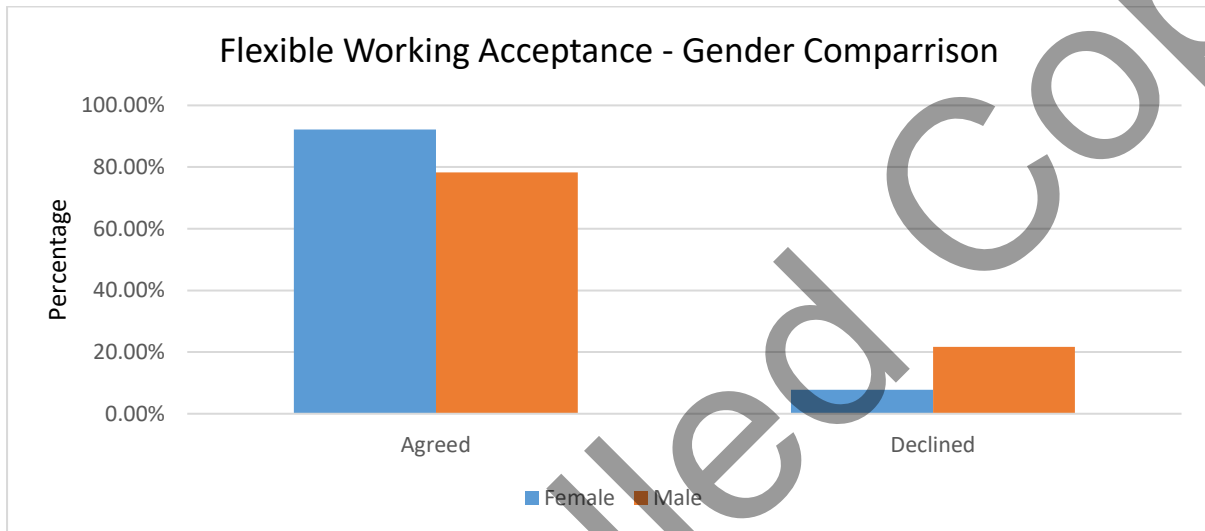
Within flexible working, gender and age are two significant characteristics that appear to influence a decision to make a request. A third characteristic is disability however as mentioned this is often dealt with under the banner of a reasonable adjustment as opposed to a flexible working request. Gender and Age banding were analysed as follows:

Gender



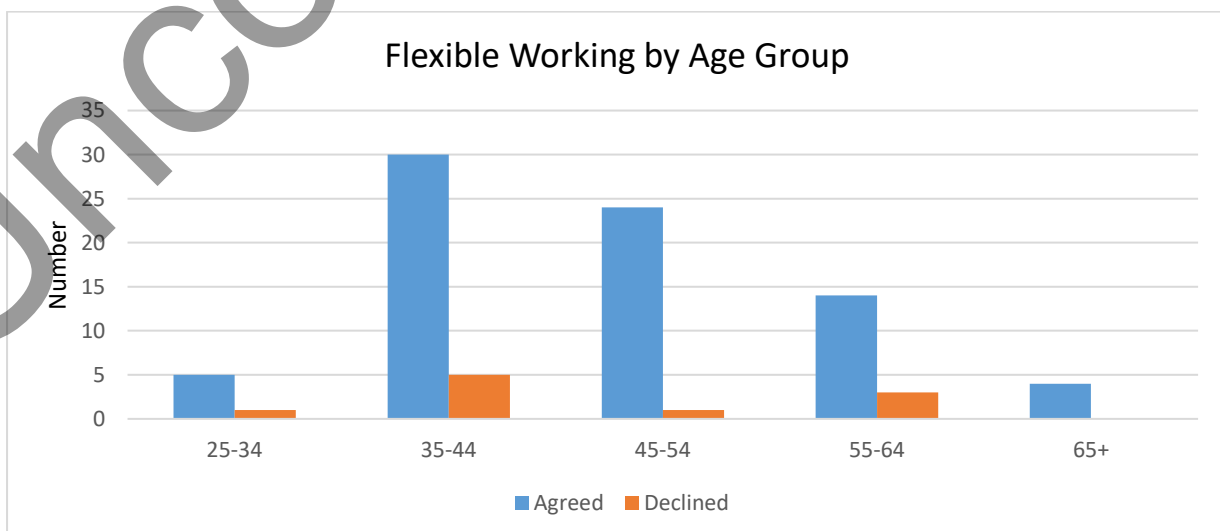
This graph shows applications over a 5 year period ending 2017/18

There are a number of traditional reasons for women making more requests for flexible working including being the primary care provider for children. However more concerning is that a reason men do not make an application is down to a perception that the request will not be treated with the same level of respect and may adversely harm their career prospects to a greater extent than that of a female comparator.



The information from those applicants accepted and declined would seem to justify a suggestion of bias with the statistics showing males have a greater chance of their application being rejected. It should be noted however that these numbers are low and no male application was rejected in 2017/18. The disparity in applications however are worthy of review to ensure that there is no unconscious bias against male applications.

Age



The trend for requests amongst the 35 -54 age groups seems to agree with the premise that requests are based, at least to a degree, on caring responsibilities. There is nothing to indicate any disparity in numbers accepted or declined in the various age groups.

Overview of Findings

This analysis highlights a healthy approach to flexible working requests signifying a positive, people centered approach by the college. Low numbers of male applications provides an area of focus for managers. The introduction of the monitoring of carers by the college in 2017/18 will provide an added dimension in the future that will help understand this area better as will monitoring of informal flexible working arrangements. Informal arrangements are often short term or trial periods agreed between the manager and staff which both are free to end at any time. Monitoring of this began in 2017/18 and early indications are that it is a significant area.

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