

Zoom Meeting
4.30pm

AGENDA

1. Declarations of interest
2. Apologies

FOR APPROVAL

3. Minutes of Meeting of 5 November 2020
4. Matters Arising

FOR DISCUSSION

5. College Health and Safety Update Marc McCusker
(Elements of this paper are withheld from publication on the Forth Valley College website under Section 38 Personal Information of the Freedom of Information (Scotland) Act 2002.)
6. Dispute (Verbal) Kenny MacInnes
7. Staffing Establishment and HR Report Ralph Burns
(Elements of this paper are withheld from publication on the Forth Valley College website under Section 33 Commercial Interests and the Economy, Section 38 Personal Information and Section 36 Confidentiality of the Freedom of Information (Scotland) Act 2002 of the Freedom of Information (Scotland) Act 2002.)
8. GTCS registration (including PRD update) (Verbal) Ralph Burns
9. Equal Pay Review Ralph Burns
(Elements of this paper are withheld from publication on the Forth Valley College website under Section 25 Information Otherwise Accessible of the Freedom of Information (Scotland) Act 2002.) - <https://www.forthvalley.ac.uk/media/7259/forth-valley-college-equal-pay-audit-2020-1.pdf>
10. Staff Awards Event Ralph Burns
11. Review of Risk
12. Any other competent business

FOR INFORMATION

13. Gifts and Hospitality Policy
 14. Proposed Restructure of Equalities, Inclusion and Learning Services
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(Paper 14 is withheld from publication on the Forth Valley College website under Section 36 Confidentiality of the Freedom of Information (Scotland) Act 2002.)

15. Staff Survey results on Weekly Recharge & Time4You

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Skype (commencing at 4.30pm)

Present: Davie Flynn (Chair)
Trudi Craggs
Katherine Graham

Apologies: Beth Hamilton

In Attendance: Andrew Lawson, Depute Principal and Chief Operating Officer (DPCOO)
Alison Stewart, Vice Principal Finance and Corporate Affairs (VPFACA)
Ralph Burns, Head of Human Resources (HHR)
Stephen Jarvie, Corporate Governance and Planning Officer (CGPO)
Marc McCusker, Head of Facilities Management and Health and Safety (HFM)
for item H/20/004 only

H/20/001 Declarations of Interest

None

H/20/002 Minutes of Meeting of 19 May 2020

The minutes of the meeting of 19 May 2020 were approved.

H/20/003 Matters arising

a) H/19/006 People Strategy Progress Dashboard

The Chair noted that this would be covered later in the meeting.

H/20/004 College Health and Safety Update

The HFM presented members with the regular update report on Health and Safety within the College.

He highlighted a number of areas, including the number of risk assessments conducted to support reopening during the pandemic. He provided members with an overview of the measures in place such as daily enhanced cleaning and fogging across all campuses.

He discussed the KPI's to date, noting that the lockdown and reduced campus occupancy levels mean that these are not comparable to previous years.

He informed members that there had been one RIDDOR on campus and that this had been investigated and lessons learned applied as new control measures.

He informed members that, as part of the College's ongoing sustainability work, an additional electric vehicle had been purchased.

Members enquired about the enhanced cleaning in place and whether there were risks to cleaning staff from using stronger chemicals.

The HFM assured members that the cleaning agents in use were ones which has been used in specific areas in the past which were now being used campus wide and that the cleaning staff had all been trained and were issued with appropriate PPE.

Members noted the high level of PPE use and queried whether this was impacting on the College's sustainability targets and whether there were sustainable alternatives available?

The HFM agreed that there had been significant use of disposable ppe and that his team continued to work to identify sustainable alternatives. He provided an example of a current review of face coverings for the hospitality staff within the College that can be reused.

Members noted the update that no fire drills were planned at this time owing to the pandemic and asked for clarity that the system itself was regularly tested. The HFM confirmed that the system underwent a bell test every Wednesday and a full test at the weekend which includes ensuring automatic closure of fire doors.

Members noted that the contract for the College FM provider had been extended and welcomed that this was cost neutral for the College.

Members also queried whether the new Falkirk campus, owing to its lower occupancy since opening owing to the pandemic, may have snagging issues that would only become apparent after a period of significant use.

The HFM confirmed that this was being taken into consideration as much as possible and outlined the snagging process for members.

a) Members noted the content of the report

H/20/005 Health & Wellbeing

The DPCOO informed members that the Audit Committee had raised the issue of support for SMT whilst managing during the pandemic and the he thought it would be useful for members to include additional detail on the range of resources available to all staff members.

He noted that the paper outlined a range of policies, procedures and guidance that have been adapted or created to support staff.

He acknowledged, in terms of SMT, that it had been a challenging period of time with both internal and external demands upon them. He noted, as with all staff, it was important to try and ensure individuals are not being overloaded.

Members welcomed the report and the fact that it combined the range of support measures in place.

Members queried whether the College was aware of the level of update across the range of support measures. The DPCOO noted that, for training aspects, the College does record this and that this information would be brought back to the Committee.

The DPCOO noted that the College Unions are keen for staff to work from home as much as possible but also noted some individual staff members prefer to come into campus for their own mental health.

The HHR noted that one of the appendices to the report was a survey which the College undertook in June 2020. He noted the challenges that staff had identified at that point and that, if the survey were to be re-run, the College may see different issues being identified.

a) Members noted the content of the paper

H/20/006

Progress with new PRD system (Verbal)

The HHR provided members with an overview of the College PRD system. He noted that it had been acknowledged that the previous system which had been in place for a number of years was not working. He confirmed that the College had looked at what was being done across the sector and that the decision had been taken to use a reflective practice model. The new model was launched in November 2019.

He highlighted that the aim of the new model is to encourage individual staff members to determine their own needs and to take the lead on these.

He noted that the reflective practice model was also an appropriate methodology as it would assist lecturing staff members when they apply for General Teaching Council for Scotland (GTCS) registration.

Members queried how the new approach was being received by staff. The HHR noted that the change appears to have been welcomed by staff and acknowledged that ongoing development and support would be needed to ensure staff and managers are maximising the new approach.

a) Members noted the content of the updated and asked for an update on progress in six months' time

H/20/007

Staffing Establishment and HR Update

The HHR presented members with the latest staffing establishment information. He noted variances and explained the reason behind these.

He also confirmed that a number of staff continued to utilise flexible working practices given the current situation.

Member queried the exit information for staff, noting that more context would be useful to give a chance to see the reasons for staff exit and asked if there was a way to compare our exit information with that of other Colleges.

The HHR informed members that this had been raised at a sector level previously but that there had been no real enthusiasm from other College's to provide this information.

Members discussed the information that had been available from previous staff surveys and noted that the questions could be updated to help in this area.

Members also noted the age profile of the College staff and raised concerns regarding succession planning based on this.

The HHR acknowledged that this was an ongoing issue for the College as, when roles are advertised, the College does attract a high degree of applications from older candidates who have considerable experience. He did confirm this ties into staff CPD and initiatives such as the Leadership and Management programme.

a) Members noted the content of the report and requested a further staff survey be completed by the College in spring 2021 to enable members to gauge whether the outlined initiatives are helping staff

H/20/008 Action Short of Strike - 2020-2021

The DPCOO presented a paper providing the context to, and implications of, the decision of EIS-FELA to move to action short of strike (ASOS).

He noted that the College continued to engage proactively with the Union and that this had had some positive effects such as the Union providing him with sight of comms to their members before they were issued.

He outlined the responses available to the College in response to ASOS and discussed the proposed methodology to minimise disruption to the College and students in particular.

Members noted that this issue had been discussed at the full Board of Management and that they remained clear that they supported the College position.

Members noted that the comms from the College had been quite strongly worded. The DPCOO confirmed that the College wanted to be very clear in relation to its stance on this matter.

Members noted that the DPCOO was approaching retirement and that he had been a key part of College negotiations with both local unions and at a national level.

The DPCOO confirmed that the VPLSE would be taking over this part of the role and that he had been shadowing the role and also that specific handover meetings were taking place regarding Union relations.

a) Members noted the content of the paper and expressed their continued support for the College SMT on this matter.

H/20/009 Covid-19 Implications

The DPCOO provided an update on the number of cases within the College noting that this was low considering the population size of the College and that, so far, there have been no identified cases of transmission within the campuses.

He informed members that the CGPO was acting as the liaison with NHS on this topic, with daily meetings taking place with NHS and other partners and weekly reporting on cases to Scottish Government.

a) Members noted the content of the report and welcomed the College's proactive stance on this matter.

H/20/010 Review of Risk

Following discussion, no new risks were identified.

H/20/011 Any Other Competent Business

The Chair thanked the DPCOO for his expertise, counsel and dedication to the College and noted that there would be a chance for members to thank the DPCOO at the December 2020 Board of Management meeting.



Health & Safety Update

Newsletter

Previous Newsletters have been issued to staff via efocus and are available on SharePoint – [H&S SharePoint Page - General Information - Newsletters](#)

Issue No.8 April 2021

Lockdown No.3

Having now surpassed the annual anniversary for the first national lockdown, society is now preparing to exit from its' third. The Scottish Government have gently eased restrictions at periods following the turn of the year which has seen a national cap on of students return to the college with an expected rise in student numbers to be allowed to return following the Easter Break and onto summer .Throughout the past year of living simultaneously with Coronavirus the college has continually demonstrated its flexibility and adaptability.

Each Lockdown has brought a new challenge, each time college staff have adapted quickly and efficiently in defiance of defeat.

The first lockdown saw the college venture into the unknown for a timeframe which was initially thought to be no more than a week, lasting over 4 months. The challenge was to keep all buildings statutory compliant, free of risk and secure and attempting to support staff and students in any way possible whilst making all campuses safe for return as covered by the Resuming Campus Operations short life working group

The second came in the way of a 'circuit breaker' lock down prior to the Christmas break reintroducing the work from home method in an attempt to reduce the rising 'R' rate. Having already made the campuses 'covid secure' the college was well placed to support these latest restrictions.

The third and hopefully the final lockdown has seen the college on reduced numbers from January 2021 with no more than a maximum of 5% of students allowed on campus at any one time. Staff all must sign in and out as part of the college's commitment to staff safety and the NHS track and trace system but despite this the college was on hand to support NHS Forth Valley in their ambitious but crucial role out of the Vaccination against Covid-19.

FVC Covid-19 Vaccination Clinics

It is well known that the NHS are currently occupying areas on each campus for their Vaccination roll out which has recently been extended to the middle of August in an attempt further support the NHS vaccine delivery.

Understandably this agreement initially caused some concerns amongst college staff as the NHS occupy the refectories in both Falkirk and Stirling whereas the Alloa Learning Resource Centre was preferred but due to the collaborative efforts from the College H&S team and H&S Trade Union representatives an agreement to ease anxieties was made with all risk assessments and layouts concluded. Staff are continually adapting to support the complex mixture of a vaccine roll out on a scale the nation has never seen alongside the gradual return of staff and students to the campuses. New access and egress points have been established, risk assessments are reviewed frequently and the Estates and H&S teams continually work with the NHS and the Army to amend and alter layouts to reduce impact to college staff and patients alike. Changes are frequent to an ever developing situation with work continual to support the ongoing college requirement.

Having received fantastic feedback from both the local community and the NHS, so much so that caught the eye of Defence Secretary Ben Wallace, which prompted a visit. The Stirling campus was dubbed 'The most scenic vaccination centre in the world' and was recorded by the film crew of STV. The college was commended for their efforts for working in collaboration with Soldiers from the Royal SCOTS Dragoons to quickly set up the centres with sometimes less than a week's notice. Huge credit must go to the Facility Assistants, Cleaners and Information assistants who have supported at every turn to change and work extended hours, field calls on behalf of the NHS and react to cleaning requests without hesitation. All staff involved have represented the college admirably as evidenced in the latest 'pop up' clinic sited in the Falkirk games hall for two weeks at the end of March 21.

General Health & Safety Update

Fresh Air Flow

Since the emergence of Coronavirus the need for a constant fresh air flow has always been publicised as required. In order to support this and listening to feedback provided through H&S forums signage has been applied in every classroom throughout the college Estate. At Falkirk you will find a brief explanation on the readings of the Co2 monitor whereas Alloa and Stirling will have a reminder to open the windows providing there is an adequate thermal comfort. Preliminary plans are being sought on the introduction of Co2 monitors at Alloa and Stirling.



The Hey Girls delivery program continues to be in high demand despite the pandemic with the college receiving 326 request over the past 6 months for a range of sanitary products to be delivered whilst maintaining a free supply within reception and identified accessible toilet in support of the College's commitment to End Period Poverty.

Lateral Flow Tests (LTF)

In an attempt to bring Scottish colleges in line with schools. Colleges will be provided with Lateral Flow Tests for any staff or students who should want one. Logistics on how these tests will be handed over are yet to be determined but once agreed information will be communicated to all staff and students via the college marketing team. What is known and accepted is that these tests should not be done onsite and are purely home test kits. The college is not and will not be a test site. These tests are to be made available to ease anxieties of returning staff and students as well as reduce spread by potentially identifying asymptomatic C-19 cases although the default position stands that if you are symptomatic please do not attend college even with a negative LTF test result

Government / College Rules

In line with Government guidance the strict 2m social distance and mandatory face cover rules remain in place and must not be broken. All onsite will be encouraged to encourage anyone in breach of the rules to follow them. This includes staff being encouraged by their peers to lead by example. There are multiple opinions on the subject however if politely reminded please take note of the college stance on the social distance requirement and mandatory face coverings. We are all in this together

H&S Audit

The H&S department was recently subject to an in depth internal audit carried out by MHA Henderson Loggie. The audit was extensive, initially commencing in February and being concluded at the end of March covering analysis and testing of every aspect of Health and Safety at the college as a whole with the department receiving great feedback on recording, investigation and management of H&S systems. All findings with subsequent actions will be presented to the college's Audit committee for Senior Management to consider and act upon. The conclusion of this audit has been the 2nd Audit for the Estates and H&S department within a year albeit with a specific focus each time on a specific discipline. Both Audits received positive outcomes

Falkirk Expansion Space

One thing that has differed in lockdown No.3 from No.1 is that construction is allowed to continue providing certain site conditions are met and implemented. With social distance now unfortunately seen as the new normal within classrooms this has drastically reduced class numbers by a minimum of 50% across every teachable space.

With this in mind the college has seen an opportunity to develop 200 sqm of storage space with the Falkirk campus for the use of Compex and commercial classes to adapt to restrictions.

The previously 2 large open spaces will be divided into 4 separate classrooms to specification that reflects the standard of that of the other classes within the new campus. As a result two classroom spaces will be smaller whilst creating two larger ones.

The introduction of these new classrooms will allow commercial classes to continue whilst maintaining social distancing and increase commercial students once restrictions are removed. The development will further boost Forth Valley College's profile within the Compex world.

Classroom Occ.

Numbers- Room occupancy numbers are currently displayed on the door to each room. These numbers have been calculated to comply with social distancing. The number relates to occupancy levels and not the amount of students within the room. Please do not change the furniture layouts

Safety & Compliance

Facilities Contract

The College operates a Total facilities Management (TFM) contract with Global FM giant Atalian Servest or otherwise known as ASAMK Technical Services.

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



The end of April will see ASAMK complete the third quarter of the year with an annual review due in June to conclude year 4 on the contract. A paper for college senior management will be required in August to advise the group on whether an extension clause for a further two years should be triggered past June 2022. Should the final option of an extension not be recommended the Estates and H&S department will have to start the long tender process around September 2021.

The ASAMK team continue to support with daily reactive calls including out of hours requests as a 24/7 service despite the restrictions currently in place and remain adaptable to the college needs

Work to keep Forth Valley College Statutory compliant and warranties intact has continued since day 1 of the coronavirus pandemic. Working closely with the Estates and H&S team ensures optimum building safety and utilisation.

Project Works – ASAMK as the incumbent FM provider have an experienced and enthusiastic project team. As part of the FM contract ASAMK will be offered the opportunity to competitively tender for project works. Over the past year ASAMK have installed new floors and made safe a storm damaged overhang at Stirling, a large scale roof repair at Alloa and are currently fitting out the Falkirk expansion space as mentioned on the previous page. A bonus with having ASAMK as the contractor is not only they're familiar with the building but projects are tied back to the FM contract's KPIs providing the college with an added layer of reassurance.

New Providers – Over the past year the ASAMK management team and the college have studied different trend analysis to identify areas for development and demonstrate the department's aim of continual improvement. One area identified was the college's waste removal company and has been changed to NWH. Improvements have been evident under NWH with the college currently achieving zero waste to landfill.

Zurich

Zurich continue as the college insurers and support the college on all matters from claims against, claims for and general advice alongside providing statutory insurance inspections for all college assets requiring them. These are assets which fall into one of the three categories- PSSR (Pressure), LOLER (Lifting) & LEV (Local Ventilation). The contract with Zurich also includes PUWER (Workplace Equipment) whereas previous insurance contracts did not.

Zurich do not maintain the equipment but ASAMK do. Maintenance intervals and dates are agreed a year in advance to ensure that when Zurich require an inspection the asset is always fully maintained.

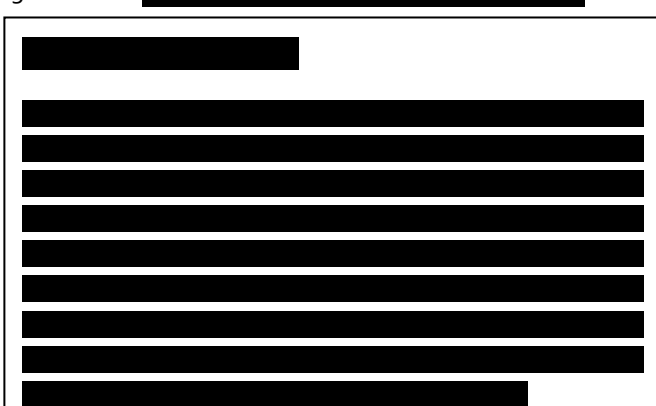
Project SEARCH

Since the 16th of November 2020, Atalian Servest AMK have been working in partnership with Project Search, Forth Valley College, Falkirk Council Employment & Training Unit and SERCO in assisting young people with additional support needs.

This is a one-year internship programme supporting young people with additional support needs the opportunity to gain skills and experience in the workplace and aimed at helping the students move into sustainable employment.

Project Search interns have only recently finished working alongside Atalian Servest staff in the Falkirk campus of Forth Valley College. They were assisted daily by the Atalian Servest supervisory team and throughout by College lecturer Alan Ritchie and FVC Job coach Jean Allan.

This was a fantastic opportunity to not only provide young students an opportunity to work in the college they study in but to provide invaluable experience of working in a busy environment. The project SEARCH team assisted cleaners throughout the day, as well as one student helping with the College Facility Assistants under the guidance of [REDACTED]



Policies and Procedures

Our main Policy is our Health, Safety, Environment and Welfare Policy (HSEW) it is the view of H&S department that this policy is reviewed and adapted in time to reflect on how College leaders see the college post pandemic. With different ways of working and different demands, it's crucial the college's main policy is kept current and relatable.

Another factor in prompting a review is the latest environmental government mandate where all public bodies have to be free of emissions by 2045 (UK) or in FVC's case 2040 (Scotland only) (NET Zero 45). This is a huge commitment which will see gas as main energy source reduced and replaced with electric through lifecycle. Habits needs to change in line with this mandate and therefore it is believed a review of this policy is carried out.

This latest announcement will play a pivotal role in all aspects of college and personal life but no more so on how the college allocates its capital expenditure grants. All new projects, installations and upgrades must be in line with this mandate

CDN's Climate Emergency 10 point manifesto was presented to the College Principals Group and signed therefore demonstrating FVC's commitment to tackling Climate Change.

The college Site Rules and other Health & Safety Requirements for Contractors remains in place with the induction process adapted to include the 2m social distance and mandatory face coverings at all times.

Risk Assessments & Forms

Having reviewed the current risk assessment templates The H&S Committee is redesigning the templates with a new risk rating to reflect current risks. Alongside these new look templates will be a revised HS17 Form. This is form where an identified member of a department carries out a housekeeping audit for their space however it is believed that there is not only scope to develop this form further for those onsite in light on the latest restrictions but allow it to be adapted in a way that staff can use this if working from home.

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 currently being reviewed and where required, updated to relate to the new campus. Those highlighted below in green, show they have been reviewed in conjunction with the HS Representatives. Procedures are reviewed on a three yearly cycle and with legislative changes, as required.

- Abrasive Wheels
- Asbestos
- Battery Charging and Safety
- Blood Bourne Virus Information (under review)
- Control of Noise and Vibration Procedures
- Display Screen Equipment Procedures
- Driving Procedures
- First Aid Procedures (Reviewed again due to pandemic)
- First Aid Flowchart
- Foreign or Extended Travel Procedure
- Good Housekeeping
- Health Surveillance (under review)
- Inclusive Risk Assessment
- Learner Work Placements
- Lone Working
- Manual Handling
- New and Expectant Mothers
- Parking
- Personal Emergency Evacuation Plan (PEEPs)
- Personal Protective Equipment Procedures
- Risk Assessments (inc.COSHH)
- Safe Systems of Work
- Use of Sharps
- Skin Care and Hygiene
- Work Equipment
- Smoking Policy
- Work Positive
- Working at Height
- Young Persons
- Storage of Student Prescription medication
- Learning Resource Centre Alarm procedure
- LRC Alarm Procedure
- Risk Assessment Procedure
- Sustainability Statement
- Emergency Evacuation Statement
- H&S Statement
- Health Safety Environment & Welfare Policy

All HS Procedures are available on the College SharePoint

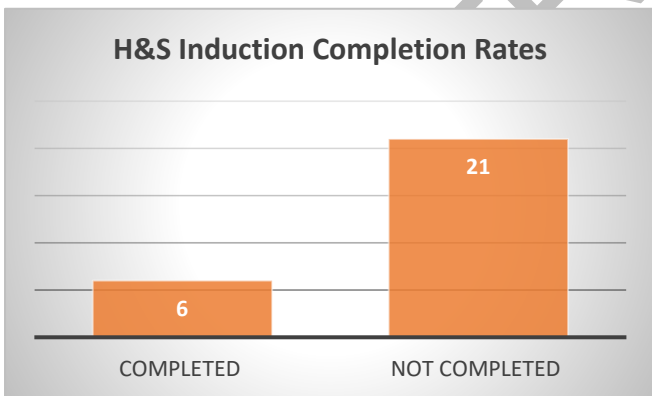
Competency and Training

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



New Starts - HS Inductions on Moodle - since October 2020

27 new members of staff have joined the organisation since October 2020. All staff are required to complete the College HS induction on Moodle and the chart below illustrates compliance levels



Root Cause Analysis – Due to an update on Moodle the H&S Induction was one of many of the courses that was unfortunately lost and therefore inaccessible. H&S are working with Learning Services to update the induction as a matter of urgency. All staff who have not completed the mandatory induction will be contacted personally and prompted to complete by a member of the H&S team.

TRAINED H&S ROLES - CURRENT NUMBERS

Fire Wardens – trained to assist with the “sweep and clear” of zones during evacuations	
Falkirk	44
Alloa	18
Stirling	20
Raploch	1
Evac Chair – trained to assist escape using the evacuation chair	
Falkirk	13
Alloa	5
Stirling	5
Raploch	1
First Aiders – respond to first aid calls	
Falkirk has a new Rota system in response to Covid	
Alloa and Stirling have a Rota response system	
Falkirk	15
Alloa	5
Stirling	9
Raploch	1

As occupancy levels begin to rise within the college buildings it is important that H&S are kept informed of any activity or intention to increase numbers within areas to allow them to make the necessary arrangements to have the correct amount of first aiders and fire wardens within the areas. Failure to do so may result in lack of cover as H&S will not unnecessarily ask a First Aider to attend site when not required.

Cover Rotas are produced in advance of the week ahead to ensure the college is covered should an incident occur.

Fire Drills - It has been decided by College Senior Management and H&S committee that no fire drills are planned for the foreseeable future due to the pandemic. Staff have been briefed that in the event of an emergency people **do not** have to stay 2 metres apart as it would be unsafe and could prevent a controlled, effective evacuation. Building users should calmly proceed to their closest assembly point via their nearest emergency exit. Social distancing should be maintained where reasonably practicable at assembly points.

Safety Audits and Risk

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 2020 - 2021

The table below shows the planned Audit/Inspections for 2019-20		
Campus	Department	% of compliance
Alloa		
TBC	Start of Term Housekeeping Tour	
TBC	CIHT - Hospitality	
TBC	CSC - Construction	Risk assessment Reviewed
TBC	Business & Communities	Risk assessment Reviewed''
Falkirk		
TBC	Start of Term Housekeeping Tour	
TBC	CIHT - Hospitality	
TBC	Business & Development	
TBC	CSC - Construction	Risk assessment Reviewed
TBC	Marketing, Communication & Print Unit/ Estates & Facilities	
TBC	ES - Engineering	
TBC	ITNSU	
TBC	ES Science	Risk assessment Reviewed
TBC	CIHT - Hair & Beauty	Risk assessment Reviewed
TBC	Curriculum & Quality	
Stirling		
TBC	Start of Term Housekeeping Tour	
TBC	CIHT - Hospitality	
TBC	Historic Environment	
TBC	CSC - Construction	Risk assessment Reviewed
TBC	CIHT - Creative Ind	
TBC	Student Centre/LRC	
TBC	Business & Communities	
30/11/2019	All Campuses Christmas Check	

All actions from these audits are recorded and tracked on the HS Audit Tracker – on SharePoint.

Department H&S Audits- Due to the associated control measures applied to keep people safe audits have been carried out as a desktop exercise studying Risk assessments, SSOW & COSHH assessments. It is encouraged that **cross campus travel is not done unless absolutely necessary** and therefore deemed not safe to carry out physical audits however this is continually being reviewed

New Falkirk Campus

Our new campus at Falkirk opened to the public in January 2020 having only been open for two months prior to the Coronavirus pandemic and never having received its official opening ceremony. Sadly a year on the college still finds itself navigating the twists and turns caused by the collateral damage the pandemic creates. April 2020 saw a brand new building deserted with only one facility assistant at a time allowed on the premises. Tea mugs remained on desks and lunches in fridges from when worried staff received the message 'go home'.



The building itself is designed in such a way that it's flexible to the demands. The design intention is to withstand the test of time and the ever developing requirements of the college curriculums but the past year has demonstrated flexibility and adaptability in design more than what anyone could ever have imagined. The same thing can also be said for the college's Stirling and Alloa sites as the whole college estate has been made covid secure and the main Covid vaccination centres for the Forth Valley region with an anticipated target of 30,000 vaccines being administered per week with Falkirk acting as the biggest and main HQ. The NHS and Army have quickly adapted to the new surroundings which has seen commercial suits transformed to clinical environments, refectories into waiting areas and meeting rooms turned into refrigeration storage. New Falkirk building really has been the finishing touch on a trilogy of adaptable, modern colleges to bring the ambitious 10year masterplan to a conclusion. The focus now is to develop the next plan to ensure the buildings continue to thrive within what is expected to be a new environment with different demands, but an exciting one.

End of year Defects – Work on EoYD has been underway for some time now with Balfour Beatty making good progress. All work is managed via a permit to work scheme signed off by Estates and H&S. Work is frequent but taking longer than expected due to social distancing meaning that numbers are restricted onsite and although busy, contractor numbers are being managed with the induction process taking longer than usual for new suppliers.

BIM Level 2 – The new Falkirk Building is the first of kind in Scotland to be completed and maintained using the government mandated BIM level 2 process.

KPIS

KPIs - Accident & Incident Statistics

Our key performance indicators;

Pre 2018 KPI statistics are available on request to the H&S Department.

2018-2019 – we have set a KPI of fewer than **100** incidents, the lowest to date; Unfortunately, this KPI was far exceeded at **141**. Trends were established and action plans implemented to stabilize the KPI, which was surpassed at quarter 3.

Root Cause Analysis - After trends were established and departments identified it quickly became clear that there was a flaw in the internal reporting of incidents, once this issue had been resolved following some in depth training all incidents were reported and as a result surpassed the KPI. 2018- 19 will be used as the new benchmark for ensure accurate reporting.

2019-2020 – We have set a KPI to match that of 2017-2018 of **115** incidents. We have currently had **104** Incidents this academic year. 1 RIDDOR took place during this timeframe

2010-2021 – The H&S committee have agreed to retain the KPI of 115 for the year ahead

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

2no. RIDDOR incident have been reported this session.
3no. for the academic year to date

- **No.1- Burn** An in depth investigation has taken place with a full investigation report to be concluded. All findings have been confirmed and discussed with the department with control measures reviewed with further measures implemented.

No.2 – Slip Trip or Fall – NHS patient tripped on the kerb stone resulting in a stay in hospital following treatment

No.3 – Slip Trip or Fall – NHS patient slipped exiting their car receiving damage to their pelvis resulting in hospitalization following treatment

Illness

2018- 2019 illnesses requiring first aid attention increased by 28 from the year previous to **115**

2019-2020 there has been 59 medical calls after the third quarter so it is estimated that medical calls will reduce in number from 18-19.

2020 -2021 There has 12 x medical calls this academic year so far- x10 over since the last report in October.

Summary of Incidents by type; Please see next page

2017/2018	Bruise/ Abrasion	Burn/ Scald	Crush Injury	Cuts	Elect Shock	Eye Injury	Fracture/ Dis	Other	Puncture Wound	Sprain / Strain	Sting	RIDDOR	Total	Medical	Mis- Conduct	Near Miss
August - October	5	2	0	9	0	1	0	0	1	4	0	0	22	26	2	4
November – Jan	3	4	0	13	0	0	0	3	0	4	0	4	31	23	3	2
February - April	5	1	1	7	0	0	0	0	0	2	0	0	16	24	0	0
May - July	4	3	0	9	0	1	0	1	1	4	0	0	23	14	0	3
Total	17	10	1	38	0	2	0	3	2	14	0	4	92	87	5	9

2018/2019	Bruise/ Abrasion	Burn/ Scald	Crush Injury	Cuts	Elect Shock	Eye Injury	Fracture/ Dis	Other	Puncture Wound	Sprain / Strain	Sting	RIDDOR	Total	Medical	Mis- Conduct	Near Miss
August - October	6	8	2	17	0	4	1	1	1	7	1	0	48	44	3	0
November – Jan	4	4	1	23	0	1	1	3	2	2	0	0	41	26	1	0
February - April	2	7	0	11	0	1	0	0	0	1	0	0	23	24	0	1
May - July	5	9	0	11	0	1	0	0	0	3	0	0	29	21	1	0
Total	17	28	3	62	0	7	2	5	3	13	1	0	141	115	5	1

2019/2020	Bruise/ Abrasion	Burn/ Scald	Crush Injury	Cuts	Elect Shock	Eye Injury	Fracture/ Dis	Other	Puncture Wound	Sprain / Strain	Sting	RIDDOR	Total	Medical	Mis- Conduct	Near Miss
August - October	6	6	0	33	0	0	1	3	0	2	0	1	51	25	1	1
November – Jan	4	4	1	12	0	3	2	5	1	2	0	1	34	24	1	4
February - April	4	4	0	8	0	0	0	2	1	0	0	0	19	10	0	4
May - July	1	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0
Total													105			

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

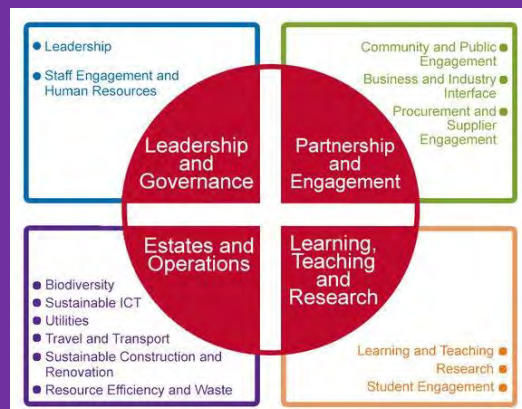
2020/2021	Bruise/ Abrasion	Burn/ Scald	Crush Injury	Cuts	Elect Shock	Eye Injury	Fracture/ Dis	Other	Puncture Wound	Sprain / Strain	Sting	RIDDOR	Total	Medical	Mis- Conduct	Near Miss	Dangerous Occurrence
August - October	3	2	0	6	0	1	0	0	0	0	0	1	12	2	0	1	2
November – Jan	2	0	0	7		1	0	1	0	1	0	0	12	10	0	0	0
February - April	0	0	0	0	0	0	2	1	0	0	0	2	3	0	0	1	0
May - July																	
Total																	

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KPIs- Sustainability

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

EAUC- LiFE Tool – (Learning in Future Environments) – four 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:

The department makes a point of always having representation at all of CDN's Climate emergency meetings in order to ensure that the college's view are clear and replicate best practice if not already in place. The forum sets out objectives and tasks on how best to aid the ongoing concern of climate change and how colleges can aid in the battle to save the environment. One of the main targets for group is banning the sale of all single use plastics on college campuses before a set deadline. The deadline which was previously set for August 2020 has been delayed due to the pandemic.

With latest announcement that all public buildings are to be emission free by 2040 (2045 in England & Wales). Major consideration has to be given to future project work, curriculum and personal commitments to how we live as energy sources we have all used with ease in the not so distant past will start to become harder to obtain. Domestically, it is anticipated that new gas boiler installations will not be permitted towards the end of the 2020's.

Colleges Scotland have produced a 10 point manifesto with a clear statement of intent with clear objectives as Scotland's college principals recognise the urgency and extent of the climate emergency.

In addressing these elements, Scotland's colleges commit to the following 10 action statements:

1. Support Scotland's efforts to achieve net-zero climate emissions by 2045 or earlier if possible, with Scotland's colleges aiming to achieve net-zero by 2040 or earlier.
2. Embed environmental sustainability in our institutional strategies and set measurable targets.
3. Address the UN's Sustainable Development Goals in our strategies.
4. Share best practice within and beyond the college/university sector.
5. Deploy our expertise and experience to combat climate change.
6. Contribute to public debate on climate change and use the power of our example to encourage others.
7. Work with Scottish industry, public sector bodies and others to find practical solutions to climate change and to make our planet safe for future generations
8. Encourage where appropriate, colleges to adopt the UK HE/FE Climate Commission's 'Climate Action Roadmap for FE Colleges'.
9. Each college will publish action plans to address on-campus and supply chain emissions, setting out what steps they will take over a five-year horizon and beyond where possible, and what they aim to achieve to address the climate emergency.
10. Educating staff, students and communities on the impact their daily lives have on the environment/climate. While working with our partners, local employers and communities to ensure everyone is aware of their personal responsibility to our planet.

The Sustainability Committee has representation across the College teams, agrees the key performance indicators and targets and monitors progress throughout the session.

"Building Your Green Future" is being used as a strapline for all sustainability promotions.

The college sustainability and H&S team and continuing to work with CDN's climate emergency group and EAUC to work towards a collaborative proposals for COP26 UN climate change conference in Glasgow in November 2021 which will act as a follow up to the COP21 summit otherwise known as the Paris agreement.

- *In Line with our updated Strategic Travel Plan and new car park "terms of use" document and annual travel survey, vehicle-parking pass continue to be in operation. Vehicle passes must be displayed while using the car park (GDPR compliant).*
- *The college currently has 6 EBikes all of which have been loaned to staff to help with a healthier commute and assist in the aim to reduce travel miles. Preliminary discussions are in place to partner up with Forth Environment Link, a charity based across the Forth valley who has a specific focus in active travel, energy efficiency and reducing food and construction waste. There has been an initial interest in Forth environment Link running night classes in Ebike and Bike maintenance. The NHS as currently the biggest user of Ebikes in the area have expressed a large interest in this.*
- *The college currently has 6 pool bikes available for loan, 2 are currently loaned with 4 available. Please contact the estates department should you wish to make an enquiry.*
- *Active Travel Officer- Having hosted this funded post for the first with great success it is with regret that our Active travel officer is moving onto pastures new. Funding is being reapplied for next year although nothing is guaranteed given the current economic situation.*
- *Stirling Campus has received an upgrade of 390 lights with LED lights resulting in 65% more energy efficiency*
- *Alloa Campus has received an upgrade of 300 lights with LED lights resulting in 65% more energy efficiency*
- *The department has instructed Servest and PCMG to carry out a comprehensive Bill Validation and efficiency exercise to determine where savings can be made if any.*
- *BMS optimization works at Alloa and Stirling are underway in an attempt to further reduce unnecessary heating bills.*
- *All sites are now fully equipped with food dewatering systems. It was important that Alloa and Stirling received the same specification as Falkirk. With this introduction the college will see a huge decrease in food waste with all water being removed prior to the waste being weighed and charged.*
- *Falkirk will house the brand new renewables workshop which will take students through live demonstrations of how renewable energy is produced. The workshop will include the likes of Ground and air source heat pumps, rain water and grey water harvester units and Photovoltaic roof panels.*

1. Purpose

To update members on the current staffing establishment and on key aspects of HR activity.

2. Recommendation

That member's note the changes to the current status of the staffing establishment and the select activities of the HR department.

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. Also contained within are key points of interest relating to HR activities.

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 organisation's 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.

5. Key Considerations

5.1 Staffing Establishment

Appendix 1 shows the **establishment** as at the academic year, ending January 2021. Included is a statistical overview, new roles and absence statistics.

The changes in establishment figures relates to unique situations. This includes the savings associated with the introduction of Instructor Assessors, and reductions in Departmental Administrators numbers. Also the impact of lockdown. This latter point impacts on the decisions made to replace and recruit. With staff on furlough and reduced services in areas where attendance on campus is needed, decisions made are causing fluctuations in overall FTE. This coupled with changes to the patterns of absence results in an unpredictable, though manageable situation.

5.2 HR Activities

Much of HR actions take place unnoticed with practical and legal considerations linking in with the support provided. Supporting managers and staff and consulting with stakeholders including unions. The activities detailed within this paper provide a snapshot of HR actions within an increasingly dynamic environment, both internal and external, designed to add value to the College.

Significant work in developing the HR SharePoint site has produced an interactive and informative platform to deliver access to relevant, supportive, information. This includes areas for personal development, a manager's toolkit and health & wellbeing. This collaboration with Business Transformation has set a new standard in presenting information in a user friendly format.

The Furlough Scheme was extended and lockdown conditions imposed. In total since lockdown started post-Christmas there have been 90 members of staff furloughed, of which the majority are in Hospitality, Sport and Commercial & Training. Around 50% of those furloughed are part furloughed. This latter option is preferable as it maintains contact whilst spreading workload. Furlough is recognised as supportive but also requires managers to consider the needs of the staff who have reduced contact with their colleagues.

The Social Impact Pledge was borne out of a Scottish Government initiative which is aimed at increasing the social impact of public sector organisations across Scotland. Appendix 2 details the commitment made by the college to the Social Impact Pledge. The Social Impact Pledge asks public sector organisations across Scotland to commit to increasing their social impact by making a public commitment to changing three aspects of their current operations or policies. This should be three things that they are not doing currently and haven't done before.

Health & Wellbeing is a vital service the college provides to staff and a clear indication that the college supports and considers staff needs. In addition to the events run during set staff development days, the need to have a range of services on hand is of key importance. Appendix 3 details these offerings in summary.

The principles of the **People Strategy** are used as a structure to focus HR activities, to utilise resources into sustainable, people focused benefits. Staffing, as our biggest spend is also our biggest asset and reliance on this asset should equal our investment in our people. Indeed our commitment through our People Strategy recognised this and CPD is a key attraction to recruitment and retention. Appendix 4 shows the dashboard for the People Strategy. This summary also includes details of the recent series of webinars launched to support staff wellbeing. This dashboard shows activities linked to the 5 pillars of the People Strategy.

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 and is informative. It does not propose any changes which might have an equalities impact or have been assessed separately

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 the Depute Principal and Vice Principal (finance). Monthly monitoring by HR of the RAF and ACF process is in place for justification and approval as well as the annual Curriculum Review of Cleat versus resources.

Risk Owner – Alison Stewart

Action Owner – Ralph Burns

9. Other Implications –

Please indicate whether there are implications for the areas below.

Communications – Yes No

Health and Safety – Yes No

Please provide a summary of these implications – Not Applicable

Paper Author – Ralph Burns

SMT Owner – Alison Stewart

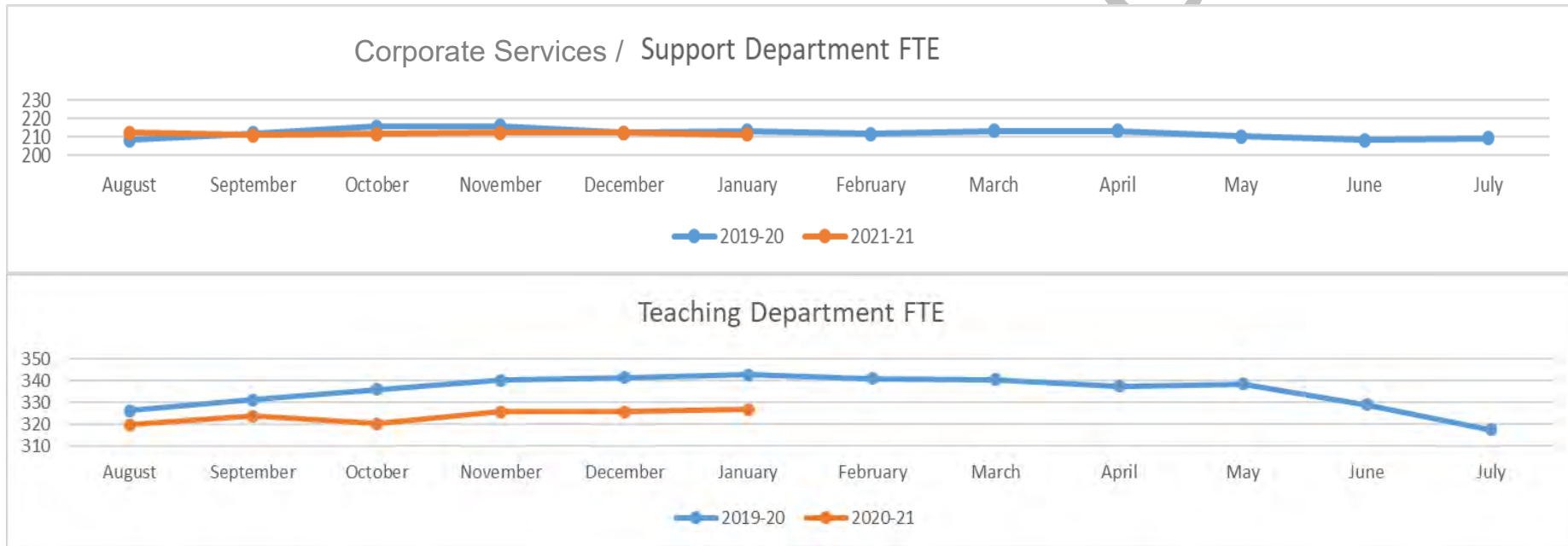
Appendix 1: Staffing Establishment Data
EXECUTIVE SUMMARY

HR MANAGEMENT INFORMATION -		QUARTER 2 2020-21	Q2 2019-20
COLLEGE HEADCOUNT		629	652
COLLEGE FTE		537.8	556.02
% OF FTE BY CONTRACT TYPE	PERM	92.37%	90.5%
	TEMP	7.63%	9.5%
% OF FTE BY GENDER	MALE	39.53%	38.86%
	FEMALE	57.50%	58.22%
	PREFER NOT TO SAY	2.97%	2.92%
% OF STAFF	FULL TIME	63.28%	64%
	PART TIME	36.72%	36%
% OF FTE BY DECLARED DISABILITY	YES	14.06%	15.05%
	NO	83.28%	82.49%
	PREFER NOT TO SAY	2.66%	2.46%
% OF FTE BY AGE BAND	16-24	1.25%	1.38%
	25-34	10.31%	10.91%
	35-44	23.75%	24.73%
	45-54	29.84%	29.03%
	55-64	29.69%	29.03%
	65+	5.16%	4.92%
EMPLOYEE TURNOVER*		11.87%	11.63%
EMPLOYEE RETENTION**		90.64%	90.40%
NEW STARTS (IN QUARTER)		12	30
LEAVERS (IN QUARTER)		11	20
% DAYS LOST DUE TO SICKNESS (IN QUARTER)		3.35%	4.3%
APPROX COST ***		£161,455	£213,253

*Total number of leavers over rolling year / Average number employed over same period x 100

**Number of staff with service of one year or more / total number of staff in post one year ago x 100 (updated calculation method)

1. Establishment Overview



To highlight changes resulting from both lockdown and from the Futures Programme, the four teaching departments are shown separately. There are significant movements in Corporate Services Department FTE though overall FTE remain the same. This is shown in an increase in Learning and Quality of 6 FTE balancing out savings in a number of other support departments. This increase relates to a realignment of roles and new posts created to meet the college’s digital ambitions. The four teaching departments have shown a reduction totalling 16 FTE. This is due to reductions in Department Administrators, a saving from the introduction of Instructor Assessors and the result of lockdown which has reduced the need for cover and in some cases the need to replace posts. This latter point will reverse itself following a return to campuses.

New Posts and Structural Changes

New posts introduced are a part of the process of adaption and change required to meet the new demands placed on the college from the environment, technology, funding and stakeholder needs and wants. It is clear that we are undertaking regular review of both posts and structure and adapting to changing needs, however this has impact on establishment figures.

Learning and Quality

To meet the goals of the Digital Ambition significant resources have been committed including a Digital Skills Project Lead and Learning Technology Coordinator plus the realignment of roles including MIS Support Officer Digital Skills Developer and Assistive Technology Coordinator from other departments. Further details on this change have been presented to the Board separately as part of the update on the Digital Ambition.

Department of Equality Inclusion and Learning Services

A proposal to review the structure and service provision of this area is underway and aims to deliver a more cohesive student centred service. A Study Support Team will deliver broad general support access the student population and a Student Support Team will deliver student centred support for those who need bespoke needs-led support including those students with additional support needs including mental and physical needs. This is not about savings but is about matching the service and roles to meet the needs of learner. Details of the changes proposed are presented under the section 'for information'.

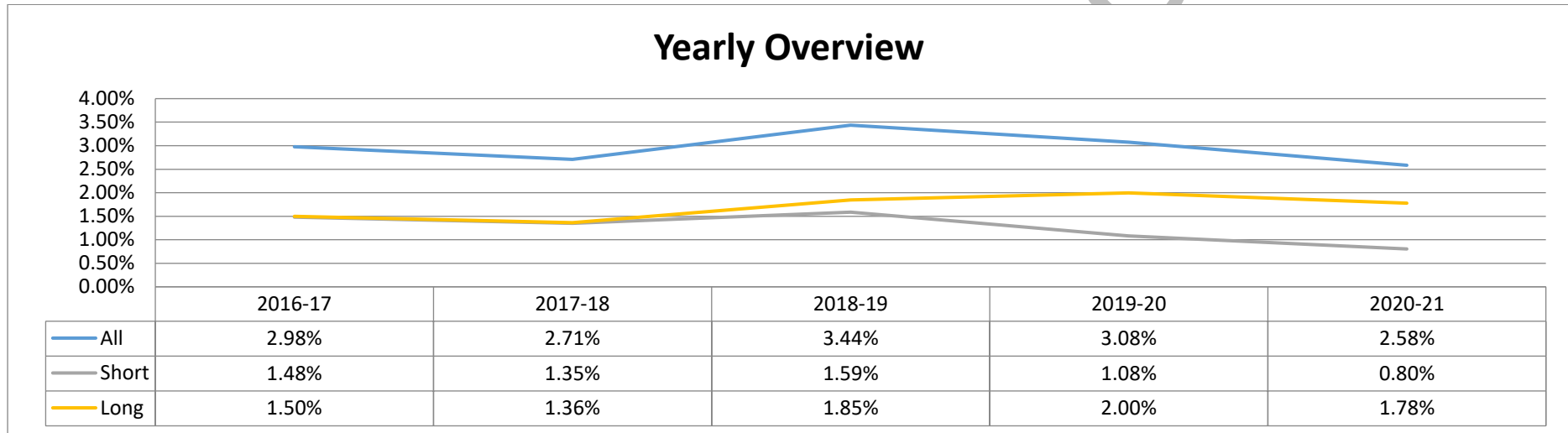
Business Management Internship

Whilst not technically a new post this opportunity was created to provide work experience to a young person who will work for 6 months, 2 months each in separate departments namely, Human Resources, Finance and Commercial Deliver/Business Development. This is more than simply providing basic skills but instead is to prepare and expose the individual to a range of challenges and projects.

[REDACTED]

[REDACTED]

2.Absence Trend



Absence figures indicate the percentage of total days lost based on FTE for academic year, with 2020-21 being the 6 months of that year. The rise in figures are particularly prominent with long-term absence shown here in yellow and relates to several long-term cases of significant health issues which require support and management through our procedures. Short-term absence is one that is showing peaks and troughs but with relative stability. Covid Absences are not counted in line with guidelines. Managers are being encouraged to ensure Return to Work Procedures are undertaken with one-to-one meetings, in particular with those having repeat absence, to determine any underlying or alternative reasons that can be supported. It is notable that short term absence dropped dramatically in the last six months due to home working. It is also notable that the second quarter is higher than the average for the 6 months at 3.35% and is suggestive of the impact of current external pressures. The introduction of Time4You and Weekly Recharge are examples of recognition and of action to support this.

Appendix 2

The Social Impact Pledge

The Social Impact Pledge is a Scottish Government initiative aimed at enabling public organisations to challenge their policies and operations in order to benefit the wider community. It focuses on how we as an organisation can utilise our current resources (people, buildings and grounds) to increase the positive impact we have on our local community therefore providing fairer and equitable public services overall. The pledge is managed by [Communities Channel Scotland](#).

The pledge that the Social Impact Pledge would ask the College to commit to is:

“We pledge to challenge ourselves to increase the positive impact we make on our local community and make better use of all of our assets – our buildings/grounds and our people.

In the next 6 months we will do at least three things that we don't do at the moment.’

Every year Communities Channel Scotland would advise when the pledge is due to lapse and encourage a new submission of at least 1 new pledge for the following year and potential enhancements to existing pledges, where possible. This is to ensure that the organisations that have committed to the pledge are continuing to review their policies and operations with a view to delivering more ‘social value’ to the wider community (www.communityscot.org.uk/social-impact-pledge).

Benefits

There are many additional benefits to FVC signing up to the pledge. These include but are not limited to:

- raising the profile of the College
- being recognised for the excellent work FVC already put into the community
- attracting and retaining talent (employer of choice)
- encouraging and developing team building skills
- giving back to the community and/or local charities
- the use of the Social Impact Pledge logo

Public Sector Organisations that have committed to the Pledge

There are approximately 57 public sector organisations that have a current commitment to the Social Impact Pledge, including 7 Colleges

The Process

The process is straightforward in that the College would submit a completed Social Impact Pledge form signed off by the Principal. Communities Channel Scotland would then post the information regarding the College's pledges to their website and send us the Social Impact logo for use on our marketing material.

Our success in our application is shown here <http://www.communityscot.org.uk/social-impact-pledge/who-has-made-pledge/pledges-made-so-far/forth-valley-college/>

Social Impact Pledge Form



Forth Valley College pledge to:

Challenge ourselves to increase the positive impact we make on our local community and make better use of our assets – our buildings/grounds and our people.

In the next six months we will do at least three things that we don't do at the moment to improve our social impact.

Signed by CEO or Chair: _____

1st Commitment:

Forth Valley College please that staff will work within their departments/teams to give back to the community buy offering 1 day in the next 6 months to a local charity.

Geographical location of impact: Forth Valley area
Contact details: Ralph Burns, Head of Human Resources

2nd Commitment:

Forth Valley College pledge that we will work with Forth Bikes to introduce a 'Forth Bike' stand at Falkirk Campus to enable staff, students and the local community to access e-bikes to encourage active travel around the local area.

Geographical location of impact: Falkirk District
Contact details: Pauline Donaldson, Soft Services and Sustainability Manager

3rd Commitment:

Forth Valley College pledge that we will offer an internship of up to 6 months at FVC for young people undertaking tertiary studies, working with local Universities and also the College.

Geographical location of impact: Forth Valley area
Contact details: Ralph Burns/Karina Buchanan (HR Business Manager)

If you have any other relevant information you would like to provide please use box overleaf.

Additional Information:

Forth Valley College already do a lot of work within the community some examples of which are found below. Signing up to the Social Impact Pledge will enable the College to enhance the impact they are making and also ensuring it is continuously reviewing its impact to the wider community.

Examples of the community reach include but are not limited to:

- * FVC students have cleared overgrown pathways in Pleas Country Park to enable the local community to walk there again.
- * FVC have donated food to Salvation Army, KLS Community and Homestart.
- * IT have recycled the College's old smartboards to local schools for their use
- * FVC meeting facilities are provided at a reduced rate and free of charge to local community groups
- * In collaboration with Springboard FVC invite high school pupils from the local area in, twice per year, to take part in workshops and taster sessions with the College and local businesses.

Please return completed pledges to:



Appendix 3



Health and Wellbeing

We all have mental health and it has never been more important to recognise this and to manage it, than now. Family and friends are key to supporting us, but this is difficult during lockdown, and we don't all have support from family or we just need an extra helping hand.

There is a wide range of **support** that we would encourage you to access. Your line manager or HR Business Manager is there too. First step on realising you would benefit from support is to reach out and have that conversation one-to-one. Managers, of course, don't have a solution to every problem but recognising what we can change and what we cannot is an important step, as is recognising what we need help with.

We have a dedicated area on SharePoint that contains a range of support tools. They are there for you and for me. These can be accessed [here](#).

Some of these benefits include:

PAM Assist www.pamassist.co.uk



PAM Assist is more than just a counselling service. Explore the resources which include finance, legal advice, mental health and addiction.

The **Work Positive Policy** sets out guidance and processes to support employees and managers in identifying and reducing causes of excessive pressure in the workplace. It's there to be used and dedicated advisers are there to help.

Our **College Mental Health Ambassadors** can provide a supportive listening ear to any colleague who needs it. They won't advise, or counsel – they will just listen, support and signpost if needed to other sources of help.

A range of external agencies are captured in the [Mental Health Support Tools](#) document.



With schools and nurseries closed you may need to chat with others. Did you know there is a dedicated Teams page for Carers? Staff can access the **Carers Support Forum** by clicking 'Join a team' in Microsoft Teams and adding the following code [REDACTED]

Edenred have produced a magazine with a Health and Wellbeing theme found [here](#). Improving our finances can also support our wellbeing so try [Edenred](#) to take advantage of the savings on offer.

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PEOPLE STRATEGY 2017 - 2022 DASH-BOARD



WELLBEING, ENGAGEMENT & DIVERSITY

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



LEADERSHIP DEVELOPMENT

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



PROFESSIONAL DEVELOPMENT

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



CORE COMPETENCIES

Co-ordination of college-wide, department focused training, compliance learning and development activities to assess and prioritise based on resources and business need



LECTURING SKILLS

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

YEAR 1
2017-2018

YEAR 1
2017-2018

YEAR 1
2017-2018

YEAR 1
2017-2018

YEAR1
2017-2018

'Listening to Employees' implemented, encouraging open dialogue and active involvement for staff, with opportunities to feedback to wider college and consult on actions arising | **Analysis of college support provision** of occupational health, bullying & harassment advisors, mental health support and counselling

Short life working group set up to gain insight into staff expectations of leadership learning | Key leadership competencies designed using college role profiles | **Management and Leadership Programme** commences May 2018 with candidate nominations process and use of 70:20:10 (Experience:Exposure:Education) format

People Strategy 2017-2022 approved by SMT with year 1 delivery plan developed and delivered through HR department operational plan | Enhanced budget granted for CPD priorities | New post of **Learning and Development Officer** approved and secured July 2018 | **review and analysis of college PRD process** undertaken with feedback from employee focus groups

First college-wide **learning needs analysis** completed May/June 2018 for implementation in 18/19 academic year | **HR-led training delivery** linked to operational requirements, including absence management and D&G skills training | **Updated induction process** and on-boarding improvements

Creative Learning and Technologies Strategy 2017-22 launched. **Creative Learning Conference 2017** with the next 'Big Idea' theme. Creation of **Moodle Bar** to support awareness and knowledge of resource. Launch of revised structure of **Learning and Quality** 16 staff take TQFE. Introduction of **Learning Mentor** post to support lecturing staff development and digital skills. 4 Lecturing staff undertake **L&D 9 and L&D 11** (Assessor/Internal Verifier)

YEAR 2
2018-2019

YEAR 2
2018-2019

YEAR 2
2018-2019

YEAR 2
2018-2019

YEAR 2
2018-2019

Carer Positive Employer status and **Disability Confident** status achieved | **Employee benefits package** updated and communicated to staff | Work commences on staff **Mental Health learning framework** | **Bullying and Harassment Advisors** and **workplace Mediators** training | **staff wellbeing events** delivery

Management and Leadership Programme launches October 2018 with first cohort of 12 candidates | **mentor selection and training** for leadership mentors | candidates commence **SVQ leadership and Graduate Apprenticeship** qualification | **project selection** undertaken for candidates | 6 individual **education events** delivered 18/19, including psychometrics

Work commences on design and implementation of new **reflective approach to staff PRD process** and amendments to employee SharePoint forms in collaboration with Learning & Quality and Business Transformation | **staff secondments** supported for leadership candidates and for other departments including Business Development

Continuous Professional Development opportunities aligned to staff development objectives, operational priorities and learning needs analysis | Staff development opportunities boosted by **£15k Flexible Workforce Development Fund** grant | **technical and behavioural skills development** course delivery throughout 2018/19

Professional Standards for Lecturers published for Scotland's colleges | **Creative Learning Conference 2018** runs in collaboration with SERC Ireland | 10 Lecturing staff undertake **L&D 9 and L&D 12** (Assessor/Internal Verifier) qualifications. 15 lecturing staff pass **TQFE**

UNCO

YEAR
3
2019-
2020

Mental Health (MH) Staff Learning framework developed and launched | **MH First Aid** training commences | **Mentally Healthy Workplaces** training planned for early 2020 | **Listening to Employees** takes on topic of mental health awareness for staff and staff awards | Nomination & development of **MH Ambassadors** | **LMT** inducted in mental health awareness | Comprehensive mental health staff & manager learning programme launches Jan 2020 with over 300 places available across 8 topics

YEAR
3
2019-
2020

Management and Leadership Programme continues with further educational activity planned for HR, Finance. Leadership and coaching skills | **Learn & Lead 2019 programme** developed and launched for aspiring non-managers with initial cohort of 4 | 5 current managers and Heads of Service selected for **CMI Strategic Leadership qualifications** | 7 staff undertake SVQ Management & Leadership qualifications at L3 & L4

YEAR
3
2019-
2020

Reflective PRD review process launched August 2019, linked to Professional Standards for Lecturers and college operational plan, with review after one year | **Reflective Learning training module** under development for managers to use with teams | **MI reporting** set up to support review of process effectiveness |

YEAR
3
2019-
2020

Continuous Professional Development opportunities continue to be aligned to business priorities and reflective learning | **Training Calendar** under development | L&D signposts and responds to department-wide and individual development requirements | **Moodle and SharePoint review** under L&D development

YEAR
3
2019-
2020

Planned **CPD** for lecturers includes Conflict Management, technical skills development for new Falkirk campus and mental health awareness | £15k of **Flexible Workforce Development Fund** + additional £5k ring fenced for L&D 11 (Internal Verifier) qualifications for 11 Lecturing staff. 17 staff undertake **TQFE**. **Restructure** of provision introducing specialised Instructor Assessor Role

YEAR
4
2020-
2021

An extensive series of webinars launched the start of the year to support the return to campus and staff working remotely. Covering **wellbeing, concerns over return to campus and physical and mental health**. | Launch of **Weekly Recharge** and 'Time for You' giving staff time to manage their workload and to recharge energy | A **wellbeing** event in January continues the theme of staff support in lockdown | **Staff Awards** Programme proposed | **Carers Support Forum** launched | **Staff Area** of SharePoint dedicated to wellbeing

YEAR
4
2020-
2021

Management and Leadership Programme is concluded following a two year trial programme. Utilisation of **College Development Network's** sector developed programmes. One Staff member undertaking **Preparing for Executive Leadership** Programme. Commencement of staff on **CDN Leadership Development** with 6 staff nominated for **Strategic Leadership, 2 Operational Leadership** and 6 staff undertaking coaching skills. One staff member undertaking HNC Management and Leadership **Staff Area** of SharePoint dedicated to Leadership development

YEAR
4
2020-
2021

2 staff commence **Graduate Apprenticeship** with Heriot Watt | **FVC Skills Network** launched. | Staff skills development includes City and Guilds Gas training, BSc Health & Safety Management, Internal Auditor Training, Personal Coaching, External Mentors. | **GTCS pilot college**. Review of **PRD** process in line with GTCS

YEAR
4
2020-
2021

Continuous Professional Development opportunities continue to be aligned to business priorities | Launch of **Giving Back** a charitable event to build **teamwork** and **engagement** | Launch of **Digital Skills** event in conjunction with SERC with an aim to provide basic digital skills including one note, teams, digital accessibility, security. **Staff Area** of SharePoint dedicated to staff development

YEAR
4
2020-
2021

17 staff commence **TQFE** | A new project team to support **digital leaning** launched | **Online conference** to support on line learning undertaken by Learning & Quality | Flexible Workforce Development Fund utilised for **L&D 9** and **L&D 11** Assessor and Verifier qualifications for 9 staff

Wellbeing Workshops January 2021

Feel Good Fitness Armchair Yoga

This will be a live practical session to show how to exercise while sitting and you can use the movements throughout the day while sitting at your computer.

Mindfulness – Take a Breath

This session will be a live practical session which will help with coping mechanisms for stress and anxiety which we may experience in everyday life.

Zumba

This will be a live practical session. Zumba will help you to de-stress, target lots of different muscle groups at once for total body toning as well as boosting your heart health. Along with aerobic benefits (it really gets your heart rate up), you also get anaerobic benefits at the live session – the kind that helps you maintain a good cardiovascular respiratory system.

Legs, Bums and Tums

This is a live practical session. Low on energy? Legs, Bums and Tums will increase your stamina and endurance, build your strength whilst increasing your energy levels, flexibility and mobility at the same time with this LIVE session on the day.

Megabit

This is a live practical session. Metafit is a super-efficient workout which means you can spend less time training while still cashing in on all the fat burning, metabolism boosting, heart-pounding and all-around wellbeing benefits. So why not join this LIVE session on the day!

How to Have Supportive Conversations

How do you support someone who is currently going through mental ill-health? You will learn how to spot signs of stress and mental ill-health in others, understand what is stopping you from having a supportive conversation and then learn some of the skills needed to have a supportive conversation as well as support options available.

FVC Employee Assistance Programme

Overview of PAM Assist and the tools and resources available to staff with a focus on mental health and wellbeing

Managing the Unknown

Get an insight on how to manage the challenges of managing yourself through this time of change. Get an understanding of what stress and anxiety are and what can be done to build your resilience.

Get the Big Picture

Get a positive sense of how you feel, think, and act through understanding mental fitness. You will learn about self-compassion, get tips for a healthy diet and sleep. The session will also look at the 5 ways of well-being; what 'normal' feelings are; what the difference is between feeling anxious or down and having an anxiety or depressive disorder; creating a healthy; sustainable daily work cycle and how to create habits that stick.

Story Telling: A Journey into Self Care

Storytelling is at the heart of changing attitudes about mental health. Hear personal mental health stories from SERC and Forth Valley staff members about their mental health journey after an event that happened in their life.

Sleep Workshop

Importance of Sleep and your health. This is a pre-recorded session which will last 50 minutes and can also be viewed at a later stage.

Emotional Freedom Techniques - Pick me up for the New Year

This live session is to help you acknowledge clear and transform all areas of your life by using Emotional Freedom Techniques (EFT) to learn new skills to improve your life.

Emotional Freedom Techniques – Help Yourself Please

This live session is to help you with Emotional Freedom Techniques (EFT) on how to set boundaries to maintain work and home balance while working at home. See what emotional freedom means to you and learn how to maintain it.

Wellness Mediation

A guided 30 minute recorded practical guided meditation for Wellbeing. This is pre-recorded session by Colleen Cairns SERC Lecturer and can be viewed also at a later stage.

The Circle of Wellness

This session will explain how your Body, Mind and Spirit work together to make you feel balanced and at peace. There is the option to follow this session with the 30 minutes Wellness Mediation by Colleen Cairns

These sessions pre-recorded by Colleen Cairns, SERC Lecturer, and can be viewed also at a later stage.

How to help students mental health

This session is a pre-recorded session and can also be viewed at a later stage.

The session is for staff who work closely with students to help you identify signs and symptoms of a student who may need support for their mental wellbeing, giving advice on how to have the conversation with them and the support services available for both SERC and Forth Valley students

FVC WELLBEING WEBINAR SERIES

Schedule for week commencing 31 AUGUST 2020

TIME	MONDAY 31	TUESDAY 1	WEDNESDAY 2	THURSDAY 3	FRIDAY 4
9					
10					
11					
12		Remote Human 12-1		Perfectionism 12-1	
1		Financial Wellbeing 1.30-2.30		Attitude Matters 1.30-2.30	
2					
3					

People Strategy 2017-2022

DASHBOARD

WELLBEING, ENGAGEMENT & DIVERSITY

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

LEADERSHIP DEVELOPMENT

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

PROFESSIONAL DEVELOPMENT

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

CORE COMPETENCIES

Co-ordination of college-wide, department focused training, compliance learning and development activities to assess and prioritise based on resources and business need

LECTURING SKILLS

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

People Strategy 2017-2022

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Y1
2017
-
2018

Y2
2018
-
2019

Y3
2019
-
2020

1. Purpose

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

2. Recommendation

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

3. Background

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

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

The audit is required every two years with the last audit conducted in 2018 and published in 2019. Enclosed is a copy of the 2020 Equal Pay audit (appendix 1) which is conducted by a recognised external independent company that specialise in Equal Pay and Job Evaluation, Northgate Arinso.

4. Findings

Overall the college is shown as robust with variations within gender primarily relating to occupational segregation, length of service and time in post. The figures are not simple to compare for reasons including one role (facilities assistant) which attracts a shift allowance, and the high proportion of males in lecturing compared to all other roles.

Key points included for consideration include:

1. There are two points where the salary levels of one grade overlap with the grade above. This occurs between Grade 5 and 6; and between Grade 8 and 9.
2. The average length of service for male employees is 11.41 years compared to 9.64 years for females. The larger the scale before the maximum is achieved the greater the risk of pay disparity.

3. The Senior Management Grading Structure as shown in Table 5 indicates that there are significant overlaps in potential pay levels between the grades.
4. The majority of employees start at the published grade minimum starting point, but it is more likely that females start at the minimum point.
5. The overall disability pay gap is -8.02% meaning that the mean average hourly rate is higher for those with a disability compared to those without.
6. The Ethnicity Pay Gap is -5.35% a change from -1.63% in 2018 based on mean total earnings.

5. Recommendations

1. Previously we have sought to remove the overlap but with national bargaining decisions in progress and the length of time the current scales have been in place plus the evidence from the report, the risk is minimal. No further action being taken as this will be covered by national bargaining.
2. It is recommended that when undertaking a review of new grading structures following national bargaining agreements the grade span is reduced to 3 (or 4 max) levels to minimise the impact of service length on earnings (where this decision is within the control of the College). This will reduce any differential between male/female and ethnic minorities where females and ethnic minorities, in general, have lower service lengths. Maintaining a span as opposed to one spinal point will continue to encourage commitment and motivation whilst having one spinal point is clearer, fairer, and simpler to operate and to cost. No further action being taken as this will be covered by national bargaining.
3. Decisions on changes to senior managers' scales are currently underway on a national level. A review of senior management pay structure will be undertaken to remove overlap within grades and taken to Remuneration Committee for approval.
4. Recruiting managers to be made aware of the need to consider equal pay in appointing staff.
5. 5 & 6 There are no concerns here however considerations such as reducing the span of grades will ensure equality of pay is maintained and monitoring continued. No further action being taken as this will be covered by national bargaining.

6. Financial Implications

Please detail the financial implications of this item –..

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

7. Equalities

Assessment in Place? – Yes No

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

Please summarise any positive/negative impacts (noting mitigating actions) – The overall report has few recommendations and none that point towards practices within FVC however this does not mean we will not be challenged. FVC will continue to promote the principles of equality in all recruitment practices and in the structure of its pay systems. Whilst national bargaining will take this out of college control to a degree we must still monitor local impact of these decisions on our workforce.

8. Risk

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

	Likelihood	Impact
Very High		
High		
Medium	x	x
Low		
Very Low		

Please describe any risks associated with this paper and associated mitigating actions – It is important to ensure fairness and transparency. Lack of transparency may result in negative publicity

Risk Owner – Alison Stewart

Action Owner – Ralph Burns

9. Other Implications –

Please indicate whether there are implications for the areas below.

Communications – Yes No

Health and Safety – Yes No

Please provide a summary of these implications – This report will be uploaded to the FVC website

Paper Author – Ralph Burns

SMT Owner – Alison Stewart

1. Purpose

To provide information on the proposals for a Staff Awards event.

2. Recommendation

It is recommended that members note the plans, and the proposed actions.

This includes

- to approve the proposed categories
- to approve the proposed nomination process with support from Business Transformation for an on-line nomination form
- that a panel of 5 judges (to allow for drop off) is agreed with nominations from appropriate stakeholders
- to approve a virtual pre-recorded event as the delivery method
- that the first staff awards event will take place in June

3. Background

Following on from feedback from staff via the Listening to Employees forum, the suggestion for a staff awards event was approved in principle through the LMT committee. The intention was to open this event in the All Staff Development Event in November 2020 however other priorities and restrictions meant that this was not feasible nor was it recommended that the inaugural event would be an online one until this format was better developed and understood. On line events are now a common occurrence.

The principle aims of an awards event still remain sound. Recognition, celebration, and reward; promoting team work, unity and college values. This fits directly with our People Strategy.

4. Approach

This is a staff led event through the Listening to Employees Forum and maintaining this is of primary importance for credibility, thus it should remain staff driven. This concept has been developed by staff across various departments led by Mhairi Archibald.

Categories chosen are open to debate and most people will have their own ideas. The following are recommended as broad, relevant categories (fully detailed in appendix 1).

1. Colleague of the Year
2. Team of the Year
3. Inspiration Award
4. Innovation Award
5. Improving Health & Wellbeing Award
6. Community Support Award

A standard process of nomination and selection would take place

Nominations

Nominations will be requested in recognition of staff achievement and activities for the current academic session or if communicated at the start of a new session, will be for the previous session. All staff will be able to submit an entry/nomination for one or more of the award categories, however only allowed to submit one entry per category. Entries will be completed and submitted via an online entry form with responses returned by email to a dedicated staff awards email address. An email receipt will be issued for each entry received. A sample nomination form is attached as appendix 2.

Each category should be shortlisted to three with the overall winner announced at the ceremony. A hard copy brochure or (more likely) an e-brochure will be produced and distributed to all staff, prior to the ceremony taking place. The nomination summary information for all shortlisted nominees, will be included in the brochure.

Judging Panel

In order to keep the judging as impartial as possible, and in order to minimise the exclusion of staff from being nominated for an award, the panel should consist of 3 – 5 judges with a suggested membership of College Fellows, College Board Members and/or FVSA President. However this is open for discussion.

Award Winners

Award winners will be presented with a winner's commemorative certificate and/or trophy inscribed with their name, award category and year of award.

Ceremony

The options are to have an on-line ceremony or to wait until this can be done in person. Due to current workplace restrictions, suggestions have been detailed (appendix 3) for either a virtual live event, a small face-to-face event or a virtual pre-recorded event. The working group's preferred option would be for timing to coincide with the end of term, so this can provide a celebration event to recognise staff and their achievements at the end of any year. However optimum impact to support participation, improve morale, and to support the current events timetable should be considered. Appendix 3 option 1 (a virtual pre-recorded event) is recommended as this is one of the first events of its kind and due to the unpredictability of lockdown restrictions we are better placed to provide a positive experience with this option.

5. Time Line

For the date of the end June to be achievable immediate action is needed.

w/c 29 th March	Selection of Judging Panel
	Business Transformation creates nomination form
	Marketing develops coms material for launch
w/c 19 th April:	Nominations open
	Announcement of the event and categories
	Announcement of Judging Panel
23 rd May	Nominations Close
w/c 24 th May	Selection Panel meet to short list
w/c 7 th June	Shortlist announced - 6 categories, 3 per category
7 th to 20 th June	Recording of event
w/c 21 st June	Event aired

Continuous coms plan for each stage to build momentum

Guest Announcer to be sourced with alternatives considered

Time required to film includes release of nominees for filming

Should it be considered that a later date is more suited this time line can be adjusted

6. Financial Implications

Costs associated with running an event are detailed in appendix 3 dependent on delivery option taken.

Option 1	Option 2	Option 3
Guest Announcer £2000	Guest Announcer £2000	Guest Announcer £2000
Tapestry £2000	Tapestry £2000/4000	Tapestry £2000/4000
Awards £1000	Awards £1000	Refreshments £1000
		Staff Costs £517.96
		Awards £1000

An additional expense of a gift voucher of £250 per winner would cost £1500

7. Equalities

It is not foreseen that there will be any negative impact on any protected characteristic. A review of the nominations and selection process is recommended and information used to feedback to the staff committee to permit any adjustments to take place for future events if needed.

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		

This is a time consuming and complex activity and requires cross college support without which it will not succeed. It is difficult to gauge the impact of this event given college closure and ongoing dispute but as this event has a positive aspect this should be minor

Risk Owner – Alison Stewart **Action Owner** – Ralph Burns/Mhairi Archibald/Lyndsay Condi

9. Other Implications –

Please indicate whether there are implications for the areas below.

Communications – yes supporting comms plan will be required

Health and Safety – Yes

Please provide a summary of these implications – Risk Assessments required as needed

Paper Author – Ralph Burns/Mhairi Archibald

SMT Owner – Alison Stewart

Appendix 1

Staff Awards Categories

1. Colleague of the Year

This award recognises outstanding work. The colleague will consistently display characteristics valued and appreciated by others. The award recognises an individual who consistently and to an exceptionally high level makes a contribution over and above that normally expected in their role and in line with the college's mission of "Making Learning Work".

Entries should evidence:

- The positive impact that this individual has made to others in the college and/or the wider community
- The way the individual's determination and hard work has inspired, positively challenged others and/or has been a positive role model to others

2. Team of the Year

This award recognises departments, project-based teams, or specific groups of staff that have made a significant impact or achieved significant results over the past year. This award recognises a group of staff that have overcome significant obstacles or have successfully utilised the skills of all members of the team and can demonstrate collaboration with others.

Entries should evidence:

- Where the impact that the team has made, or the results achieved, have been significantly above expectations or have been achieved despite significant challenges faced.
- How collaboration and engagement within the team have contributed to the results.
- How the results of the team have impacted others either within the college or externally.

3. Inspiration Award

This award recognises individuals who have inspired others through an inclusive and engaging approach, often putting the interests of others ahead of their own. They often go above and beyond in their work in order to help others and do so with a high degree of professionalism, and integrity; acting as an ambassador for the college.

Entries should evidence:

- Examples of how the individual has inspired others including examples of how this is inclusive/engaging
 - Examples of how the individual has helped others, without divulging any personal details
-

4. Innovation Award

This award recognises an individual or team who have implemented an idea or innovative approach. This may have resulted in a quality improvement, a saving of time or money, or an improved practice or a new way of working.

Entries should evidence:

- What was innovative about the idea or approach and where did it originate
- What impact has the idea or new approach had within the college
- Where appropriate, that the individual or team engaged and consulted with relevant stakeholders to implement the new idea or approach

5. Improving Health & Wellbeing Award

This award recognises an individual that has made a significant contribution in addressing the health and wellbeing needs of staff or students. They will have demonstrated this by being respectful & supportive and helping to make our college a more positive environment where staff and students feel safe.

Entries should evidence:

- What initiatives or support the individual has implemented
- How their contribution has impacted positively on staff or students

6. Community Support Award

This award is to recognise an employee or team who have demonstrated the positive impact of community engagement. Nominees should demonstrate what impact their community engagement has had.

Entries should evidence:

- Details of the initiative or project that has led to positive community engagement
 - The impact this has had on the community
 - How this has supported the college vision of “Enhancing our position as the business and community partner of choice”
-

Appendix 2

Sample Nomination form

Category: Colleague of the Year Award Entry Form

Name of Nominee:	
Department of Nominee:	
Nomination submitted by:	Department
<p>Award Criteria</p> <p>This award recognises outstanding work in the last academic year. The colleague will consistently display characteristics valued and appreciated by others. The award recognises an individual who consistently, and to an exceptionally high level, makes a contribution over and above that normally expected in their role and in line with the college's mission of "Making Learning Work".</p> <p>Entries should evidence:</p> <ul style="list-style-type: none"> • The positive impact that this individual has made to others in the college and/or the wider community • The way the individual's determination and hard work has inspired, positively challenged others and/or has been a positive role model to others 	
<p>Word Count (Maximum 100 words)</p>	<p>Using the box below please summarise your submission include what was achieved, by whom, and why it is significant</p> <p>NB. If your submission is shortlisted, the Summary below will be included in the College Awards Shortlist Summary booklet</p>

Word Count (Maximum 500 words)	Explain in detail to the judges why your submission should win this award NB. Your explanation should align to and reflect the substance of the award criteria

Any relevant digital evidence available to support your submission should accompany your nomination

Please submit your entry to staffawards@forthvalley.ac.uk

Appendix 3

Virtual Event Options

Option 1: Pre-Recorded Event

The event would be pre-recorded and a link would be available on the College website for all staff members, partners, etc., to view the event from home. Only a small number of people would be involved in the pre-recording of the event.

Support would be required from colleagues in the Department of Marketing and Communications and possibly an AV Company such as Tapestry to facilitate the event. Although, we should be able to organise and produce this type of event internally.

Outline:

- Drinks Reception (virtual reception, with music playing and pictures of the award nominees, etc.) No costs associated with this as everyone would be watching from home – 10 minutes
- Welcome from the Principal – 10 minutes
- Presentation of Awards (guest to announce the awards via a voiceover) – 20 minutes, 5 minutes per category
- Closing Remarks by the Principal – 5 minutes
- Suggest a running time of around 1 hour to keep viewers engaged
- The recording would also be available for people to watch at an alternative time

Pros

- Pre-recording the event means we would have full control of what is going online and relevant team members can sign off the event content prior to going online
- We could possibly add in some further pre-recorded event entertainment and an address from a guest speaker
- We should be able to organise and produce this type of event internally or with minimal external support.
- The recording of this event may be able to be done in house by the Comms & Marketing Team
- If external support was required, it would be a lot less costly than the live event proposal
- People can still get involved in an online event even if there are restrictions in place around face to face events at the time
- Would make the event more accessible to staff in general
- There is less risk of the event getting cancelled due to current circumstances

Cons

- Staff members may not engage in the event
 - There may be a cost associated with the guest announcing the awards (around £2000) - unless this was someone internal or a college partner etc.
-

Option 2: Live Virtual Event

The event would be live streamed from one of the FVC campuses and a link would be available on the College website for all staff members, partners, etc., to view the event from home. Only a small number of people involved in the event would be on campus.

Support would be required from colleagues in the Department of Marketing and Communications and an AV company, such as Tapestry to facilitate the event.

Outline:

- Potential to live stream from campus with limited attendance or all online
- Drinks Reception (virtual reception for those viewing from home, with music playing and pictures of the award nominees, etc./small reception for those on campus if guidelines permitted this) – 10 minutes
- Welcome from the Principal (delivered on campus and live streamed) – 10 minutes
- Presentation of Awards (there will be 6 awards and three shortlisted candidates per category. Could use a screen in the background to show the short-listed candidates. Depending on the situation the shortlisted candidates could be on campus or in a virtual room, which the live stream could switch to when the winners are announced to get their reaction) – 20 minutes (5 minutes per category)
- Address by the Guest Speaker (delivered on campus and live streamed/could also be pre-recorded) – 10 minutes
- Closing Remarks by the Principal (delivered on campus and live streamed) – 5 minutes
- Suggest a total running time of around one hour to keep viewers attention who are watching from home and this seems to work for virtual events we have attended

Pros

- Having the event live streamed from one of our campuses would bring life to the event and strike a balance between a completely virtual or face to face event
- People can still get involved in an online event even if there are restrictions in place around face to face events at the time
- Would make the event more accessible to staff in general
- There is less risk of the event getting cancelled
- Event could also be recorded for more people to watch at an alternative time

Cons

- Staff members may not engage in the event
 - External support will be required and there will be a cost associated with this. The price would be confirmed after discussing the proposal with the AV company, but this could be quite substantial as we have had feedback from other colleges/partners who have used a similar platform. Expected costs would be around £2,000 plus
 - More risk associated with more advanced technical requirements
 - Depending on who the guest speaker was, there may also be a cost of around £2000
-

- Small drinks reception costs for those on campus. More details on drinks package costs can be found below

Option 3: Smaller Face to Face Event

Depending on restrictions, a small event could be organised e.g. in the College's Gallery restaurant with the event host and award nominees etc.

Support would be required from colleagues in the Department of Marketing and Communications, Hospitality and a guest speaker.

Outline:

- Drinks Reception (costs detailed below) – 15 minutes
- Welcome from the Principal – 10 minutes
- Meal (costs detailed below) – 40 – 60 minutes
- Presentation of Awards – 20 minutes
- Address by the Guest Speaker – 10 minutes
- Closing Remarks – 5 minutes
- Running time of around 2 – 3 hours

Pros

- Depending on restrictions at the time this event could be in a larger area with more guests
- More of an enjoyable experience for award winners
- More engagement and interaction with a face to face event
- More likely to make staff aspire to take part in future awards
- More impact
- Can be recorded for other staff to view

Cons

- Not all staff members could be involved
 - This type of event may not be able to take place due to any government restrictions in place around face to face events
 - Fluid external circumstances will make an event of this nature difficult to plan in advance
 - Depending on who the guest speaker was, there may be cost around £2000
 - Costs would need to be considered for the refreshments and meal. Rough costs are detailed below and would depend on numbers at the event:
 - Meal (3 courses including coffee) - £15 per person
 - Drinks – wine (£3 per small glass), prosecco (£6 per glass) & soft drinks (£1.50 each)
 - Labour costs of using the Gallery restaurant - £517.96 (Tues/Thurs) or £1,349 (Mon/Weds/Fri)
-

1. Purpose

To present members with the updated College policy regulating the receipt and disclosure of Gifts and Hospitality to College staff and Board Members

2. Recommendation

That members note the changes to the attached policy.

3. Background

Forth Valley College has had a Gifts and Hospitality Policy in place for a number of years.

In line with standard practice a review was undertaken.

4. Key Considerations

The attached policy was reviewed and updated by the Head of Human Resources.

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

- Updating of titles relevant for referral (highlighted)

5. Financial Implications

None as the management of this policy would fall within the remit of existing staff.

6. Equalities

Assessment in Place? – Yes

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

Awareness of cultural differences relating to giving of gifts

7. Risk

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

	Likelihood	Impact
Very High		
High		
Medium		
Low		
Very Low	X	X

Please describe any risks associated with this paper and associated mitigating actions – The College has not had any incidents in recent years of staff being offered inappropriately expensive gifts or hospitality. The policy document will continue to support staff/Board members who may be offered gifts/hospitality.

Risk Owner – Alison Stewart

Action Owner – Ralph Burns

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 – Relevant staff will be informed and the policy will form part of the Board member induction process.

Paper Author – Ralph Burns

SMT Owner – Alison Stewart

UNCONTROLLED COPY

Gifts & Hospitality Policy and Procedure

Status	Approved
Date of Version	January 2021
Responsibility for Contents	Human Resources
Responsibility for Review	Human Resources
Review Date	January 2024
Primary Contact	Head of Human Resources

1. WHO DOES THE POLICY APPLY TO?

The Policy applies to all College employees and members of the Board of Management. The aim of the Policy is to protect members of staff and Board members from accusations of impropriety and to demonstrate transparency in the College operations. Any breach of the policy will be regarded as misconduct, leading to disciplinary action up to and including summary dismissal.

2. EQUALITIES IMPACT ASSESSMENT

We welcome feedback on this Policy and the way it operates. We are interested to know of any possible or actual adverse impact that this Policy may have on any groups in respect of gender, race, disability, sexual orientation, religion or belief, age or other characteristics.

An Equalities Impact Assessment of this Policy has been carried out. The policy has been written to fully comply with all obligations in respect of employment law and equality legislation and to take account of recommended best practice. It is therefore not anticipated that this policy will result in a negative or adverse impact on one or more groups in respect of any protected characteristic.

3. POLICY GUIDELINES

You must never canvass or seek gifts or hospitality.

You are responsible for your decisions connected with the offer or acceptance of gifts or hospitality and for avoiding the risk of damage to your integrity or public confidence in the College. As a general guide, it is usually appropriate to refuse offers except:

- isolated gifts of a trivial nature or inexpensive seasonal gifts such as a calendar or diary, or other simple items of office equipment of modest value.
- normal hospitality associated with your duties and which would reasonably be regarded as inappropriate to refuse e.g. tea/coffee, lunch following a meeting. This includes hospitality/expenses received while seconded to a third party such as SQA or HMIE.
- gifts received on behalf of the College.
- gifts of a cultural nature issued to an individual as a sign of friendship. Staff should use their own personal judgement as to the appropriateness of gifts and disclose any such gifts to their line manager to ensure transparency and to protect personal and college integrity.

You must not accept any offer by way of gift or hospitality which a member of the public might reasonably think could influence you in the performance of your duties. You should also

consider whether any gift to a member of your family or organisation in which you have an interest may be perceived as having an influence on your judgement.

Where the hospitality offered takes the form of an invitation to a social or sporting event, the member of staff concerned should consult their line manager before accepting. In considering whether or not to accept the invitation, care should be taken to ensure that questions of improper influence have been fully considered. In dealing with commercial partners and in particular international partners it is recommended that further guidance is sought from the appropriate commercial or international manager before accepting or refusing a gift/hospitality.

The term 'gift' includes benefits such as relief from indebtedness, loan concessions, or provision of services at a cost below that generally charged to members of the public.

You must not receive repeated hospitality from the same source.

4. REPORTING PROCEDURE : GIFTS AND HOSPITALITY REGISTER

All gifts and hospitality received should be reported to your Head of Department / Service Manager/ **Director** in the first instance.

For Board of Management members, all gifts and hospitality received should be reported to the Secretary to the Board.

Gifts and hospitality with a value exceeding £50 from a single source must be recorded, using the Gifts and Hospitality Form, in the Gifts and Hospitality Register maintained by the Corporate Governance and Planning Officer/**Depute Secretary to the Board** who will also provide a copy of the required form. The register will include the names of the giver and the recipient(s) and details of the gift or hospitality received including an estimate of its value.

The Register is open to public inspection.

It is the responsibility of the recipient of a gift/hospitality to ensure that entries in the Gifts and Hospitality Register entries are up to date.

In cases where the employee's line manager agrees that the gift/hospitality was sent to the employee as a token of gratitude for work carried out to a particularly high standard or for an exceptional level of service given, the employee may, at the line manager's discretion, be permitted to retain the gift/hospitality (up to £50). Decisions on gifts/hospitality over £50 will be agreed by the SMT member for that area. Thus small gifts or equivalent hospitality that are genuinely given as a token of appreciation or gratitude will be acceptable, provided that the

employee properly declares the gift in line with this policy and provided that the employee does not subsequently treat the person who sent the gift more favourably than other customers/suppliers, etc. Where there is doubt over the value of the gift/hospitality it should be treated as if it were over the value of £50.

5. CONCLUSION

Gifts and hospitality is an extremely difficult area. It is difficult to anticipate every eventuality and members of staff are asked to observe the spirit as well as the letter of this policy statement.

In every case, you should consider both your personal position and that of the College. In particular, you should consider how a particular example would appear to external scrutiny.

If you have any doubt about the appropriate action to take, or if you have any questions about the application of the Policy, you must contact the Corporate Governance and Planning Officer/Depute Clerk to the Board or their representative.

6. LINKS TO OTHER POLICIES

Depending on the current or future relationship between the giver and the College you should also refer to the following policies and procedures:

- Anti-Bribery and Corruption Policy
 - Procurement Policy
 - Travel and Expenses Policy
 - Whistleblowing Policy
 - Discipline and Dismissal Policy
-

1. Purpose

To present the output of the Time4You and Weekly Recharge Survey

2. Recommendations

The purpose of the survey was to generate discussion on the future direction of the two pilot programmes and it is recommended that the SpringBack steering group give due consideration to the recommendations listed below:

- That the initiatives continue for the rest of the academic year to embed further the principles and aims of the initiatives
- Each department Head/Director reviews their own areas and discusses with staff the challenges faced unique to their areas, supported by their SMT member, to make changes to ensure their successful introduction
- Those with 'Lecturer/Work Based Assessor/ Instructor Assessor/ VQ Assessor/ Trainer' staff consider alternative options that support the unique situation of these roles and responsibilities

3. Background

Weekly Recharge and Time4You were launched by the Principal via E-focus on 15th January.

Weekly Recharge

The opportunity to work a shorter working week in order to help with work-life balance and boost wellbeing. This involves staff taking additional time off during the week to recharge.

Time4You

All members of staff should ensure that there are no meetings/calls in their diary between 12pm and 2pm each day. This will allow staff to have their allocated lunch break and also undertake work without any disruptions.

To gain feedback on the pilot to support future decision making, undertaking a survey of staff was agreed. The survey closed 25th February following a two week period where it was promoted to staff and managers.

4. Outcomes

The findings are found in Appendix 1. It is important to note that staff did not answer every question creating some small adjustment in numbers however this does not impact on the results. Also in some cases, furloughed staff were removed to prevent skewing of results (though this is limited due to the small number of furloughed employees within the survey at under 8%).

Survey Validation

53% of staff completed the survey which is an excellent return given the short time frame (and with around 10% of staff currently on furlough).

The spread of responses were even across the role categories and departments. (It is notable that Business Development has been overly popular as a choice potentially due to being the first category of choice.)

A slightly lower percentage of part time staff completed the survey, though this is thought to be the greater attraction the initiatives have to full time staff that has increased this number of responses.

This level of participation and spread suggests that results are robust and indicative of the workforce as a whole.

Key Findings on Impact

69% of staff reported Weekly Recharge has had a positive impact on their wellbeing. 48% are as positive on the Time4You initiative. This is a significant result from both initiatives given the short period of time they have been in place.

Only 6% of staff state that the initiatives have had a negative impact on work and, given the potentially disruptive nature of each of the two initiatives, this is very low. Managers should, however, not ignore this and as part of their team discussions investigate any instance of this and support their staff to overcome any obstacles.

There is a significant proportion of staff (36%) who attempted to take Time4You but struggled due to commitments which correlates to the smaller percentage who found a positive impact due to utilising this initiative.

Comments Overview

The vast majority of comments are positive indicating these are, in principle, excellent ideas, beneficial to family life and wellbeing. Though both initiatives may not be taken every day, even having one option seems supportive.

More guidance would support staff and managers in its application.

Key challenges include that there is no change to workload, time tabling makes it difficult to take either offering, and more flexibility on the options on how and when to take would make them more attractive.

Analysis of distribution and uptake of Initiatives

Given the structure of the College and the wide range of roles within it, it is important to analyse who has benefited, and who had not benefited, from these initiatives.

25% of staff said they could not take Weekly Recharge, and 32% said they could not take Time4You and additionally 36% tried but could not take it every day. This has been analysed further in **appendix 2** to consider where these staff may be located.

Appendix 2 shows the category “Lecturer/Work Based Assessor/ Instructor Assessor/ VQ Assessor/ Trainer” is significant in being the key area where staff are indicating they cannot take Weekly Recharge or Time4You. Consideration of what options to increase opportunity or to provide alternatives may be needed here.

There are also pockets within support departments where workload and operational availability may be impacting on the ability to undertake the schemes.

Workload as a concern is indicated strongly in the comments as are timetables and these results confirm these statements.

5 Taking the pilots forward

The results are encouraging and indicate that both initiatives are worthy of continuation.

Managers should empower themselves to provide solutions to local needs and to overcome barriers that prevent these being taken.

This includes flexibility on the application of Weekly Recharge which can be taken at any time. Or if difficulty is found to be due to workload, for the Recharge opportunities to be utilised as informal flexible working arrangements.

For Time4You, embedding this as both an uninterrupted lunch break plus a quiet time to work without calls (or simply to not feel guilty when not answering calls) will take time but has value. This is a cultural shift.

Clear communications are needed to enforce the message and the options, and to keep it in the minds of staff and managers.

6 Financial Implications

The continued use of these initiatives may result in additional overtime costs in some areas.

7 Equalities

There are no indications that suggest that any staff with any protected characteristic should be disadvantaged by these initiatives.

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		

What are the risks?

Not acting on the information may leave the college open to challenge as to the purpose of the survey and the fairness of application of the initiatives

Risk Owner – LMT

Action Owner – LMT

9 Other Implications

Please indicate whether there are implications for the areas below.

Communications – Comms relating to the initiatives need to be ongoing

Health and Safety – N/A

Paper Author – Ralph Burns

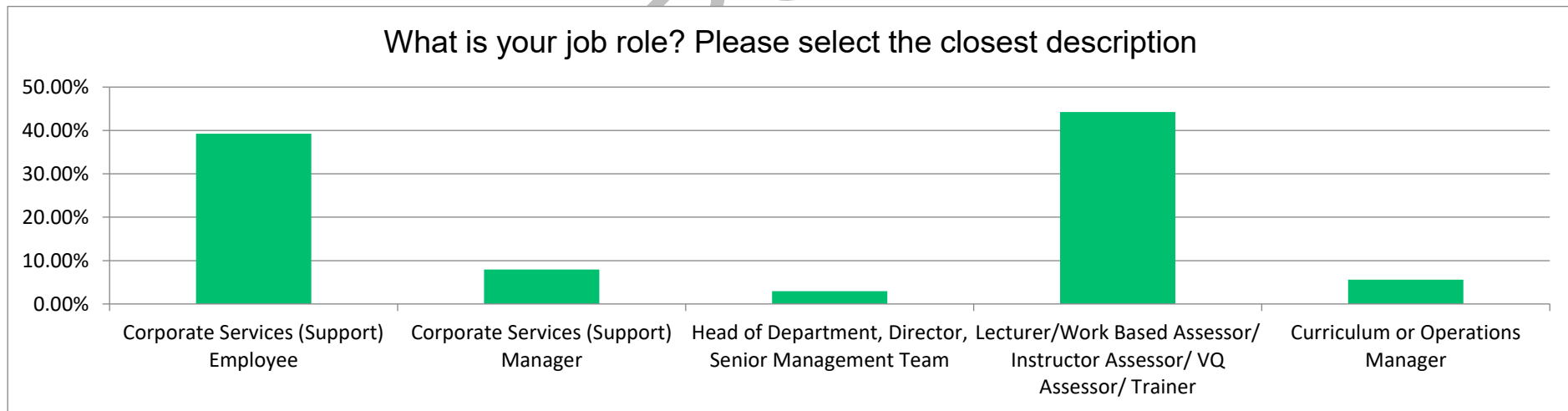
SMT Owner – Alison Stewart

Appendix 1

Weekly Recharge and Time4You

What is your job role? Please select the closest description

Answer Choices	Responses	Responses H/C	Total Staff	% of staff completing
Corporate Services (Support) Employee	39.23%	133	252	52.78%
Corporate Services (Support) Manager	7.96%	27	32	84.38%
Head of Department, Director, Senior Management Team	2.95%	10	18	55.56%
Lecturer/Work Based Assessor/ Instructor Assessor/ VQ Assessor/ Trainer	44.25%	150	305	49.18%
Curriculum or Operations Manager	5.60%	19	26	73.08%
Answered		339	633	53.55%



What department do you work in?

Answer Choices	Responses		Total Staff
Business Development	7.67%	25	20
Business and Communities	13.19%	43	75
Care Sport and Construction	12.58%	41	99
Commercial and Training Delivery	2.76%	9	42
Creative Ind. Hospitality and Tourism	17.79%	58	127
Estates Development	2.45%	8	34
Engineering and Science	11.04%	36	91
Executive Office and Senior Management Team	1.23%	4	8
EILS	6.44%	21	38
Financial Services	5.21%	17	17
Human Resources	3.07%	10	10
IT	2.76%	9	14
Information Services	5.21%	17	22
Learning and Quality	5.52%	18	24
Communications Marketing and Print Unit	3.07%	10	12
Answered		326	633

Do you currently work Full Time, Part Time

Answer Choices	Responses	
Full Time	74.32%	249
Part Time	25.68%	86
Answered		335

During the pilot period have you been furloughed?

Answer Choices	Responses	
Yes	7.42%	25
No	92.58%	312
Answered		337

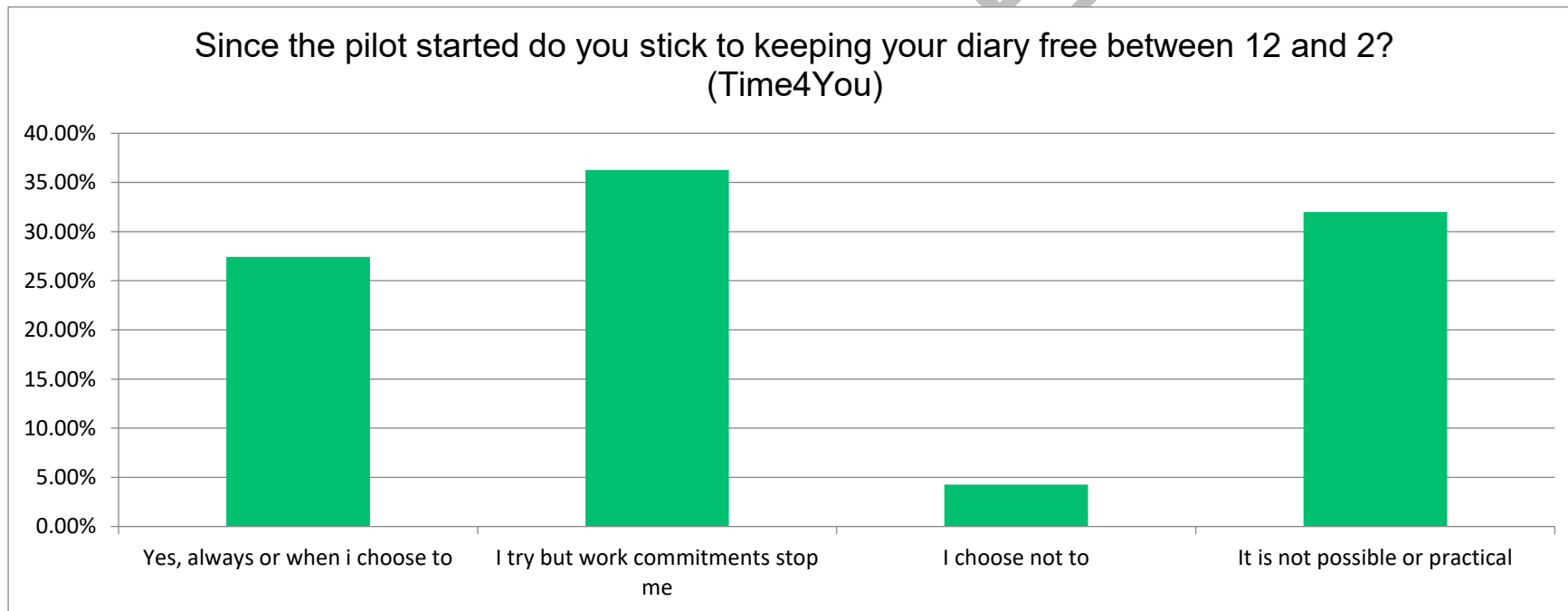
Have you taken the opportunity offered by Weekly Recharge?

Answer Choices	Responses
Most weeks if not all	40.73% 134
Some Weeks	33.74% 111
Never	25.53% 84
Answered	329



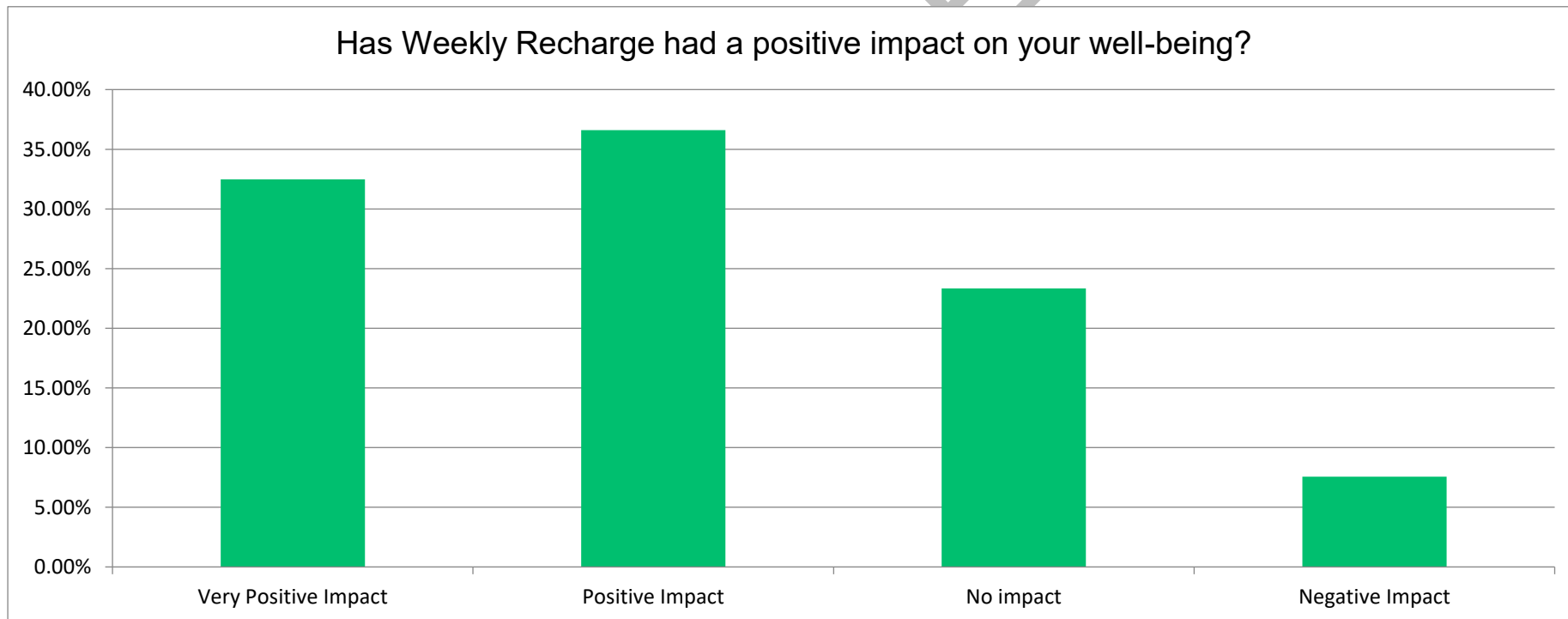
Since the Pilot started do you stick to keeping your Diary free between 12 and 2? (Time4You)

Answer Choices	Responses	Count
Yes, always or when I choose to	27.44%	90
I try but work commitments stop me	36.28%	119
I choose not to	4.27%	14
It is not possible or practical	32.01%	105
Answered		328



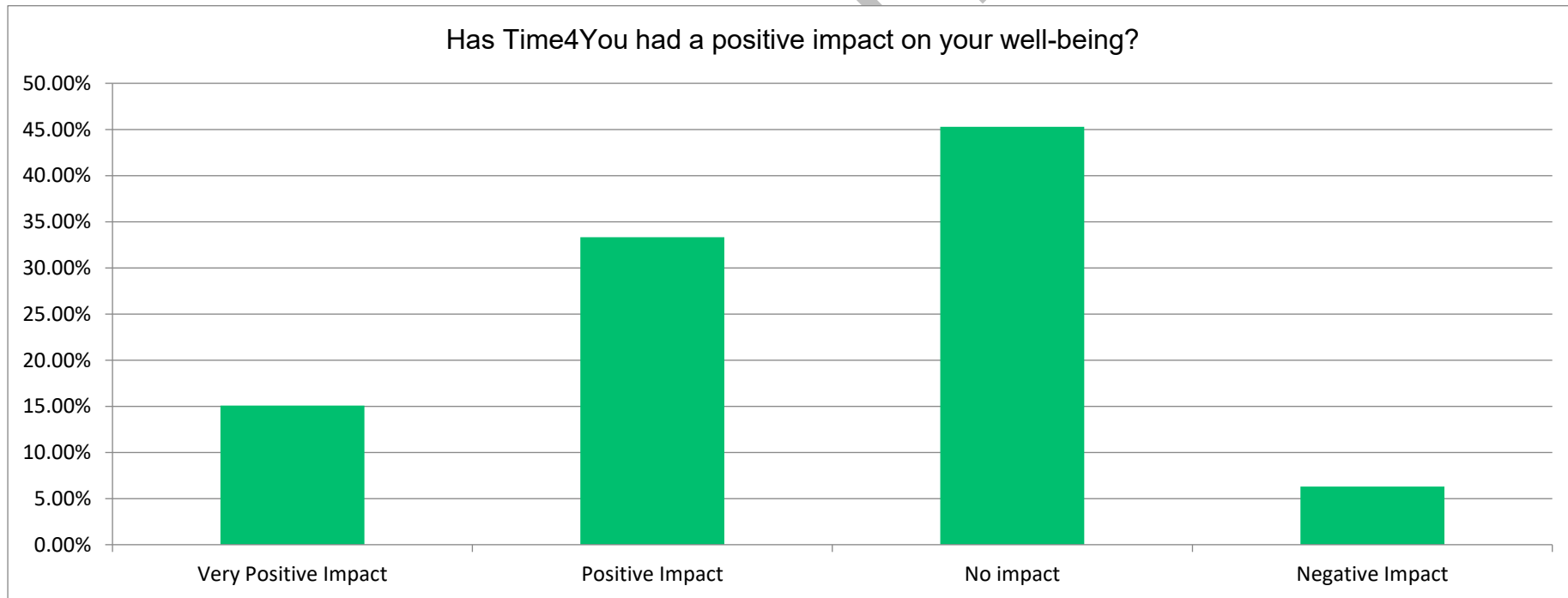
Has Weekly Recharge had a positive impact on your well-being?

Answer Choices	Responses
Very Positive Impact	32.49% 103
Positive Impact	36.59% 116
No impact	23.34% 74
Negative Impact	7.57% 24
Answered	317



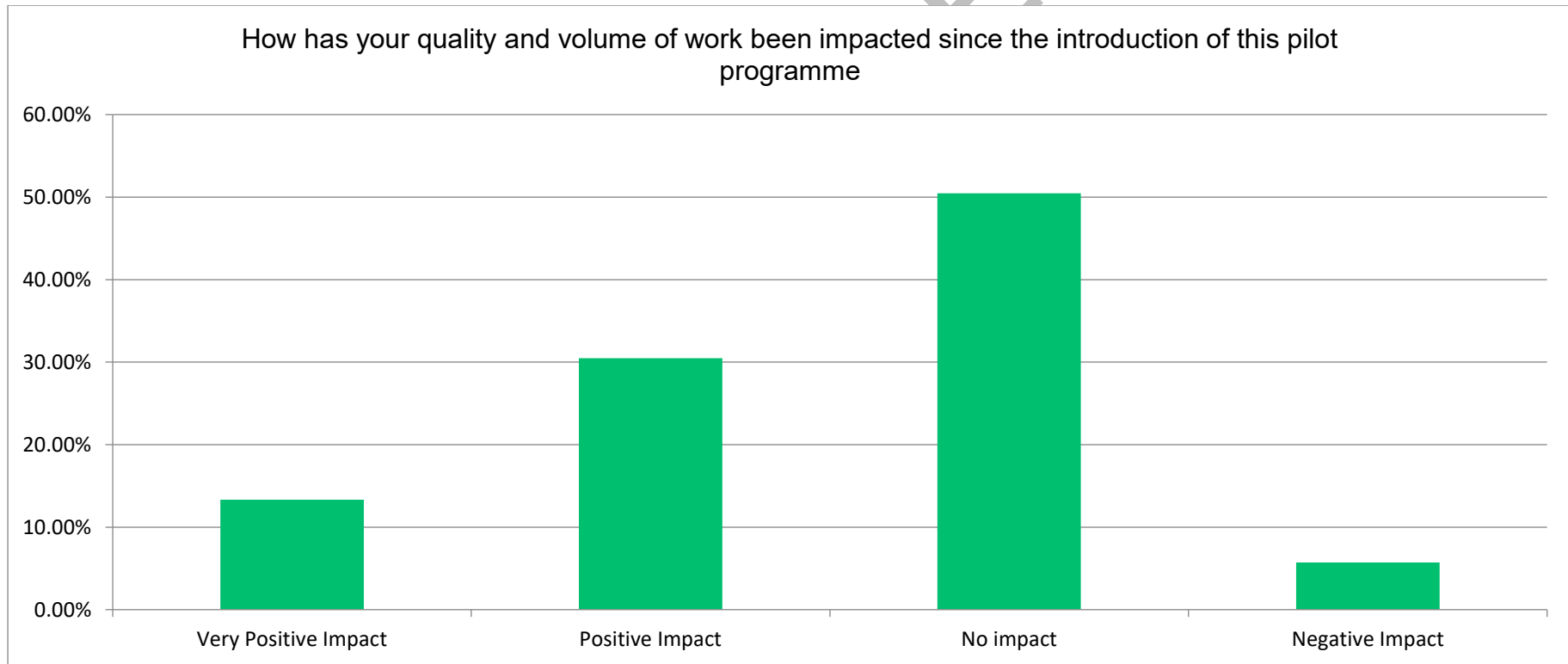
Has Time4You had a positive impact on your well-being?

Answer Choices	Responses
Very Positive Impact	15.09% 48
Positive Impact	33.33% 106
No impact	45.28% 144
Negative Impact	6.29% 20
Answered	318



How has your quality and volume of work been impacted since the introduction of this pilot programme

Answer Choices	Responses
Very Positive Impact	13.33% 42
Positive Impact	30.48% 96
No impact	50.48% 159
Negative Impact	5.71% 18
Answered	315



Appendix 2

Weekly Recharge analysis

Have you taken the opportunity offered by Weekly Recharge

Most weeks if not all

Head of Department, Director, Senior Management Team	1
Corporate Services (Support) Manager	9
Curriculum or Operations Manager	8
Corporate Services (Support) Employee	74
Lecturer/Work Based Assessor/ Instructor Assessor/ VQ Assessor/ Trainer	33

Some Weeks

Head of Department, Director, Senior Management Team	5
Corporate Services (Support) Manager	7
Curriculum or Operations Manager	7
Corporate Services (Support) Employee	33
Lecturer/Work Based Assessor/ Instructor Assessor/ VQ Assessor/ Trainer	50

Never

Head of Department, Director, Senior Management Team	3
Corporate Services (Support) Manager	5
Curriculum or Operations Manager	3
Corporate Services (Support) Employee	6
Lecturer/Work Based Assessor/ Instructor Assessor/ VQ Assessor/ Trainer	56

Have you taken the opportunity offered by Weekly Recharge?

	responses	staff who completed the survey
Most weeks if not all		
Business and Communities	12	43
Business Development	6	25
Care Sport and Construction	13	41
Commercial and Training Delivery	4	9
Communications Marketing and Print Unit	5	10
Creative Ind. Hospitality and Tourism	13	58
EILS	12	21
Engineering and Science	9	36
Estates Development	4	8
Executive Office and Senior Management Team	2	4
Financial Services	11	17
Human Resources	2	10
Information Services	13	17
IT	7	9
Learning and Quality	8	18
Some Weeks	responses	
Business and Communities	23	
Business Development	9	
Care Sport and Construction	16	
Commercial and Training Delivery	2	
Communications Marketing and Print Unit	3	
Creative Ind. Hospitality and Tourism	16	
EILS	2	

For clearer understanding, total numbers of staff per department completing the survey has been added as a reference point. Clearly we are aware that there are areas of interest within the teaching departments. What is also highlighted are pockets within support departments where there has been difficulty in utilising the initiative. For some it may be due to furlough and as furlough and part furlough staff cannot take this initiative they have been removed from the responses however comments relate to workload

Engineering and Science	5
Estates Development	1
Executive Office and Senior Management Team	2
Financial Services	3
Human Resources	7
Information Services	3
Learning and Quality	7

Never	responses
Business and Communities	7
Business Development	1
Care Sport and Construction	9
Commercial and Training Delivery	3
Creative Ind. Hospitality and Tourism	21
EILS	2
Engineering and Science	19
Estates Development	2
Financial Services	2
Information Services	1
IT	2

Time4You Analysis

Since the Pilot started do you stick to keeping your Diary free between 12 and 2?
(Time4You)

Yes, always or when I choose to

Head of Department, Director, Senior Management Team	3
Corporate Services (Support) Manager	9
Curriculum or Operations Manager	8
Corporate Services (Support) Employee	50
Lecturer/Work Based Assessor/ Instructor Assessor/ VQ Assessor/ Trainer	13

I try but work commitments stop me

Head of Department, Director, Senior Management Team	4
Corporate Services (Support) Manager	6
Curriculum or Operations Manager	7
Corporate Services (Support) Employee	36
Lecturer/Work Based Assessor/ Instructor Assessor/ VQ Assessor/ Trainer	53

I choose not to

Corporate Services (Support) Manager	1
Corporate Services (Support) Employee	8
Lecturer/Work Based Assessor/ Instructor Assessor/ VQ Assessor/ Trainer	5

It is not possible or practical

Head of Department, Director, Senior Management Team	2
Corporate Services (Support) Manager	5
Curriculum or Operations Manager	3
Corporate Services (Support) Employee	18
Lecturer/Work Based Assessor/ Instructor Assessor/ VQ Assessor/ Trainer	68

**Since the Pilot started do you stick to keeping your Diary free between 12 and 2?
(Time4You)**

Yes, always or when I choose to	responses	staff who completed the survey
Business and Communities	7	43
Business Development	5	25
Care Sport and Construction	10	41
Commercial and Training Delivery	1	9
Communications Marketing and Print Unit	6	10
Creative Ind. Hospitality and Tourism	9	58
EILS	3	21
Engineering and Science	4	36
Estates Development	1	8
Executive Office and Senior Management Team	3	4
Financial Services	10	17
Human Resources	1	10
Information Services	9	17
IT	3	9
Learning and Quality	10	18

I try but work commitments stop me	responses
Business and Communities	18
Business Development	7
Care Sport and Construction	9
Commercial and Training Delivery	6
Communications Marketing and Print Unit	2
Creative Ind. Hospitality and Tourism	15
EILS	1
Engineering and Science	16

For clearer understanding, total numbers of staff per department completing the survey has been added as a reference point. Clearly we are aware that there are areas of interest within the teaching departments. What is also highlighted are pockets within support departments where there has been difficulty in utilising the initiative. For some it may be due to furlough and as furlough and part furlough staff cannot take this initiative they have been removed from the responses however comments relate to workload and business needs

Estates Development	1
Executive Office and Senior Management Team	1
Financial Services	3
Human Resources	6
Information Services	7
IT	4
Learning and Quality	5

I choose not to responses

Business and Communities	2
Care Sport and Construction	2
Creative Ind. Hospitality and Tourism	2
EILS	4
Engineering and Science	1
Financial Services	2
IT	1

It is not possible or practical responses

Business and Communities	15
Business Development	4
Care Sport and Construction	17
Commercial and Training Delivery	2
Creative Ind. Hospitality and Tourism	24
EILS	8
Engineering and Science	12
Estates Development	5
Financial Services	1
Human Resources	2
Information Services	1