

Zoom call @4.30pm

AGENDA

		Type	Lead
1	Apologies and Declarations of interest	Discussion	Ross Martin
2	Minutes and Matters Arising of Meeting of 25 February 2021 (Elements of paper 2 are withheld from publication on the Forth Valley College website under Section 33 Commercial Interests and the Economy of the Freedom of Information (Scotland) Act 2002.)	Approval	Ross Martin
3	Minutes of Committee Meetings Finance Committee – 23 March 2021 HR Committee – 15 April 2021 (Elements of paper 3 are withheld from publication on the Forth Valley College website under Section 33 Commercial Interests and the Economy of the Freedom of Information (Scotland) Act 2002.)	Noting Noting	Liam McCabe Trudi Craggs
4	Principal's Report (Elements of paper 4 are withheld from publication on the Forth Valley College website under Section 33 Commercial Interests and the Economy and Section 36 Confidentiality of the Freedom of Information (Scotland) Act 2002.)	Discussion	Ken Thomson
5	Chairs Update (Verbal)	Discussion	Ross Martin
6	Student Association Report	Discussion	Andrew Smirthwaite
STRATEGIC PLAN IMPLEMENTATION			
7	Regional Economy	Discussion	Ross Martin
8	SFC Indicative Allocations 2021-22	Discussion	Alison Stewart
9	ALF Application (Paper 9 is withheld from publication on the Forth Valley College website under Section 36 Confidentiality of the Freedom of Information (Scotland) Act 2002.)	Discussion	Andrew Smirthwaite/Ken Thomson
GOVERNANCE			
10	Board Calendar 2021/22	Approval	Alison Stewart
11	Public Sector Equality Duty Mainstreaming Elements of paper 11 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/7260/report-a-mainstreaming-report-1.pdf	Approval	Anna Vogt

29 April 2021

BOARD OF MANAGEMENT

12 Board Effectiveness Review Management Response Approval Alison Stewart
Elements of paper 12 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/about-us/governance/board-of-management/>

OPERATIONAL OVERSIGHT

13 EIS Dispute (Verbal) Discussion Kenny MacInnes
14 Review of Risk Discussion All
15 Any Other Competent Business Discussion All

FOR INFORMATION

Forward Agenda

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Zoom Meeting, (Commencing at 4.30pm)

Present: Ross Martin (Chair)
Dr Ken Thomson
Hazel Burt
Andrew Carver
Trudi Craggs (Vice Chair)
Lorna Dougall
Davie Flynn (Vice Chair)
Katherine Graham
Beth Hamilton
Jennifer Hogarth
Liam McCabe
Alistair McKean
Ken Richardson
Aleksandrs Petrovskis, Forth Valley Student Association Vice President (FVSAVP)
Andrew Smirthwaite, Forth Valley Student Association President (FVSAP)

Apologies: Naila Akram
Andrew Caldwell

In Attendance: David Allison, Vice Principal, Infrastructure and Communications (VPIC)
Kenny MacInnes, Vice Principal Learning and Student Experience (VPLSE)
Alison Stewart, Vice Principal Finance and Corporate Affairs (VPFCA)
Stephen Jarvie, Corporate Governance and Planning Officer and Deputy Board Secretary (CGPO)
David Archibald, MHA Henderson Loggie
Helen Young, Head of Learning and Quality (HLQ) for B/20/038

B/20/031 Apologies and Declarations of interest

As noted above

B/20/032 Minutes and Matters Arising of Meeting of 3 December 2020

The Minutes of the meeting of 3 December 2020 were approved as an accurate record.

Matters arising - B/20/022 Tackling Racism

Lorna Dougall, as the Board Member who had volunteered to be the Board representative for this topic, informed members that she had undertaken three half day training race equality sessions alongside College staff.

She informed members that the training was excellent, with access being granted to a wide range of resources.

She confirmed that further information on this item would be brought back to the Board in due course.

a) Members noted the content of the update

B/20/033

Minutes of Committee Meetings

Learning & Student Experience Committee – 11 February 2021

The Committee Chair reported on the content of the meeting. He highlighted that he and the VPIC had been tasked with creating a data dashboard to allow Board members to see progress against the College Outcome Agreement. He noted that the approved dashboard was appended to the minute of the Committee and that it was the intention to do so for all Board meetings.

Members welcomed the dashboard and commented that it was a good method to show progress. Members noted that some explanation of the RAG colouration on the dashboard would be useful along with a brief overview of any areas categorised as Red.

The VPIC welcomed these suggestions and agreed to incorporate them into future versions of the dashboard.

The Principal noted that this model of dashboard would also be developed in the future to give the Board an overview of progress on Strategic and College Operational Planning objectives.

a) Members noted the content of the minute and dashboard

B/20/034

Principal's Report

The Principal reported to members on his activities since the last meeting of the Board.

He highlighted the high level of engagement between the College and Scottish Government Ministers on the ongoing impact of Covid on the sector.

He outlined the Springback project which is the College's approach to manage the current remote working practices within the College and move toward resumption of campus activity whilst maintaining positive initiatives such as the weekly recharge time and time for you for staff.

He noted that, owing to the implications for staff from Springback, progress would be reported via the HR Committee.

He discussed the innovative and successful joint Board meeting which had occurred between Forth Valley College and SERC. He confirmed that, as a result of this, both

Colleges were developing a range of projects and that the College had already approached the ALF for funding for identified priorities.

[REDACTED]

He discussed the College strategic planning process, noting that the normal Board strategic sessions had not been able to proceed owing to Covid restrictions and that it was intended to hold a Board session in August 2021. He confirmed that there would continue to be presentations made to the Board on key strategic elements such as Project NxGen FVC on today's agenda to provide background knowledge to members to support future strategic discussions.

[REDACTED]

The FCSAP noted that remote working, while working for many, was not always successful for all students, based on feedback coming into FVSA. He also highlighted that there were growing concerns in relation to achievement of qualifications and the processes from SQA regarding assessment.

The Principal acknowledged these concerns and agreed to follow up on this with the FVSAP to progress this further.

Members welcomed the detail on the Springback project and commended the College for being forward thinking and proactive in this area. Members noted that there were a range of costs associated with these initiatives and asked whether this had been fully budgeted.

The VPFACA confirmed that the costs for Springback had been factored into the Q2 budget forecast which would be presented to the upcoming Finance Committee. She also outlined a range of additional funding that had been made available to the sector from SFC and other bodies such as Scottish Enterprise.

Members noted the high level of activity within the College as it seeks to manage the current situation and progress on Springback and other initiatives and queried the impact on staff.

Members queried what the Board could do to assist the College with the Springback project. The Principal welcomed the offer and noted it would be valuable if members wanted to volunteer to participate in one of the working groups which would underpin the Springback project and that he would issue an invitation to members via the CGPO.

Members queried lateral flow testing which was being rolled out for Schools and asked why this was not in place for the College sector. The Principal informed members that he had raised this issue with Ministers but that there had not been a decision made by Scottish Government at this time.

a) Members noted the content of the report

B/20/035 Chair's Report (Verbal)

The Chair provided members with an overview of his activity since the last meeting of the Board.

He highlighted that he had been working with the Principal on the Springback project and looking at how this feeds into wider sectoral issues.

He outlined the work of the Employers Association and noted that he would feed in on the EIS-FELA discussions later in the agenda.

He described the ongoing work with other Colleges and Chair on developing College's roles in economic recovery and regional economy work. He highlighted that the outcome of these discussions were being fed into Scottish Government and SFC to highlight the impact of Colleges.

He also outlined recent discussions between the Chairs group on the role and remit of College's Scotland and noted that these were ongoing at this time.

a) Members noted the content of the update

B/20/036 Student Association Report

The FVSAP provided members with an update on FVSA activity since the last Board meeting.

He highlighted work being done with class reps and noted that there was a plan to revise the structure of the class rep system with the introduction of Departmental reps but that this had been delayed owing to the current circumstances.

He informed members that a survey had been launched to gauge students' perceptions on mental health issues.

He confirmed that the Student Awards previously reported on would be going ahead, with video presentations from himself and the FVSAP along with contributions from the Principal and VPLSE.

He informed members that FVSA had received an additional £20,000 from Scottish Government to support mental health activity and noted that this was to be spent by

April which posed some challenges. He provided a brief overview on what this funding was being used for.

He reported on recent discussions with the Chair on commercialisation activity for FVSA and noted that this was a longer term ambition.

He confirmed to members that the new FVSA website had launched and that the recent re-freshers fayre had been used as an opportunity to promote this.

He concluded by noting that he, along with the Student Activities and Volunteer Co-ordinator, had been asked by the College Development Network to present on one of CDN's 'virtual bridge' seminars on the role of a student association. He highlighted that his report contained a link to a video of the presentation.

a) Members welcomed the update and noted the content of the report

STRATEGIC PLAN IMPLEMENTATION

B/20/037 **NxGen**

The VPLSE gave members a presentation outlining Project NxGen FVC which is the College's strategic approach to enhancing the learning and student experience within the College.

He highlighted that this was a multi-year project to 2025 and provided an overview of the key milestones within the project and confirmed that a dedicated internal committee had been created to oversee the project.

Members welcome the content of the presentation.

Members queried how this would align with the commercial aspects of College delivery. The VPLSE noted that commercial was a key component of the project and this was reflected by the Head of Commercial and Training Delivery being a member of Project NxGen FVC.

Members note the digital focus of the project and highlighted that the College should not lose sight of the advantages afforded to it by the new campuses.

The Principal welcomed this comment, noting that the project was all about improvements and that the campuses would play a key role in this.

He also noted that the project would also be cross referenced with other College strategic and operational priorities to ensure interdependencies are identified and acted upon.

The Chair of the Learning and Student Experience Committee noted the commonalities between the project and the work of the Committee and that the Committee could take the lead on this from the Board perspective.

The Chair welcomed this offer and noted that it was a good alignment between the project and the Board.

Members queried how the student perspective would be fed into this project. The VPLSE confirmed to members that the FVSAP was a member of the internal committee. Jen Hogarth also confirmed her membership of the committee, as part of her College role.

Members queried how the project activities would be funded. The VPFACA confirmed to members that the project would be factored into the College's three year financial forecast.

Members commended the forward thinking nature of the project, noting that this was likely sector leading and could be a product for others within the sector and beyond.

a) Members noted the content of the presentation

B/20/038

Learning and Digital Skills Ambition

The HLQ provided members with a presentation on the College's learning and digital skills ambition document. She outlined the key components of the ambition to members and posed a number of questions to members who put comments into the chat function of the meeting in response to these.

Members queried how the College envisioned the Board support this activity.

The Chair of the Learning and Student Experience Committee informed members that the HLQ had a standing agenda item to update the Committee on progress and that matters can be raised via the Committee.

It was also noted that members work in a variety of organisations who would have their own digital skills ambitions and members were asked to, where possible, share these with the College so that best practice could be identified.

Members queried whether the College's internal systems would also be updated to support digital ambitions. The VPIC confirmed that this was the case, highlighting that the College benefitted from having its own team of internal developers who constantly reviewed internal systems as well as looking at what is available externally.

a) Members noted the content of the presentation

B/20/039 Scottish Government Draft Budget 2021/22

The VCFACA presented a report on the draft budget for 2021/22. She noted that it was an overall positive budget for the sector but highlighted that the final budget and the College's allocation from SFC were not known at this time.

She outlined key changes for the sector in the draft budget.

a) Members noted the content of the report

B/20/040 Interim Outcome Agreement 2020-21

The VPIC presented the interim Outcome Agreement (OA) 2020-21 for members' consideration and approval. He noted that a change in the OA framework from SFC had allowed for a more focussed document.

He highlighted that the targets, at SFC request, were based on 2018/19 performance figures.

He also noted that the content of the OA had been gone through in some detail at the Learning and Student Experience Committee and the Chair of the Committee confirmed this to members.

Members noted that the environmental section did not refer to the upcoming COP26 and asked if there was any College involvement in this.

The VPIC confirmed that there would be some involvement and that this would be reflected in the next OA.

a) Members approved the Interim Outcome Agreement 2020/21

GOVERNANCE

B/20/041 External Board Effectiveness Review

David Archibald, MHA Henderson Loggie, presented members with the draft external Board Effectiveness Review he had been commissioned to produce.

He thanked the members for their support with the review process and for their openness and candour in discussing how the governance framework is working within the Board.

He highlighted that overall, the governance framework was working and that there was a high level of compliance with the Code of Good Governance.

He noted that the draft report had a number of recommendations within the action plan. He outlined and discussed each of these with members to obtain further comment and agreement on these.

Following these discussions, he agreed that a final version of the report would be produced.

a) Members noted the content of the draft review document

OPERATIONAL OVERSIGHT

B/20/042 EIS Dispute (Verbal)

The VPLSE provided members with an overview of recent discussions with local EIS-FELA reps on the instructor/assessor issue. He outlined offers made by the College to address concerns raised and noted that these had been rejected. He highlighted that, during these discussions, EIS-FELA national had moved forward with a ballot for national action.

The Chair gave an overview of national negotiations between the union and Employers Association, noting that these discussions were still ongoing with a further meeting set for next week but that the union had at the same time progressed with the ballot which had returned a yes for strike action.

a) Members noted the content of the update

B/20/043 Review of Risk

Risks were identified in their covering papers

B/20/044 AOCB

The Chair highlighted 'Fuel Change' to members, noting that they will have been invited to attend a national showcase next week and encouraged members to do so if possible. He outlined a number of initiatives that were arising from this, noting that some were already moving forward with key local and national employers.

The Chair informed members that, as they were at the end of their tenure, this would be the last meeting for Andrew Carver and Beth Hamilton. He thanked them for their valuable input over their tenure to the Board and the College as a whole.

Both members expressed their thanks to the members, noting that they had valued their time with the College and the work the College does to support students.

Zoom (commencing at 4.00pm)

Present: Liam McCabe
Trudi Craggs
Ken Richardson
Andrew Smirthwaite

Apologies: Andrew Caldwell

In Attendance: Ken Thomson, Principal
Alison Stewart, Vice Principal Finance and Corporate Affairs (VPFACA)
Senga McKerr, Head of Finance (HOF)
Stephen Jarvie, Corporate Governance and Planning Officer (CGPO)
Moira Niven, West Lothian College Chair of Finance and General Purposes Committee (Observer)

The Chair welcomed Moira Niven from West Lothian College to the meeting. Ms Niven thanked the Chair and members for allowing her to attend as part of her Board development activity and issued an invite to any interested members to attend her Finance and General Purposes Committee meeting.

F/20/021 Declarations of Interest

The Chair declared an interest owing to the links between the College and University of Stirling in relation to certain degree level courses and under the Scottish Funding Council (SFC) HEI funded activity.

F/20/022 Minute of Meeting of 17 November 2020

The CGPO highlighted that there had been an omission in the minute in relation to the approval of the September 2020 minute.

The minutes of the meeting of 17 November 2020 were approved, subject to the amendment above.

F/20/023 Matters Arising

The Chair raised the issue of additional external audit fees for the 2019-20 financial statements and queried if the College had been able to negotiate a reduction of all or part the significant fee increases. The VPFACA reported that the College had managed to have the additional fee reduced but not removed entirely. She informed members that this additional fee had been raised with both the Scottish Funding Council (SFC) and Audit Scotland as it appeared to not be standard across the sector.

She also highlighted to members that Audit Scotland had, *after* the external audit had been completed, released additional guidance on the assessment of going concern for Colleges which should help to address this next year.

The Chair respectfully suggested that the Audit Committee may wish to look to either agree a fixed fee for next year's audit or put in place arrangements for approval of additional fees before they are incurred. However the Chair emphasised that such discussion was for the Audit Committee and not a matter in which the Finance Committee had a direct locus.

F/20/024 Q2 Forecast Outturn 2020-21

The HOF presented the Q2 forecast for members' consideration. She highlighted that the original budget for the year had been created using a number of assumptions regarding Covid restrictions and the amount of access to campus that may be available. Given the change in this activity since the original budget, considerable work had been done to realign the Q2 forecast with the current and anticipated situation.

The HOF informed members that a surplus was now forecast and noted that this was based on an assumption around additional funding expected from SFC. The VPFACA confirmed to members that the figure used was based on discussions between SFC staff and the College Finance Directors network in February 2021. She noted that, given how close SFC were to the end of their financial year (31 March), the College had expected confirmation of this in time for the meeting, and had this as an agenda item, but that unfortunately confirmation from SFC had not been issued at this time.

The HOF outlined a number of key assumptions and risks associated with the Q2 forecast and the reasons for each of these.

The VPFACA discussed additional funding from SFC that had been received and was anticipated, noting that some money from the next financial year was expected to be brought forward to support activity to allow students to complete their courses once access to the campuses is restored.

The HOF highlighted to the Committee that the 2% pay settlement for support staff was currently out to Unison members for consideration and approval.

Members welcomed the level of detail in the report and commended the Finance Team for the significant level of complexity in pulling together this forecast.

[REDACTED]

The Principal provided members with an overview of the anticipated permitted increase in student numbers on campus from after the Easter break in line with Scottish Government guidance.

- a) Members noted the content of the report

F/20/025 SFC Indicative Allocation 2021/22

The VPFACA confirmed that, like the in-year allocation for 2020-21, SFC had not released this information and that this would therefore be deferred to the Board meeting on 29 April 2021 for consideration.

The Chair noted the intention to bring this to the full Board of Management but asked, given the time period involved, whether the release with a short covering paper could be issued to Committee members once it was available.

The VPFACA confirmed that this would happen.

F/20/026 Falkirk Council LGPS Triennial Valuation

The HOF presented the triennial valuation of the pension scheme used for College support staff. She noted that the College was pleased to see that there were no planned increases for the College contribution for a couple of years after a period of 0.5% rises for a number of years.

The Chair asked, for context, what a 0.5% increase equated to.

The HOF noted that this was approximately £50,000.

The Chair asked whether there was any planned increases in employee contributions.

The HOF confirmed that this was not the case.

a) Members noted the content of the report

F/20/027 Review of Risk

Risks were covered in their papers.

F/20/028 Any Other Competent Business

The Principal informed members that the National Joint Negotiating Committee had announced while the meeting was occurring that resolution with EIS had not been reached and that the next planned national strike day would be going ahead.

Skype (commencing at 4.30pm)

Present: Trudi Craggs (Chair)
Davie Flynn
Katherine Graham

Apologies: None

In Attendance: Alison Stewart, Vice Principal Finance and Corporate Affairs (VPFACA)
Kenny MacInnes, Vice Principal Learning & Student Experience (VPLSE)
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/20/015 only

H/20/012 Declarations of Interest

None

H/20/013 Minutes of Meeting of 5 November 2020

It was noted that there was a mis-type in the minute and that this would be corrected.

The minutes of the meeting of 5 November 2020 were approved subject to the correction above.

H/20/014 Matters arising

None

H/20/015 College Health and Safety Update

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

He outlined some of the developments since the last meeting of the Committee and outlined future developments such as the gradual increase in staff and student numbers on campus in line with Scottish Government guidance whilst still using all three campuses as vaccination centres.

He outlined the requirement from Scottish Government for Colleges to offer lateral flow testing and the challenges relating to this activity.

He informed members that the unused expansion space in Falkirk had now been allocated and was currently being converted into four additional classrooms.

He outlined work that had been ongoing with the College's Total Facilities Management (TFM) provider to keep the College operational and compliant throughout the last year.

He highlighted that, owing to changes with the Moodle system, some online induction activity for new staff had not occurred but that this was now being addressed and that all relevant staff would be individually contacted to inform them the training was available and the deadline for completing this.

He highlighted that, while College accidents were down owing to the very low numbers on campus, there had been two RIDDOR incidents relating to falls from individuals attending the campus to obtain their vaccine. Whilst the incidents did not relate to College activity, as they occurred on College grounds there was still a requirement to record and report these as RIDDOR incidents.

Members queried if there were insurance implications from the RIDDOR incidents and whether the College was covered for vaccine related matters. The HFM confirmed to members that, as part of the preparations for opening the vaccination centres, the College insurers were informed.

Members noted that the report contained a significant amount of information and that it could be challenging to focus in on the issues the College wanted to highlight. Following discussion, it was agreed that members would meet separately to identify key data points/topics to be presented at the start of the paper as an executive summary, with the remainder of the report being available for context purposes.

Members queried the level of compliance of College users with Scottish Government Covid guidance. The HFM noted that, while it did vary by individuals, overall he would categorise compliance as good.

He also outlined additional communications which had been developed to assist staff and students coming back to campus after a significant period of absence which also reiterated the rules in place.

Members noted that the TFM contract had been extended and that there was a possibility for a further year's extension and queried whether the College was ensuring best value.

The HFM confirmed that the contract had been awarded in line with the procurement policy and that an annual benchmark review against other providers was conducted to evidence continued good value.

He also assured members that any additional projects, such as the expansion space development, are all fully tendered in line with procurement guidance.

Members noted that fire drills had not occurred and asked if it was intended to have these now that staff and students were returning in greater numbers, with some potentially being on campus for the first time.

The HFM confirmed to members that this had been discussed with the Health and Safety Committee as it was a case of balancing risks and benefits of holding drills during a time where physical distancing is a primary control measure for the pandemic.

Members accepted this rationale and recommended, in the absence of drills, greater emphasis on evacuation processes in campus inductions.

a) Members noted to the content of the report

H/20/016 Dispute (Verbal)

The VPLSE provided members with an overview of the current situation in relation to industrial action from EIS-FELA. He outlined that there were actually two actions running concurrently, with a local and national dispute.

He outlined the engagement between the College and local representatives and highlighted that, despite these discussions and offers from the College, the union remained unwilling to compromise.

He discussed the national discussions underway to define the key attributes for a lecturing role, noting that this was currently being held up owing to a difference in interpretation and language from union representatives and the Employers Association.

He informed members that, subject to a final ratification of the above, the College had agreed to review the Instructor Assessor role descriptions against the lecturer description.

Members noted that, given the current situation with the unions, it may be of use for the College to obtain a third party review as well to remove concerns regarding bias.

The VPLSE confirmed that this would be looked into.

a) Members noted the content of the update

H/20/017 Staffing Establishment and HR Report

The HHR presented an update on the regular staffing establishment report, noting that overall figures for the College were stable and highlighted some internal shifts in staffing to support key initiatives such as the digital academy.

He reported that, while long term absence has stayed roughly the same, there has been a decrease in short term absenteeism.

He also outlined the work the College was doing in terms of the social impact pledge whereby the College supports staff in activity where they can contribute to the local community.

He highlighted initiatives to members such as the Time4You and weekly recharge which had been introduced as a staff benefit during this period of working at home.

He outlined that there had been a survey conducted on Time4You and the weekly recharge and that the outcomes of this survey were included with the papers for members' information.

Members welcomed the additional initiatives put in place to support staff and the introduction of the social impact pledge and queried how this was being communicated to staff.

The HHR confirmed that there were regular stories in the College weekly e-focus, with another update due to go out to staff that day.

The HHR also outlined to members a range of wellbeing resources and workshops that were being offered to staff to support them.

He outlined a range of staff training that was on offer and informed members that, owing to the ongoing commitment to TQFE, there was a smaller cohort than normal starting this year as a large number of their colleagues had already achieved the qualification.

Members welcomed the update and noted it would be useful if the report could also outline if the College was meeting the objectives in the people strategy and other relevant College plans. The HHR confirmed he would review the content of the report.

a) Members noted the content of the report

H/20/018

GTCS registration (including PRD update) (Verbal)

The HHR noted that, at the previous meeting, an update had been requested on this topic. He reported that the new GTCS scheme has started for lecturing staff and had also been integrated into the Performance Review and Development scheme of the College. He noted that the GTCS registration was still voluntary at this time with 72% of eligible lecturers commencing the registration process and that this would become mandatory in the future.

He confirmed a meeting was arranged in the near future with GTCS to look at the integration of the registration process with the PRD scheme to verify it meets with their standards.

He confirmed that once this was agreed, a major relaunch of the GTCS registration scheme would occur.

a) Members noted the content of the report

H/20/019 Equal Pay Review

The HHR presented members with the outcome of the most recent equal pay review.

He confirmed that the differences identified were linked to length of service as male employees tended to have a longer term of service.

He outlined other key findings in the report and confirmed that, for areas that were not covered by national job evaluation such as the SMT pay structure, a review was underway.

Members noted that the report made a number of references to waiting to progress changes identified until the national job evaluation process was completed. The HHR confirmed it was difficult to set targets or make changes at this time with the national process underway which could alter these changes.

He noted that currently there was an approximate 60/40 split in terms of female staff members but that male applicants were sometimes able to negotiate better starting salaries when applying for posts. He confirmed that the College position of starting all new hires at the bottom of their relevant salary bands would be reinforced to hiring managers.

a) Members noted the content of the report

H/20/020 Staff Awards Event

The HHR presented members with a paper on the proposed staff awards event which had been developed by a sub-group of members from the listening to employees group.

He noted that they were seeking some Board members to sit on the judging panel.

The Chair confirmed that she would raise this matter at the upcoming Board of Management meeting and ask for volunteers and highlighted to Committee members that it may be useful for an HR Committee member to be one of the Board judges.

Members noted the proposed spend on a guest speaker and noted that this amount could be more positively used to support the awards and that, with the range of contacts the Board has, a speaker could potentially be identified who would do so pro-bono.

a) Members noted the content of the report and endorsed the idea of the staff awards

H/20/021 Review of Risk

Members identified the ongoing strike action and the possible outcome of national job evaluation as risks.

H/20/022 Any Other Competent Business

Members noted the range of for information papers and requested an update on the Equalities, Inclusion and Learning Services restructure be brought to the next meeting.

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1. Purpose

To present to the Board of Management the thirtieth Principal's report on key and strategic activity undertaken since the Board meeting in February 2021.

2. Recommendation

The Board should note and comment on the activity undertaken by the Principal since the 20 February 2021.

3. Key Highlights

3.1 I continue to work closely with the College Principals Group (CPG) and Scottish Government as we plan our way through Covid-19. Before Easter we were allowed 5% of our daily student numbers on site which allowed us to deliver practical classes to students who are required to show practical competences in the final year of their programmes. This has allowed us to focus on engineering apprentices and prioritise senior phase students from school (as per Scottish Government guidance) in our state of the art workshops whose flexible design has allowed for social distancing. All other classes have been delivered on-line through Teams and Moodle following a fabulous effort from all our teaching staff, curriculum managers and all staff in support roles. The work behind the scenes has allowed us to retain numbers equivalent to a normal year. The PI Tracker pioneered by Kenny MacInnes, VP for Learning and Student Experience has allowed us to track all students over the academic year and reported to the Learning and Student Experience Committee.

3.2 It has been recognised by Scottish Government and the sector as a whole that some programmes will be severely disadvantaged by the pandemic and that different scenarios will need to be put in place as restrictions are lifted to support deferred students. This is an exercise which has had to be planned, working hand in hand with Colleges Scotland, through the Colleges Principals Group (CPG), Scottish Government, SFC, SAAS and the SQA to ensure we have a whole Scottish systems approach to supporting our students. On an operational level, and as a consequence of restrictions being further lifted from the 26th April to allow 29% of practical activity, my curriculum teams have been able to redesign timetables to ensure practical classes can be delivered over a full day rather than across the week.

As a consequence we have been able to plan for students completing by the summer, completing over the summer, by the October break and have indicated to a few programmes that completion of the programme within the year was just not possible and the students have been informed they will have unconditional places to repeat the year. Their funding will not be affected. The feedback we have had from this group – hairdressing, beauty therapy and makeup artistry has been surprisingly positive. The students welcome our approach recognising that completion by the summer would have been impossible with a watered down qualification for one that warrants high levels of hands on practical. This is an approach taken by a number of colleges across the sector.

- 3.3 I mentioned the development of the Springback Project in the December and February Principals Report. We have now completed a survey of all our staff and seen a return from 414 staff, this is an excellent 68% return from staff. The Project team have also undertaken 20 focus groups with students from all teaching Departments, from the Student Council, students with additional support needs and care experienced students. The feedback from the staff has been nearly unanimous in favour of a new working pattern, which we will develop over the coming months and will likely involve two to three days working from home. We need to ensure the infrastructure and equipment is in place to allow this to happen and we see this as a key element in promoting a healthy working environment. We have continued the successful Time4U and Weekly Recharge projects post Easter and will run these to the end of the teaching term. Anecdotal feedback has shown that working, in effect a 32 hour week, has seen improved productivity. We have seen staff absent with stress over the last two years but with the advent of the Weekly Recharge, these same staff have been able to balance home life with college work and have a much healthier lifestyle and as such, they say, have been more productive than ever. Information like this on top of the staff survey will allow us to make some really radical suggestions as we take forward the "art of the possible" for a healthy work/life balance. In addition we have used the feedback from focus groups to commission a review of our Extended Learning Support (ELS), led by Jacqui MacArthur, Curriculum Director for Business and Communities, for students requiring additional support needs in the classroom. We have also looked at the equipment needed to allow for a working at home environment, in effect writing off some of the equipment staff have taken home.

In addition our Digital Academy, Listening to Learners, Student Surveys and feedback I have had personally from students through the FVSA Student Council meetings has meant we have a wealth of information to inform our new approach to learning through our NxGen Curriculum planning for 2021/22. The outcome from the SpringBack project will therefore be a well-supported, highly productive and flexible workforce and student population.

The SpringBack project is led by a small group of key staff chaired by the Principal. Most recently this has involved further focus groups of staff and students specifically to discuss the thematic areas of Infrastructure, Curriculum and People. We were very pleased to have Ken Richardson, Board of management member, attend one of the People Focus groups and Alistair McKean, Board member and Commercial lead for CompEx as part of the Curriculum focus group. We will be updating a small group of board members on the 28th April on this work.

- 3.4 We have been successful in an Erasmus bid with SERC and four other partners from Denmark, Portugal, Malta and England for a 2 year, innovative project to develop a micro-credentialed training course offering bite-sized modules that will be flexible and adapted to individual professional development needs of teaching staff. This will be supported by an innovative Community of Practice where teachers from across Europe can communicate, share best practices and help to raise teacher digital competence and skills thereby, preparing them for virtual/online/blended teaching, learning and assessment strategies in a post COVID-19 environment.
-

The project is called 'Innovative Digital Education and Skills' (IDEAS) and will bring in approximately £50k to the College to help fund an additional staff resource on a fractional post to manage the project and contribute towards the deliverables that will include the development of a 30-hour digital teacher training course using adaptive learning models which will enable 64 teachers from any curricular area of FE or HE in the 4 countries, to improve their digital competence and skills using a personalised micro-credentialed training package with support from 16 IDEAS Mentors (80 teachers). There will be opportunities for staff mobility and a country multiplier event where we can share training and knowledge with our key stakeholders. This project is fully aligned with our Learning and Digital Skills ambition to develop the confidence of all teaching staff in the appropriate and effective application of digital pedagogy and use of digital technology to support learning and teaching, maximising the student experience.

- 3.5 At the time of writing, the EIS FELA continue to undertake industrial action across the sector although there are a number of meetings prior to the April Board meeting between the Employers Association and the national EIS FELA negotiators. Ross Martin, Chair of Forth Valley College Board of Management is part of our negotiating team, where we hope further action can be averted. In the meantime, our own local negotiation continues with Forth Valley College senior management agreeing to undertake a comprehensive review of the lecturing role and the new Instructor Assessor post. It is disappointing that with all the movement from the management side at Forth Valley College we still have industrial action, albeit small numbers (26% of lecturing staff on 20th April). Kenny MacInnes, who now leads on the EIS FELA negotiations will update the Board later in the meeting.

█ [REDACTED]

█ [REDACTED]

- 3.8 I am delighted to report that the vaccination hubs in the Falkirk, Stirling and Alloa Campuses have been very successful with great feedback from the clinicians and nurses. We now have a number of health and social care students working alongside the teams as auxiliaries and this is on top of the SFC grant to support the building of the hubs. Most up to date vaccination figures:

	Dose 1	Dose 2	Total
Forth Valley College Alloa	17,996	2,167	20,136
Forth Valley College Falkirk	53,410	19,056	72,466
Forth Valley College Stirling	18,768	2,102	20,870
Totals	90,174	23,325	113,499

3.9 Finally delighted to report completion of the expansion space in the Falkirk Campus into three multi-functional spaces and the addition of over £363,000 in grant from Scottish Enterprise for equipment linked to our Digital Skills Hub and the EnableSTEM project involving on-line development and delivery for the life sciences. This funding was secured by Jen Tempany, Director of Strategic Partnerships and Business development.

4 Networking

4.1 As noted in the February Principal's Report, networking over the last couple of months has been heavily involved with Covid-19 planning and has involved meetings with Scottish Government including the Minister for FE, HE and Science, Richard Lochhead MSP, SFC, College Principals Group, SQA, SDS covering areas such as access to buildings, student funding, foundation apprenticeships, return to face to face learning and most deferred students.

4.2 As a Board member of SQA and Chair of the Qualifications Committee we have had a busy couple of months with three meetings of the Qualifications Committee and four with the Board. Specifically we have addressed onward communications, the Alternative Curriculum Model (ACM), teacher guidance, consultation processes and most recently, appeal process.

4.3 Working with the Marketing and Communications staff I have made a further two videos which have been circulated to all staff through e.Focus. These are also visible to the Board. One has been updating on the SpringBack project and the easing of restrictions and what it means for the college. Most recently messages have been to students identifying deferred students and plans we now have in place to complete their studies – see 3.2.

4.4 Finally I have been involved with three Student Council meetings hosted by the Student Association where I have had invaluable feedback and support for our SpringBack project.

5. Key Meetings

I undertook the following key meetings in the period 28 November 2020 to 19 February 2021:

5.1 Ross Martin and I continue to meet weekly. On the political front I have had a conversation with John McNally, MP for Falkirk where he thanked the College for the timeous updates on the industrial action.

5.2 [REDACTED]

5.3 The Principals from the Four College Consortium continue to meet and to oversee the exciting project for upskilling and retraining through the Transition Training Fund and Young Persons Guarantee. Up to date statistics show our programmes to date have been fully subscribed.

5.4 As the national representative for College Principals I continue to attend the Curriculum and Assessment Board through Scottish Government and have recently been invited to join the

Foundation Apprenticeship Collaboration Team (FACT), a partnership between Scottish Government, Directorate for Fair Work, Employability and Skills, SDS and Education Scotland. Given I am the lead for the School College Partnership and CDN are halfway through their report on the Scottish position, I also attended a virtual workshop with a number of other Principals on Foundation Apprenticeships and working with schools hosted by Education Scotland.

- 5.5 Finally, I met with the new owners of the Thistle Centre in Stirling at their request. They have a number of units they are trying to fill and were keen to understand the College's role in the city. Not one for us at this moment in time.

6. Colleges Scotland (CS)

- 6.1 Colleges Scotland CPG continue to have fortnightly meetings where we start the meetings with an update from Linda Pooley, Deputy Director, Colleges, SFC and Young Workforce on Scottish Government's response to Covid-19, the ongoing local authority tiering and the impact on Colleges. The issue of proactive communication has been very topical over the last month regarding the industrial dispute.

Finally, I have attended one meeting of the Funding and Finance Group.

7. Community Planning Partnership

- 7.1 There has been three meetings of the Falkirk Community Partnership where emphasis continues to be on partner action to Covid-19 as well as the Falkirk Plan which will feed into our Strategic planning thinking. There has also been one meeting of the Stirling CPP.

8. Financial Implications

None

9. Equalities

Assessment in Place? – Yes No

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

10. Risk

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

	Likelihood	Impact
Very High		
High		
Medium		
Low		
Very Low	X	X

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

Risk Owner – Ken Thomson

Action Owner – Ken Thomson

12. Other Implications –

Please indicate whether there are implications for the areas below.

Communications – Yes No

Health and Safety – Yes No

Paper Author – Ken Thomson

SMT Owner – Ken Thomson

UNCONTROLLED COPY

1. Purpose

To provide members with an update on the recent activities of the Forth Valley Student Association (FVSA)

2. Recommendation

That members note the content of the report.

3. Key Considerations

Since the last Board of Management on the 25th of February FVSA have conducted several activities.

CDN Esports in Education Conference

The student president gave a talk at the conference on our gaming society and why other colleges and universities should work with their students associations and unions to create one.

The key benefits covered were

- Socialisation
- Community
- Peer support
- Soft Skills
- Mental health
- Employability
- Tournament Contestants
- Fun space

Viewable here (https://youtu.be/8uFj6q3_Xh0?t=884)

CDN Valorant Tournament

Similar to the Rocket League tournament ran in November, CDN approached FVSA to field a team for a new tournament. Based on a game called Valorant, two teams of five players battle it out to gain power over an area.

Student Awards

The Student Association received several nominations which were then shortlisted during a shortlisting panel meeting. The students shortlisted will be contacted by the end of April to let them know who has been shortlisted. The award winners will be announced on the 27th of May.

SFC & NUS Income + Consultancy

With the income from SFC, FVSA have hired external consultants to evaluate the SAs engagement and efficacy. The consultancy started after the easter break, the SA has had initial 1 to 1 meetings with the consultant for the consultant to get a feel for the college and the SA. They are interested in how the SA feels about the areas where the college works well with the SA and areas where the SA could work better with the college.

Mental & Physical Health

Wee Fit, You Fit – Has now gone ahead in the form of a wellbeing month. This is a collaboration between the college and the SA with 4 main events running:

- Walking & Cycling event
- Step Count Challenge
- Beat Saber Tournament
- Wii Fit event

The college are taking a lead on the walking & cycling event where students are encouraged to walk and cycle around their local area, take pictures, and enjoy the exercise. The Wii Fit event will also be led by the college.

The SA are running the ever so popular Step Count Challenge alongside a Beat Saber tournament, Beat Saber is a VR game where you “cut blocks” to the beat of music. For the Step Count Challenge you can see the leader board for this for both staff and students [here](#).

Student Council

The Student Council ran the week of the 19th April. We had attendance from Ken to talk directly to students and gather their feedback and experiences as well as discuss the Springback project directly with them. We have revisited the FVSA Constitution to make some first stage amendments, however these will be coming to the next board meeting as at the time of writing the Student Council has not finished.

Elections

The FVSA President elections are currently ongoing with two candidates for the President position. Announcement for the new Student President will be on 17th May. The Vice President had one candidate who withdrew, this means the Vice president position will be opening for a By-Election slightly later than the President Elections in May.

Feedback Friday

FVSA are still using Feedback Fridays to gather student feedback and producing reports to return to students as well as producing a “Staff” report which we send to interested parties within the college (Qualities and Equalities)

See Appendix 1

Staff Hub

In order for FVSA to engage more with staff FVSA have put together a Staff Hub section on the new FVSA website. This holds key information on how we work with staff in the College and any questions that have been previously asked. This will be updated regularly.

4. Financial Implications

Please detail the financial implications of this item – there are no financial implications

5. Equalities

Assessment in Place? – No

If No, please explain why – Not applicable

6. Risk

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

	Likelihood	Impact
Very High		
High		
Medium		
Low		
Very Low	x	x

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

7. 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 – FVSA extensively promote events, clubs and opportunities to be involved in the work of the association.

Paper Author – Andrew Smirthwaite & Aleksandrs Petrovskis SMT Owner – Kenny MacInnes

Appendix 1



Feedback Friday Report

Author	Andrew Smirthwaite
Job Title	Student President
Date produced	08/03

What is Feedback Friday?

The idea of Feedback Fridays is to ask small questions that we can use to gather feedback quicker than the standard survey. We can take this feedback and use it as evidence for running Campaigns and raising issues within the College.

The aim is to write a report every four weeks with an overview of why we asked the questions, what we have done with the information as well as provide some basic data from the question.

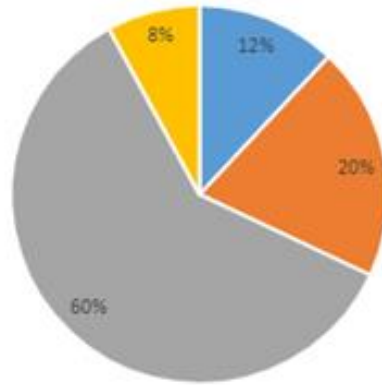
Questions Asked

- **Week 6 - How optimistic do you feel about your next steps at college or future employment?**

We asked this question to find out how well you feel the college is supporting you moving on to your next steps.

How optimistic do you feel about your next steps at college or future employment?

■ 1 - Not optimistic ■ 2 - Slightly optimistic ■ 3 - Optimistic ■ 4 - Very Optimistic



How Optimistic do you feel?

1 not 5 very

Optional Comments

2

3

3

As I have not yet worked from the college due to working remotely, I am not entirely sure how it will all work out for my second year.

3

2

2

lack of practical skills gained for work during this year for a practical industry. I dont feel like I have actually gained anything from this college year.

3

3

I have applied for uni, still waiting to hear but I'm nervous waiting hence why I said number 3

3

Our lectures have went above and beyond to help us as we are in T he deep end due to covid but our nc class change block from Mon and between us and the staff we have made it work

2

3

im feeling very optimistic about my next stages of collage, however, the only reason i did not make my answer a 4 is because of covid still being around. i would love to start my new stages of learning in the class room and meeting new people and new freinds but i feel like that still wont be able to happen this year.

3

3

3

3

1

Our course changed some units due to the pandemic and those of us who have been advised to study our qualification, and when it comes to the work experience unit ask for work experience in a particular field, are not getting it. I understand it's not the fault of the college but it is frustrating, especially since we have been given marketing classes instead of work experience - nothing alike!

- **Week 7 - Do you feel that you get enough one-to-one support in class (online)?**

We asked this question as there had been a theme with students coming forwards that hadn't been receiving good enough support in the class times. We have forwarded this to the Vice Principal for Student Experience however as of the date nothing has come back

1. Do you feel that you get enough one-to-one support in class (online)?

[More Details](#)

● Yes	7
● No	5
● Only in some classes	8



Do you feel that you get enough one-to-one support in class (online)?

OPTIONAL Please use this space to tell us why

No

Yes

Yes

The graphic design course lecturers constantly let us know that they're there to help with any problems/queries/advice and offer messaging or video chats to assist.

Yes

The tutors are always making themselves available whenever we need them. Very friendly and helpful

Yes

The lecturer offer it enough, but we have some lecturer who are hardly doing any whole class teaching what let's us in my point of view a bit often in the dark. Espacial as due to this tricky times and some of them don't seem totally sure how they ket us write the assessment- what cause me to feel a bit often confused.

Only in some classes

Only in some classes

No

i got supports need whitch i need to help me do my work

Only in some classes

Only in some classes

Yes

All Lecturers are approachable and will take the time to help 1:1 is asked. Some do it anyway, which is great. And the break-out rooms on Teams make this so easy.

Only in some classes

Yes

No

No

Lectures do not have the time to do 1-2-1 sessions. They have so much work to do and it can be difficult to get a session booked with them for a reasonable time

No

Only in some classes

Yes

Yes most of the time, although one of the tutors sometimes just messages rather than call to have one-to-one. Whereby a one-to-one would have been better for me, not that I'm complaining.

Only in some classes

Only in some classes

Most lecturers don't even know our names. it's difficult to connect to the classes and ask questions from your bedroom. if we do ask questions, we're often referred to google.

- Week 8 – Do you feel there is a sense of community within your class?**

Through discussions with the college a key theme of community seems to be lacking. We have tried to provide an external level of community but nothing can replace an in class community. We have forwarded this to the Quality Manger to see if there is something that can be done to help. We are looking at more ways of providing a social space for students. This has shown a mix between a sense of community, something that needs to be fixed.

1. Do you feel that there is a sense of community within your class?

[More Details](#)

● Yes	13
● Somewhat	17
● No	4



Do you feel that there is a sense of community within your class? ***OPTIONAL*** Please use this space to tell us why

Yes

Yes Because we help each other

Somewhat

No

Somewhat We only met half of the class as we were in bubbles at the start of Block 1. I don't know most of the class, and they don't talk over teams.
Some have a good rapport with lecturers and the rest of us, so we feel somewhat involved.

Somewhat Not a lot of interaction. At the start of the year I made a class group chat so we could help each other with work/get to know one another. It has been helpful but I don't feel like I am part of a class team because we are not meeting up/seeing each other regularly. Some people in the chat talk more than others. I can't say I know everyone in my class very well because of the current situation and I can't say I've made friends in the class.

Somewhat We're a new class this year, so only meeting and learning together online. It's been a little bit awkward at times but I think we're now getting to a more comfortable stage with each other, and we use Discord to keep in touch about college work/general chat, and gaming sessions. Lecturers have tried to encourage us to use Teams channels for chatting but it feels a bit too awkward on there with 'watching eyes'! :) If we'd all been physically in class I think this would have happened a lot quicker; it's just harder to get to know people online.

Yes We as a group in our class have a good sense of friendship and community we have various age groups and nationalities and we all know that we can call each other if stuck or want a chat about anything. even have coffee morning on teams once a week.

Somewhat As usual, we have a variety of different behaviors in our group, some people engage more, some less, some don't engage at all. From what I can see people with webcams tend to be more likely to show up, get involved and have a live chat, than people who have only keyboard at their disposal. Maybe college could help here and buy & lend some webcams? It's much easier to create sense of camaraderie if you can see your fellow students.

Yes

Somewhat Online learning has meant people hide behind the camera and don't speak. Not a lot of situations where we just speak like if we were in college we would have lunch / break together

Yes We get along very well as we can joke about with each other and have played a few games online together outside of college time

Yes

Somewhat

Yes

Somewhat

Yes

Somewhat

No

Yes

Somewhat Being online means many other students don't communicate at all therefore I can't make friends or feel supported by my peers but the lecturers are trying their best to make it social.

Somewhat

Somewhat Online meetings not helping

No Never ever met my classmates - i start uni in Sep and this is only a one year course so never going to have that opportunity

Yes Yes it is, although if we were in the college we would actually get to know each other better.

Somewhat I would say that we are getting well along, but as the Lockdown situation can be challenging to find time together to all be online and chat and make friends - we aren't seeing (online) each other that often.

Yes Colleagues in virtual classroom are sharing many common issues this year and these are helping to bring us together.
It might be an IT issue, where we can help each other out or just listening to each other venting about child care and home schooling but everyone seems to be listening well and using humour at the appropriate time to lift the mood.

Somewhat I feel like only a select few within my class that take part and converse with each other and others don't.

Somewhat No The class never got a chance to fully meet so there was no way to forge a sense of community. We were split right from induction into 2 groups and then 3 bubbles. We have been told we are back to 2 bubbles but never been in college to actually meet in person. Whilst a few of the class are happy to engage online, some just blatantly don't engage with you when you make the effort to get to know them.

No

Yes We have our own group chat that is active every day even though we haven't been to college for the better part of 2 months

Somewhat Yes we as a class understand how much our mental health remains stable by helping each other therefore getting us through our course easier

Yes

Somewhat No The class do have a whatsapp chat group but there is a sense that we do not know the other half of our group at all due to the bubble system that is in place at present.

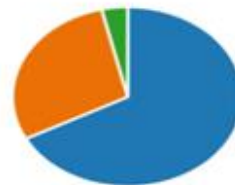
- **Week 9 – Would you like a Social space here within the student community team?**

As from last week community is a key point. We want students to feel like they belong, a chance to chat with others and share what makes them happy. We have now made a channel for this.

1. FEEDBACK FRIDAY (WEEK 9) - Would you like a Social Space within the Student Community Team? This could be used as a place for students to meet for a chat and a cuppa or to share posts about interests (e.g. recipes, hobbies, crafts, pets). The social space would be open to all students who are part of the Student Community.

[More Details](#)

● Yes, I would use the social space 37
● No, it's not something I would... 16
● Other 2



No further comments as this was a quick answer question for to enact.

Feedback Friday Report

Author	Andrew Smirthwaite
Job Title	Student President
Date produced	21/04

What is Feedback Friday?

The idea of Feedback Fridays is to ask small questions that we can use to gather feedback quicker than the standard survey. We can take this feedback and use it as evidence for running Campaigns and raising issues within the College.

The aim is to write a report every four weeks with an overview of why we asked the questions, what we have done with the information as well as provide some basic data from the question.

Questions Asked

Forenote: All questions asked this month did not have any further information submitted, all the data we have is presented here.

- **Week 10 - Would you be interested in virtual Financial Foundation Workshops delivered by the Royal Bank of Scotland?** (The workshops don't offer financial advice but have been created to offer tips, to help understand your finances better and to boost confidence)

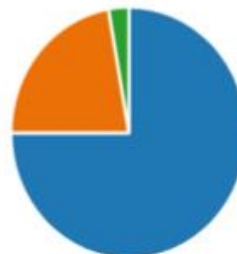
We asked this question due to an offer from RBS to come in and do these sessions.

However we haven't received any information back as to when and where these will happen

1. Would you be interested in virtual Financial Foundation Workshops delivered by the Royal Bank of Scotland? (The workshops don't offer financial advice but have been created to offer tips, to help understand your finances better and to boost confidence)

[More Details](#)

Yes	27
No	8
Other	1



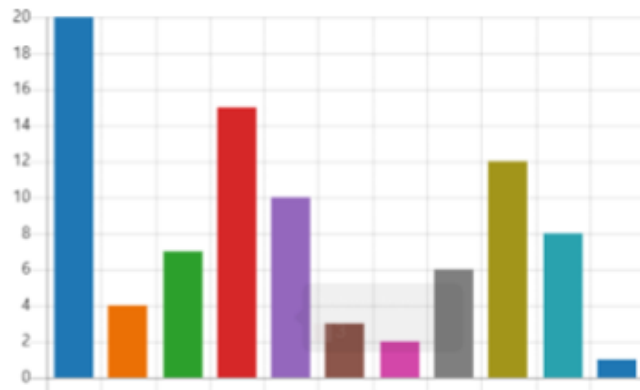
Week 11 - What areas would you like the Student Association to work on in partnership with the College?

We asked this question as we were working on a new Student Partnership Agreement for the coming year. With this feedback we have created a new Student Partnership Agreement which is currently undergoing Student Council Scrutiny

1. What areas would you like the Student Association to work on in partnership with the College?

[More Details](#)

● Mental Health	20
● Sustainability	4
● Apprentices engagement/sup...	7
● Employability	15
● Under-represented Groups (L...	10
● Active Travel	3
● Department Reps	2
● Digital Skills	6
● Covid Recovery	12
● Environmentalism	8
● Other	1



Week 12 – How much do you know about GBV?

We asked this question in partnership with Monica Medina, the colleges Diversity Coordinator. This is to give a rough idea of our members understanding of GBV. This will shape workshops that the college is producing.

1. FEEDBACK FRIDAY: WEEK 12 - How much do you know about Gender Based Violence (GBV)?

[More Details](#)

● Nothing	11
● A wee bit	13
● Enough	11
● A fair bit	13
● Loads!	4



- **Week 13 – Do you usually get a comfort break during your longer classes (e.g. 2 hours classes)?**

We asked this question as some students had reported sitting through these long classes without a chance to go for rest breaks. We wanted to see if this was a bigger issue than a small subset. We will be reporting our findings to the Teaching and Quality team to ensure this is taken into consideration.

1. FEEDBACK FRIDAY - WEEK 13: Do you usually get a comfort break during your longer classes (e.g. 2 hours classes)?

[More Details](#)

● Yes	37
● No, but I would like to	18
● No, but I don't mind	5
● Other	1



- **Week 14 – Is yet to occur.**

Contact

If you have any questions regarding Feedback Friday or this report, please contact the Student Association via teams or email: student.association@forthvalley.ac.uk.

Scotland's Colleges at the core of Inclusive Regional Economic Development

Interim Findings

Willie Mackie, Ross Martin & Paul Smart

Backdrop

- Covid 19 – Regional Economic Recovery & Renewal
- Climate Crisis – The Road to Net Zero → COP26
- Constitutional change – Devolution, Brexit & IndyRef 2
- The Productivity Puzzle, Innovation & Internationalisation
- Sustainable, Regional Inclusive Growth:
Equality, the Fair Work Agenda incl. access, attainment & poverty

The Project

- College Chairs' Economic Recovery Group
- The role of colleges in Scotland's regional economies
- Working with grain of SFC review of tertiary sector
- 4 Regional Deep Dives complemented by clinics with other college regions
- Questionnaire - honest evaluation of colleges' role

National Response

- Enterprise and Skills Review
- Cumberford Little/ UK College of the Future
- SFC Tertiary Review
- AGER Report and SG's Economic Recovery Implementation Plan
- Growth Deals
- 'Shaping Scotland's Economy' Inward Investment Plan
- Shared Prosperity Fund

Regional delivery - College Anchors

1. Subsidiarity

- Identifying the **regional decision-makers**
- **Levels of college engagement** - geographic, sectoral, thematic
- Raising profile, growing influence
- Clear and **shared view of college roles**
- **Targeting effort** to meet regional growth needs
- From survival to sustained recovery - **enabling regional strengths**

Regional delivery - College Anchors

2. Outcomes

- Knowing what **successful outcomes** for the college will look like
- Being clear on short, medium and long-term indicators of progress
- **Close alignment** of college outcomes and indicators with the Region's
- **Tracking contribution** to productivity, innovation, internationalisation
- Inclusive Growth Diagnostic - **collaborative analysis**, design, delivery

Regional delivery - College Anchors

3. Consortia

- The right people at the right level
- Co-design and delivery of joint regional growth prospectus
- Effective collaborative decision making
- Meaningful monitoring and accessible accountability
- Focussed and engaging leadership

Deep Dive Case Study 1

Ayrshire College – a single polycentric region with a diverse catchment

- Growth Deal in place
- College well connected with regional players, public and private and the communities they serve
- Need for a single prospectus for regional economic development backed by agreed analysis and shared appreciation of college's role
- Absence of single and focussed leadership of partners
- Proliferation of projects and initiatives - need for cohering mission/prospectus

Deep Dive Case Study 2

Glasgow Colleges in GCRB - urban multi college region

- City Region Growth Deal - limited college involvement - at the right tables?
- GCRB reviewing its strategic role - build on strength of diversity
- Each college well connected within own spheres - interconnection variable
- How does Glasgow City Region impact colleges within and outwith GCRB?
- Scale and complexity of challenges and fragmentation of responses - need for strategic leadership and binding regional narrative

Deep Dive Case Study 3

Dundee & Angus and Perth Colleges - two (three?) college shared region

- Tay Cities Growth Deal in place
- 4 LAs with varying levels of commitment
- Analysis rich, collaborative delivery limited - need to plug colleges in more effectively - identify their key contribution
- 'Natural' economic region straddles three college regions (incl NE Fife)
- Lack of single focused leadership/ shared prospectus - 'silo working'

Deep Dive Case Study 4

UHI - Multi college rural and island region

- Unique UHI structure - i.e. university and colleges. Basis for stronger collaboration than in other regions.
- 8 LA growth plans, 4 growth deals across one college region; absence of regional economic partnership or of single 'proposition' for the Highlands
- Business involvement needs improving
- Multiplicity of projects, programmes, interventions alongside overlapping boundaries
- Sub-regional, more localised semi-autonomous, placed-based levels of college engagement

Interim Findings from first pass with 'deep dives'

- No doubting colleges commitment to enabling regional economic development
- Demonstrate willingness to meet changing demands for skills - agility and adaptability essential - good connectivity with businesses
- Full appreciation by partners (public and private) of colleges' contribution is patchy
- Lots of funded tools in the kit but absence of regional co-ordination of effort and concerns about VFM
- Shared view on lack of effective region-wide leadership and need for joint mission/prospectus/outcomes/accountability
- Uncertainty of whether colleges are at the right 'tables'
- Colleges realising they can and should be catalysts/drivers/facilitators for regional partnership

Next steps

- Promote the creation of Pilot Regions across the 4 Typologies
- **Develop the Conversations with all Colleges across the sector**
- Second round of deep dives - play back interim findings - broaden stakeholder participation.
- **Build upon initial discussions with SG – education and economy**
- Present our findings to SFC to feed into Review of Tertiary Sector
- **Open invitation to offline conversations**

1. Purpose

To inform members of the indicative funding allocations for Academic Year (AY) 2021-22 announced by SFC on 24 March 2021, and provide an update to the additional financial sustainability funding for AY 2020-21.

2. Recommendation

That members note the allocations for AY 2021-22 and how this affects the College's finances.

3. Background

The SFC announced indicative funding allocations for AY 2021-22 on 24th March 2021. The circular and sector funding allocations are attached to this paper for information. Final allocations are set to be published by the end of May 2021.

4. FE Sector Position for 2021-22

The guidance letter of 19th March 2021 from the Minister for Further Education, Higher Education and Science outlines the Scottish government's policy priorities for SFC. These indicative funding allocations are based on the Scottish Government's Budget 2021-22 announcement, and take account of those priorities.

The key points in this funding announcement for the FE sector for AY 2021-22 are:

- Overall SFC's revenue budget has increased by £70.2m (10.8%) to £721.8m.
 - Teaching funding has increased by £39.8m (8%).
 - Student activity (credit) targets are increased by c63,000 (3.6%) largely as a result of credits for Foundation Apprenticeships and deferred students.
 - Student support funding has increased by £2.6m.
 - European Social Funding (ESF) – SFC is budgeting for the full funding of £13m associated with College ESF activity.
 - Capital funding has decreased by £2m.
-

Teaching Funding & Activity Targets

- The total teaching funding increase of £39.8m is made up of:
 - £11.6m for general cost pressures (2.4% uplift)
 - £8.7m for Foundation Apprenticeships, the funding of which is being switched from SDS to SFC in 2021-22 with the balance being one-off funding pots for 2021-22, including:
 - £10m for deferred student places due to Covid,
 - £5m for digital capacity to support transition towards the provision of digital learning, and
 - £4.4m for mental health support, for both staff and students.
- Core sector credit target remains unchanged with some variations at individual regional level. Foundation Apprenticeships target has added c30,000 credits with c33,000 for deferred students. AY 2021-22 is the final year of the ESF programme, and in preparation for this SFC has adjusted the split between core and ESF credits for each College, so that the reduction in funding in 2022-23 is equal across the sector, and in proportion to core credits.

Student Support

- The increase in Student Support funding is £2.6m when compared against announced allocations for AY 2020-21.
- SFC has also retained £3.8m of contingency funding should it be required to further support students because of Covid.

European Social Funding (ESF)

- Unlike in prior years, SFC is budgeting for the total funding of £13m for ESF activity, reflecting the increased risk relating to receipt of the £5m historically claimed from the European Commission.

Capital

- Backlog & lifecycle maintenance allocation has decreased by £1.8m to £29.4m. £4.3m has been allocated to Fife College for the development of their new campus.

Other Programmes

- Other programmes that are continuing to be funded, but are not allocated by College in this announcement include:
 - Flexible Workforce Development Fund
 - College/University articulation
 - Skills based courses
 - Counsellors
 - Free sanitary provision
-

5. Forth Valley College position

Funding Allocations	21/22 Indicative	20/21 Final	Variance against 20/21 Final	%
GIA	23,253,323	22,444,078		
19/20 NB costs consolidated	-	-		
Pension costs	-	577,714		
Cost of living uplift	557,638	475,547		
Core Grant in Aid	23,810,961	23,497,339	313,622	1.3%
ESF	717,523	473,507	244,016	51.5%
Total Teaching Grant	24,528,484	23,970,846	557,638	2.3%
Foundation Apprenticeships	945,525			
One-off funding allocations				
Deferred students	481,983			
Digital capacity	247,719			
Mental health support	217,993			
	947,695			
Total SFC table 2 allocation	26,421,704			
Student Support	4,715,754	4,628,655		
In year redistribution	4,715,754	4,628,655	87,099	1.9%
Capital & Maintenance	697,000	749,000	(52,000)	-6.9%

Credits	21/22 Indicative	20/21 Final	Variance against 20/21 Final	%
GIA	83,337	84,201	(864)	
ESF	2,493	1,686	807	
	85,830	85,887	(57)	-0.1%
Foundation Apprenticeships	3,141	-	3,141	
Deferred students	1,617	-	1,617	
	90,588	85,887	4,701	5.5%

Grant in Aid Funding (GIA)

Overall our total GIA funding increase is 2.3%. This relates entirely to a cost pressure increase of £557,638. Core credits for GIA are reduced by 864 (1.0%) following a reallocation of credits between core and the ESF programme. This is of greater significance for the following year, AY 2022-23 as it has effectively increased the amount of grant that will be removed from FVC following the end of ESF by £244k to £700k+. Whilst it is not clear from the circular, we suspect that this is linked in with the future funding of Foundation Apprenticeships.

Foundation Apprenticeships

Our allocation for the new intake of FAs is £945k, equating to 379 starts and 3,141 credits. This is new funding from SFC this year (previously SDS funded) and is in addition to our core Credit

allocation of 83,317. The SFC circular stated that *“This funding has been made available for AY 2021-22 to support the transition of FAs from SDS to SFC core funding”*. It remains to be clarified whether this extra funding will be consolidated in to core GIA giving a credit total of c86k or whether the delivery of FAs will in future be from within our existing core credits of c83k, and this is a significant unknown and remaining risk for 2022-23 onwards.

Student Support

Student Support has increased by £87,099 (1.9%). We have always been able to work within the level of funding provided, and there is no reason to believe otherwise for 2021-22.

Capital & Maintenance

For financial year (FY) 2021-22 FVC’s budget is £697k for lifecycle maintenance, a decrease of £52k. This remains below the £1m lifecycle funding identified as required to support the new Falkirk Campus as well as Alloa and Stirling. From this allocation FVC has to top slice £142k of funding for interest payments, which does not apply to the majority of Colleges. SFC has indicated that the majority of this allocation is to be spent on capital projects, leaving all revenue maintenance costs to be funded from College income.

6. Financial Sustainability Additional funding 2020-21

Prior to completion of the Q2 forecast, SFC had verbally indicated that additional one-off ‘no strings attached’ funding would be made available to the sector to help with the financial impacts of Covid. Based on the information provided, funding income of £627k was added to the Q2 forecast position. A formal announcement was subsequently made on 24th March with funding to FVC of £723,596. However, the additional grant has conditions attached.

- Funds must only be used for the purposes of achieving the overall objectives, which are:
 - To help maintain research activity, protect jobs and help students
 - To help address the major impact that COVID-19 has had on Colleges in terms of:
 - Reduced income, including from commercial contracts and residencies, affecting research funding and putting jobs at risk.
 - Additional costs, such as adjustments to campuses and facilities to allow for social distancing.
 - General weakening of financial sustainability.
 - To support institutions to:
 - Provide assistance to students to maximise the successful completion of their studies in this academic year.
 - Minimise the level of deferrals into next academic year.
 - More generally, enable institutions and staff to deliver the outcomes SFC are seeking from them in this year.
- In addition, Colleges must use this additional funding (as applicable) to:
 - Support students in finishing their courses and achieving their qualifications, minimising deferrals.
 - Maintain coherent provision and maximise the alignment of skills provision with the needs of the economy and society.
 - Wherever possible, sustain existing capacity for the future delivery of education that Scotland will need.

- Enable necessary organisational change to be implemented fairly and reasonably.

SFC will require a written report at the end of this academic year to justify the allocation of the grant for each College. It will be essential for the retention of this funding that LMT members consider all of the lost income and costs that could be attributed to this grant funding, and advise the Head of Finance so that a central record can be maintained.

7. Financial Implications

The financial implications have been noted above in sections 5 and 6 above. The funding allocations announced for AY 2021-22 include a number of non-recurring funding pots, for specific purposes. Whilst the inflationary increase in core GIA is welcome, the continual increased costs of implementing public sector pay policy, pension costs and on-going efficiencies identified as required from the 2020 Financial Forecast Return (FFR) it is unlikely this will be sufficient to maintain financial sustainability, without substantial income from other sources.

8. **Equalities** - Not applicable given the nature of this report.

9. Risk

	Likelihood	Impact
Very High	X	
High		X
Medium		
Low		
Very Low		

Risk Owner – Alison Stewart

Action Owner – Alison Stewart

10. Other Implications –

Communications –No

Health and Safety –No

Paper Author – Senga McKerr

SMT Owner – Alison Stewart

1. Purpose

To seek members' approval on the calendar of meetings for the Board of Management and its Committees for the 2021/22 academic year.

2. Recommendation

That members give consideration to the number and timing of meetings and approve the proposed calendar of meetings, subject to any changes following the Board's consideration, to support the efficient and effective governance of the College.

3. Board Calendar

The calendar attached as Appendix 1 shows the remaining dates for 2020/21 and replicates the number and timings of meetings for the 2021/21 academic year.

Changes to note have been the movement of the proposed strategic session from the normal August date to the October date.

Campus locations have been put against each of these meetings however members may wish to consider, particularly for committee meetings, whether a mix of face to face and online meetings is preferred. It is proposed that these arrangements are agreed at Committee level.

Paper Author – Alison Stewart, Board Secretary

Appendix 1

Meeting	Academic Year 2020/21	
Board of Management	Thursday 29 Apr 21 Zoom	Thursday 24 June 21 Falkirk
Remuneration		Thursday 24 June 21 Falkirk
Audit		Thursday 20 May 21 Stirling
Finance		Tuesday 15 June 21 Stirling
HR		
Learning & Student Experience		Thursday 27 May 21 Alloa

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Meeting	Academic Year 2021/22					
Board of Management	Thursday 26 August 2021 Falkirk	Thursday pm / Friday am 21 and 22 Oct 2021 Venue TBC (Strategic Discussion inc overnight stay)	Thursday 2 Dec 2021 Stirling (Morning Meeting and Xmas lunch)	Thursday 24 Feb 2022 Alloa	Thursday 28 Apr 2022 Falkirk	Thursday 23 June 2022 Stirling
Remuneration						
Audit		Thursday 9 Sept 2021 Falkirk	Tuesday 16 Nov 2021 Falkirk 5pm			Thursday 19 May 2022 Falkirk
Finance		Tuesday 21 Sept 2021 Stirling	Tuesday 16 Nov 2021 Falkirk 4pm		Tuesday 22 Mar 2022 Stirling	Tuesday 14 June 2022 Falkirk
HR			Thursday 4 Nov 2021 Alloa		Thursday 21 April 2022 Stirling	
Learning & Student Experience		Thursday 28 Oct 2021 Falkirk			Thursday 10 Feb 2022 Stirling	Thursday 26 May 2022 Alloa
Nominations	As required					

1. Purpose

To share with members the reports on our equality activity over the last four years and outline our equality priorities for the next Equality and Human Rights (EHRC) reporting cycle.

2. Recommendations

That the Board approve Report A – Mainstreaming Report (Appendix 1) and have awareness of Report B – Evidence of Work on Equality Outcomes (Appendix 2) for their information.

3. Background

As an organisation, we have [specific duties under the Equality Act \(2010\)](#). These duties include reporting on mainstreaming the equality duty, publishing equality outcomes and reporting on our progress. The [Public Sector Equality Duty](#) asks that, when working towards mainstreaming equality, we have due regard for;

- Eliminating discrimination, harassment and victimisation
- Advancing equality of opportunity between persons who share a protected characteristic and those who do not
- Fostering good relations between persons who share a protected characteristic and those who do not

With these aims in mind, our [equality outcomes for 2017 - 2021](#) were;

- All FVC students and staff ensure equality is embedded across all college functions
- All students at FVC, including those with protected characteristics, can access and benefit from a curriculum that reflects individual and local needs
- All students and staff are able to access the right support for their individual needs in an environment that is free from discrimination and harassment
- FVC students with protected characteristics progress equally on to positive destinations
- All FVC staff promote equality in the fulfilment of their job role and are able to effectively deal with the needs of a wide range of students

We published these outcomes in April 2017 and undertook an interim evaluation of our progress in April 2019.

In addition to the work undertake to meet the specific duties, the context that we are working within has changed over the last four years. Equality work has become a focus and discussion point across a wider section of society. The #MeToo and social justice movements, both around the world and in the UK, have highlighted persistent inequalities that those with protected characteristics face. The COVID-19 pandemic has further highlighted these inequalities and organisations have been challenged to actively demonstrate how they are challenging these inequalities and working towards eliminating them.

4. Key Considerations

The attached reports (Appendices 1 & 2) outline the work we have undertaken over the last four years. Our staff and student data tells us that we are heading in the right direction and that our interventions are making a difference however, there is much work still to be done.

We received positive feedback on our interim report from the EHRC, especially around the use of a [mind map](#), and we have replicated this approach for our concluding report for the cycle. We have undertaken a great deal of work to achieve our equality outcomes, however they are broad and can be hard to measure. Appendix 2 outlines the cross college work that has gone in to achieving our equality outcomes and Appendix 1, Section 5, outlines the conclusions around where our focus and direction of travel should be for the next reporting cycle.

The key conclusions from the mainstreaming report (Appendix 1) are;

- Our strategic direction is clear and we need to work to further weave equality mainstreaming into our strategic priorities so that it is further embedded and aligned with the needs of the business.
- Project NxGen will be a key catalyst for embedding equality work by developing a whole system, inclusive approach to development work; developing inclusive support for all students and embedding reviews of the outcomes of those who share protected characteristics into our Continuous Curriculum Improvement process.
- We need to improve our intelligence from our staff and students. We have a great deal of quantitative data but we need the qualitative information to 'tell the story'.
- Work is required on reporting mechanisms so that we can better understand the experiences of our staff and students.
- Many plans exist or need to be created to support specific groups; we need to find a way to work all of these plans together, to embed a culture of equality and to prevent groups having to compete.

The EHRC have highlighted that, across the public sector, equality outcomes have been too broad and generic. For the next reporting cycle (2021 to 2025), they are looking for more specific, measurable outcomes. Our outcomes for the next cycle will be specific, align to our priorities as an organisation and also align to the priorities of the sector. The proposed Equality Outcomes for 2021 – 2025 will be presented to the Board at the next meeting in June.

5. Financial Implications

There are no financial implications to approving this plan and the next set of equality outcomes.

6. Equalities

Assessment in Place? – Yes No

An EqIA has not been completed for the Mainstreaming Report as this is a summary of our equality work between 2017 and 2021. An EqIA will need to be completed once our equality outcomes for the next reporting cycle have been finalised.

7. Risk

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

	Likelihood	Impact
Very High		
High		
Medium		X
Low	X	
Very Low		

Please describe any risks associated with this paper and associated mitigating actions – If we do not publish our report and next round of equality outcomes on time, the EHRC has the power to issue FVC with a compliance notice to publish and, ultimately, we can be challenged in court. This outcome is unlikely and reputational damage is a far greater risk. We are aware that the EHRC regularly check organisations websites for publications of reports and provide feedback on our reporting.

Risk Owner – Kenny MacInnes

Action Owner – Anna Vogt

8. Other Implications

Please indicate whether there are implications for the areas below.

Communications – Yes No

Health and Safety – Yes No

Paper Author – Anna Vogt

SMT Owner – Kenny MacInnes

1. Purpose

To review the draft management responses in the attached document.

2. Recommendation

That members consider and approve the management responses for submission by Henderson Loggie to the Scottish Funding Council by the end of April 2021.

3. Background

As part of the Code of Good Governance, the Board of Management is required to undertake an externally facilitated effectiveness review every three years.

The review was undertaken by MHA Henderson Loggie, the College's internal auditors, and a draft report was presented by them to the February 2021 Board of Management meeting for initial discussion.

Following discussions at the Board of Management meeting, an updated report was prepared.

4. Key Considerations

As part of the review process, a number of actions have been identified and, as per the normal audit model, management responses are required against each of these.

While the responses are ultimately actions for the Board, delivery of these will often require the involvement of SMT/LMT and as such the draft management responses in the attached document have been considered by SMT/LMT ahead of this being brought for Board of Management approval.

5. Financial Implications

Please detail the financial implications of this item - None

6. Equalities

Assessment in Place? – No

If No, please explain why – This relates to an action plan for the Board and has no equalities implications

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

7. Risk

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

	Likelihood	Impact
Very High		
High		
Medium	X	
Low		X
Very Low		

Please describe any risks associated with this paper and associated mitigating actions – Failure to ensure an effective Board of Management is a risk to the strategic direction and management of the College. Following through on the outputs of reviews such as this one helps to ensure the Board remains fit for purpose and is receiving the support it requires from the College.

Risk Owner – Ken Thomson

Action Owner – Alison Stewart

8. Other Implications –

Please indicate whether there are implications for the areas below.

Communications – No

Health and Safety – No

Please provide a summary of these implications – N/A

Paper Author – Stephen Jarvie

SMT Owner – Alison Stewart

Forth Valley College
Programme of Board of Management Business

	Jun-21	Aug-21	Oct-21	Dec-21	Feb-22	Apr-22
1 Apologies for absence & declaration of interest	✓	✓	✓	✓	✓	✓
2 Minutes of previous meeting & matters arising	✓	✓	✓	✓	✓	✓
3 Minutes of Committee Meetings						
Audit	✓		✓	✓		
Finance	✓		✓	✓		✓
HR				✓		✓
Learning & Student Experience	✓		✓	✓	✓	
Remuneration	✓					
4 Principal's Report	✓	✓	✓	✓	✓	✓
5 Chairs Update	✓	✓	✓	✓	✓	✓
6 Student Association Report	✓	✓	✓	✓	✓	✓
STRATEGIC PLAN IMPLEMENTATION						
Tuition Fees & Fee Waiver Policy	✓					
Budget 21/22 & 3 year Financial Forecast Return	✓					
Estates Maintenance Strategy	✓					
FVC Foundation Annual Plan / Grant Applications	✓					
Strategic Plan 2021 -2025			✓			
Outcome Agreement 21/22			✓			
Donation to Forth Valley College Foundation					✓	
SG Budget 21/22 Overview					✓	
SFC Indicative Allocations 22/23						✓
FVSA ALF Application						✓
GOVERNANCE						
Board Secretary Arrangements		✓				
Honorary Fellowships		✓				
Risk Appetite			✓			
Review of Strategic Risk Register				✓		
Annual Report & Financial Statements				✓		
External Auditor Annual Report & Letter of Representation				✓		
Audit Committee Chair's Report				✓		
Board Calendar				✓		
OPERATIONAL OVERSIGHT						
Springback						✓
Recovery & Futures Programme			✓			
Review of Risk	✓	✓	✓	✓	✓	✓
Any other competent business	✓	✓	✓	✓	✓	✓
FOR INFORMATION						
Programme of Committee Business	✓	✓	✓	✓	✓	✓
Board Engagement Calendar		✓				
CHRISTMAS LUNCH				✓		