

**Room A204, Alloa Campus**  
**4.30pm (refreshments available from 4pm)**

**AGENDA**

1. Declarations of interest

**FOR APPROVAL**

2. Minutes of meeting of 9 June 2015
3. Matters Arising
  - a) H/14/23 National Recognition Procedure Agreement
  - b) H/14/25 Living Wage Registration
  - c) H/14/029 Any Other Competent Business

**FOR DISCUSSION**

4. Health and Safety Update Claire Shiels
5. Staff Development Steven Still
6. Staffing Establishment Update Steven Still  
(Paper 6 is withheld from publication on the Forth Valley College website under Section 38 Personal Information of the Freedom of Information (Scotland) Act 2002.)
7. Complaints Overview 2014/15 Stephen Jarvie
8. Review of Risk
9. Any other competent business

**FOR INFORMATION**

Programme of Committee Business

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**Room A204, Alloa Campus (commencing at 4.30pm)**

Present: Mrs Beth Hamilton (Chair)  
Mrs Fiona Campbell  
Mr Nigel Scott  
Mr Steven Tolson

Apologies: Mrs Anne Mearns

In Attendance: Mr Andrew Lawson, Associate Principal and Executive Director, HR and Operational Effectiveness  
Mr Steven Still, Head of HR  
Mr Stephen Jarvie, Corporate Governance and Planning Officer

The Chair welcomed Steven Tolson to his first Committee meeting.

**H/14/20      Declarations of Interest**

None.

**H/14/21      Minutes of meeting held on 3 March 2015**

The Minute of the meeting of 3 March 2015 was accepted as an accurate record.

**H/14/22      Matters arising**

a) H/14/08 HR Effectiveness Internal Audit Report

The Associate Principal and Executive Director, HR and Operational Effectiveness reported that the matter of Intellectual Property protection had been passed to the Associate Principal and Executive Director Information Services and Communication to assess all College developed systems to which this might apply.

b) H/14/19 Any Other Competent Business

The Associate Principal and Executive Director, HR and Operational Effectiveness reported that the matter of e-cigarette charging in the College had been raised with the College's Health and Safety Committee and passed as an action to the Head of FM and Health and Safety

**H/14/23      National Recognition Procedure Agreement**

The Associate Principal and Executive Director, HR and Operational Effectiveness presented members with the proposed National Recognition Procedure Agreement (NRPA). He provided background and context for the NRPA in relation to national bargaining and outlined the current position and challenges facing the sector.

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He reported that the College acknowledged that the NRPA was the preferred mechanism for progressing national bargaining and that the Senior Management Team supported the adoption of the NRPA.

- a) Members approved the NRPA for submission to the Board of Management for final approval
- b) Members noted that the risks associated with National Bargaining remained high

### **H/14/24 Equal Pay Audit**

The Head of HR presented the Equal Pay Audit which was conducted in December 2014. He noted that these audits were carried out every two years and that the recent audit had made some recommendations.

The paper outlined the proposed response to the recommendations and the resulting changes to the salary scale points. He noted that the proposed changes had been passed by the Equal Pay auditors who had endorsed the changes.

Members queried why there was a gap across salary scale points 39 and 40. Associate Principal and Executive Director, HR and Operational Effectiveness informed members that this was used to differentiate between supervisory and management levels.

- a) Members approved the changes as outlined in the paper

### **H/14/25 Living Wage Registration**

The Head of HR informed members of the living wage initiative and noted that Scottish Government were keen for organisations to sign up to this. He outlined the requirements associated with the initiative and confirmed that the College was in compliance with the majority of these and was working with Finance and Procurement teams to ensure the requirement regarding College contractors and sub-contractors paying the living wage is met.

The Head of HR also reported that, at the last meeting of the Board of Management, the Chair had requested that the College sign up to the Scottish Business Pledge. He confirmed that the necessary registration materials had been provided to Scottish Government and that they were now being assessed.

- a) Members approved the College to sign up to the Living Wage initiative and welcomed the work in place to sign up to the Scottish Business Pledge.
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**H/14/26      Staff Development**

The Head of HR updated members on arrangements for the next round of staff development, noting that the 2 annual days of development for lecturing staff would occur on August 13<sup>th</sup> and 14<sup>th</sup>.

He reported that the theme for the first day was creative learning and that a number of key note speakers had been lined up along with departmental advocates who are already involved with the College creative learning group.

The second day of staff development would be devoted to Departmental specific activity.

Members queried how feedback on the effectiveness and implementation of the creative learning agenda would be sourced.

The Head of HR noted that primary feedback would come via Heads of Department and that ways to capture information from staff and students were being examined.

Members queried whether the training was mandatory and the HR Manager confirmed that it was.

- a)      Members noted the content of the update

**H/14/27      Staffing Establishment Update**

The Head of HR provided members with an update on the current staffing establishment. He explained that overall headcount was up and outlined the reasons for this.

Members discussed the secondment arrangements in place, noting that external opportunities may be of benefit to the staff and College, and that the College should ensure that staff returning to their original role after a period of secondment are effectively supported.

- a)      Members noted the content of the report

**H/14/28      Review of Risk**

Members noted that National Bargaining remained a high risk.

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H/14/29

**Any Other Competent Business**

**EIS Freedom of Information request**

The Associate Principal and Executive Director, HR and Operational Effectiveness reported on a recent FOI request which the College received. He reported that this covered zero hours contracts and that, as there was no legal definition of zero hours contracts, EIS had provided their own definition.

He reported that this covered staff which the College considers, owing to their terms and conditions, to be casual staff. However, under the EIS defined terms, the College had to report these as zero hours staff.

**Equalities Mainstreaming Report**

Members noted that the format of the report was not user friendly and would not easily provide external individuals with an understanding of the work undertaken by the College.

**Breakdown of College students**

Members queried the reduction over time of over 25 year old College learners. The Associate Principal and Executive Director, HR and Operational Effectiveness noted that this was a combination of government focus on the 16-24 year age range and the inability of the College to support Community Learning owing to funding constraints. He outlined how the College had supported the exit from Community Learning to enable as many groups as possible to continue independently.

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### 1. Purpose

To provide the HR Committee with an update on the Health and Safety performance and Sustainability developments in relation to the college session 2014-2015 and the key objectives planned for the college session 2015-2016. The update includes the following;

- performance against the Health and Safety Committee key performance indicators;
- progress relating to the sustainability performance indicators (Appendix A)

### 2. Recommendation

- To note the continual improvements with health and safety and associated performance indicators.
- To note the positive developments illustrated on the key performance indicators within the college sustainability agenda.

### 3. Background – Health, Safety and Sustainability

A positive health and safety culture in any organisation should include the following five key areas. This report offers the college position against each of these areas. All objectives are listed and tracked through the Estates Operational Plan and Risk Register.

- Accident and Incidents
- Statutory Obligations
- Competency and Training
- Occupational Health
- Safety Culture

In addition to the Estates Operational Plan, the College has a series of scheduled safety audits/inspections and carries these out in conjunction with the College TU HS Representatives. Actions from these visits are captured on the HS audit tracker on Sharepoint.

The Sustainability Committee continues to agree, develop and monitor the sustainability key performance indicators for the College. This group is now well established and will continue to meet, three times per annum, to progress the sustainability initiatives which includes waste, travel, energy, curriculum, printing, Fairtrade, health and wellbeing. The meetings and related documents are all held within SharePoint. The performance indicators, used to monitor and measure progress, have been provided within Appendix A. It is important to note that the indicators are set, monitored and progressed by each “owner” within the Sustainability Committee.

The College was successfully recognised for this “whole College approach” to Sustainability, when awarded first place for Sustainability, at the College Development Network Awards in December 2014.

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#### 4. Key Considerations – Health and Safety Key Performance Indicators

The College Health and Safety Committee monitors 2 key performance indicators.

- **Accidents/ Incidents** - to maintain or reduce college accidents/incidents in line with the baseline. The baseline for 2014-2015 was set at 131 p/annum which was taken as an average of the last 5 years statistical data. The annual figures for 2014/2015 were 123 incidents, achieving better than the predicted figure.
- **Absence** - to maintain within the current sector average for employee absence statistics (2014 CIPD Absence Management data figure is 7.4 days absence p/person p.a. FVC is 7.0 day absence p/person p.a.). Scottish FE sector data collated by the HR DN Group currently indicate approx. 3.2% average. The College figure for 2014/15 was 3.05% better than target.

##### Accidents / Incidents Current Data Compared with Last Year's Data

The table overleaf illustrates the annual incident reports for 2014-2015 compared to previous figures from 2013-2014. Our key performance indicator for year 14-15 was calculated as 131 incidents p/annum, taken as an average of the last five years incident statistics.

Our actual annual figure was 123 incidents, which was an improvement on the key performance indicator set.

The Health and Safety Committee have agreed a key performance indicator figure of 125 incident as the target for year 2015-16.

##### Incidents/ Accidents

There were no RIDDOR <sup>1</sup> reportable incidents for the entire year 2014-15 or to date for 2015-2016.

The number of incidents within the “sprain” and “cuts/laceration” category continues to be a focus for the college. These mainly result from the sports activities and construction/ hospitality activities respectively. Trend analysis is completed within the Health and Safety Operational Team meetings to illustrate what further actions can be taken to mitigate future incidents. This is in addition to the immediate reactive measures taken for each incident reported.

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<sup>1</sup> Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 2013

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	Bruise/ Abrasion	Burn/ Scald	Crush/ Injury	Cut/ Laceration	Electric Shock	Eye Injury	Fracture/ Dislocation	Other	Puncture Wound	Sprain/Strain	Sting	RIDDOR*	Total	Medical	Horseplay	Near Miss
<b>2013- 2014</b>																
Aug- Oct	8	4	0	7	0	1	3	2	1	6	1	0	33	21	0	4
Nov - Jan	6	8	0	16	0	3	1	3	1	5	0	0	43	23	0	6
Feb - April	9	5	0	8	0	0	0	3	1	2	0	1	29	23	0	1
May - July	6	1	0	7	0	1	1	1	0	2	0	0	19	11	0	2
<b>Total</b>	<b>30</b>	<b>18</b>	<b>0</b>	<b>38</b>	<b>0</b>	<b>5</b>	<b>5</b>	<b>9</b>	<b>3</b>	<b>15</b>	<b>1</b>	<b>1</b>	<b>125</b>	<b>78</b>	<b>0</b>	<b>13</b>
<b>2014- 2015</b>																
Aug- Oct	9	2	2	6	0	0	0	2	1	8	0	0	30	32	0	3
Nov - Jan	5	3	1	12	0	0	2	3	1	8	0	0	35	41	0	4
Feb - April	7	4	3	19	0	2	2	2	1	6	0	0	46	22	0	2
May - July	5	1	0	3	0	0	0	1	0	2	0	0	12	9	0	3
<b>Total</b>	<b>26</b>	<b>10</b>	<b>6</b>	<b>40</b>	<b>0</b>	<b>2</b>	<b>4</b>	<b>8</b>	<b>3</b>	<b>24</b>	<b>0</b>	<b>0</b>	<b>123</b>	<b>104</b>	<b>0</b>	<b>12</b>

### Absence

Absence statistics are reported to the HS Committee as one of the key performance indicators. The quarter four figures for 14/15 confirmed an annual absence rate of 3.05%, lower than the previously projected figure of 3.31%. This equates to 4281 lost days out of 140,081 working days available.

Total absence figures for 2014-15 are split into long term – over 20 days (1.56%) and short term, under 20 days (1.49%). Absence is categorised to record the various reasons for absence and to assist with mitigation of future absence where possible. There are three categories showing higher results than others and these are “Operation/Post Operation” “Musculoskeletal” and “Diarrhoea/Gastric/Bowel” none of which were work related. Of particular note was that the absence category of ‘Operation / Post Operation’ almost doubled from 13/14 to 14/15, an area that will be focused on by HR during 15/16.

Quarter 4 showed a “spike” in the back pain related absence and whilst these were not attributed to work related issues, we have recently worked with our colleagues in the Gym to develop an exercise guide for strengthening and stretching backs. This was circulated in the efocus message to all staff in September.

Despite 2014/15 having higher absence rates than last year (2.85%) we still remain below the sector average, estimated at 3.2%.



### 4.1 Health and Safety Progress is measured and monitored through the Estates Operational Plan.

The Operational Plan covers the outcomes and objectives for health and safety, facilities and sustainability and feeds into the college wider operational objectives.

The following points are key elements of the operational plan and of the health and safety statutory requirements.

- **Health Surveillance** - The Health and Safety Co-ordinator continues to oversee the statutory requirements for the health surveillance of employees, to identify, assess and monitor employees who are exposed to risks at work, which may affect their health. Health Surveillance is carried out at college by health professionals and this provision ensures that the college remains compliant, whilst also supporting the health and wellbeing agenda.

Appointments are held regularly in accordance with the health risk register and categorised. (Audio, Skin, Respiratory, HAVS<sup>2</sup>)

Health Surveillance has been scheduled again for November 2015. 154 members of staff had an appointment in 2014/15, with 135 attending these appointments, (87.6%)

Reasonable adjustments are made, in conjunction with the relevant teaching department, for any individual who has a negative outcome from their health appointment and regular follow up appointments are carried out to review the situation to a positive outcome. 13 individuals required a follow-up appointment with the Occupational Health Physician – these appointments were carried out over 2 days in August and September 2015

- Fire Warden Refresher training was carried out on the 26th September, 31st October and 28th November 2014 – 2 sessions at each campus plus a practical session at each campus. This resulted in 42 fire wardens receiving refresher training.
- Fire evacuation drills have been carried out on each campus at the start of this session.
- Personal Emergency Evacuation Plans (PEEP) reports continue to be completed weekly to communicate PEEP requests to departments. This enables the College to support students who require assistance to evacuate in an emergency.
- PPE<sup>3</sup> checks have been carried out on all campuses and reported full compliance.
- 18 members of staff attended the Evac Chair Training which was carried out in all campuses in January/February 2015.
- 11 Members of staff attended the Ladder Safety training which was held in March 2015.
- The H&S Department continue audits and inspections in conjunction with the HS Reps. The schedule for 2015-16 will capture all campuses and departments over the coming year.
- General Housekeeping inspections were carried out at all campuses and this included checking the individual desks within workrooms to ensure they comply with the Display

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<sup>2</sup> Hand Arm Vibration Syndrome

<sup>3</sup> Personal Protective Equipment

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Screen Equipment Regulations. Compliance issues were few, but mainly housekeeping issues and these have been passed to the Heads of Departments for action. All actions are recorded and tracked until completion.

- Air monitoring was carried out in the Falkirk Campus painting and decorating workshop and the bricklaying workshop in 14-15. This was to identify the levels of airborne contaminants and to check the effectiveness of the PPE.
- Air and Lead Monitoring is scheduled for October 15, to be carried out in room 115w the plumbing workshop along with a noise survey.

### 4.2 Audits

The College Health and Safety Department has been audited by different parties. These audits have all been undertaken since the CHASTE4 audit undertaken on behalf of SFC in 2010, for which the college received very positive feedback.

- AECOM – FM Consultants for the College carried out a review of the current FES FM maintenance contract. The audit was successful and included reviewing the safety aspects of the contract maintenance. There were a few recommendations which mainly referred to the approval of the contract extension, which is now in place until April 2017.
- Riskstop Insurance Consultants were appointed by the college insurer Allianz to audit the Falkirk Campus and carried out this audit on 3/11/2014. The audit included a review of the health and safety systems which was received positively. There was also an aspect of reviewing previous recommendations and touring the college to review fire safety and general housekeeping. There were two minor verbal recommendations, including frequently cleaning the kitchen grease filters and the safety management of cash on site. Both have now been addressed and implemented.
- The College has appointed Scott-Moncrieff as the new College External Auditors and plan to undertake a H&S audit of the college procedures in December 2015.

### 4.3 HS Competent Persons

The college continues to maintain a “health and safety competent persons list” for all key health and safety roles within departments. These continue to be reviewed to ensure that requirements and provision are current and sustained across all campuses.

The College recognises the importance of providing information, instruction and training to staff. To support this, the college plans to combine the mandatory health and safety training requirements into the PRD system. This will provide a training “diary” for the individual and also create the health and safety profile for their role and include a mixture of on-line and face to face courses. This process is being driven by Information Systems and HR, and progresses from the launch of the new SD1 process being the first stage of this new on-line system. Tests are currently under way to ensure the Moodle on line training results can filter through to the college enquirer system in order to track into the PRD records.

**Health and Safety Culture**

The College continues to build on the positive health and safety culture established over the past few years. In addition, the college continues to engage with partners and stakeholders by participating in a host of partnerships. GCSA meetings (Grangemouth Contractor Safety Association) led by INEOS, the community Police, attending the Contest Protect (counter terrorism) meetings, Falkirk Council Sustainability Group, The Central Scotland Safety Forum and the Apprentice Forum Meetings.

The Estates Operational Plan is a key document in the co-ordination of outcomes and objectives. In addition, the Risk Registers for Health and Safety and for Estates and Health and Safety are regularly reviewed to progress measures for controlling risk.

**5. Financial Implications**

No additional financial considerations.

**6. Equalities**

Assessment in Place? – Yes  No

This paper includes reporting of the health, safety and welfare of all staff, students and visitors and does not require a separate impact assessment.

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

**7. Risk**

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

	Likelihood	Impact
Very High		
High		x
Medium		
Low		
Very Low	x	

Risk Description – The overall College risk remains low due to the support of all staff and the sound safety management operated in compliance with the established health and safety procedures.

Mitigating Actions – To strive for continual improvement of the health and safety culture.

**Risk Owner** – Claire Shiels

**Action Owner** – Tom Gorman

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**8. Other Implications –**

Please indicate whether there are implications for the areas below.

**Communications – Yes**  **No**

**Health and Safety – Yes**  **No**

H&S implications are detailed within this paper.

**Paper Author** – Claire Shiels

**SMT Owner** – Tom Gorman

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## Sustainability Performance Indicators 14-15

The following performance indicators will be used to satisfy both the future feedback to the EAUC<sup>1</sup> and future review of the College Sustainability Statement. The progress of these indicators will be tracked on the [Estates Operational Plan](#) and reviewed by the Sustainability Committee.

Sustainable Factor	Target to be achieved by July 2015	Baseline	How will this be measured?	Responsibility for Reporting against the PI	Current position ( for review end of year Aug 2015)
<b>WASTE</b>					
Waste Ratio	Aim for 80% recycling to 20 % landfill (confirmed)	65% recycling to 35% landfill	Reports received from waste contractor via FES FM	FM Co-ordinator – P Donaldson	Achieved an average recycling to landfill ratio 90% to 10% - exceeded target.
<b>TRAVEL</b>					
Strategic Travel Management Plan; Travel Mileage claimed;	5% Reduction of business travel claimed (incl. college cars) and carbon used	Target Mileage at 12-13 was recorded as 297,050 miles	Travel Expenses Claims; College vehicle mileage records	Finance- Fiona Lovell  FM Co-ordinator – P Donaldson	Actual mileage 349,632 £157,334 Target not met. New target agreed from the new baseline. Infopath form developed for 15-16 to measure and target the high claimers to use the electric vehicle(s) more.
<b>SUSTAINABLE ESTATES</b>					
BREEAM <sup>2</sup>	Achieve a post occupancy “Excellent Rating” for new campus builds (confirmed)	Based on BREEAM 2010 submissions – Alloa Complete	Post occupancy external consultant will assess compliance- Stirling Documentation to be confirmed.	Head of FM and H&S – C Shiels	Stirling Post Assessment is ongoing.
<b>ENERGY CONSUMPTION</b>					

<sup>1</sup> Environmental Association of Universities and Colleges

<sup>2</sup> Building Research Establishment Environmental Assessment Method

Reduce Carbon Emissions for Utilities	Progressive Target of 25% reduction in tCO2 by 2020 (relating to gas, electric) (confirmed)	Baseline 2008/09 figure 2873.35tCO2	Energy supplier monthly statements	Head of FM and H&S – C Shiels	2012/13 = 2632.39tCO2 2013/14 = 2410 tCO2 2014/15 = 2372tCO2 <b>(cumulative at Aug 15 18.12% reduction) on target</b>
<b>FAIRTRADE</b>					
Sustain Fairtrade status for the College;	Deliver the Fairtrade Fortnight & 2 x Fairtrade Meetings p.a (confirmed 05.11.14)	Fairtrade Renewed August 2014	Fairtrade Folder of Evidence on Sharepoint.	Fairtrade Co-ordinator or Ype Vandershaaf	Completed Fairtrade event in March 2015. Target Met.
<b>SUSTAINABILITY IN THE CURRICULUM</b>					
<b>Sustainability Learning Strategy;</b> 1) Departments to increase opportunities for learners to embed their understanding of sustainability issues by 2014/15. (include citizenship and employability)	a) Listening to Learners reflects understanding of sustainability across the curriculum; Sustain target 75% of learners to acknowledge understanding. (confirmed 21.11.14)	Listening to Learners: Sustainability awareness in 2013-2014 was confirmed as 76%	Analysis of Listening to Learners Focus Group feedback.	Associate Principal and Executive Director Learning and Teaching – SMT Fiona Brown	Listening to Learners: Sustainability awareness in 2014-2015 was confirmed as 76% (confirmed by FB on 9/10/15)
2) Key Departments increase student understanding of sustainability;	2a) Core and Essential Skills Departments. Increase number of non advanced students achieving sustainability understanding from previous year. Aim for 50%. (confirmed 27.1.15)	2a) FVC Core and Essential Skills achieved awareness approx. 30% of students in 2013-14	Measured through the Department Developed Moodle Quiz	Core Skills- Kim Reid	Achieved 55% ( 5% better than target) this equalled 661 students Confirmed by KR 15.09.15)

	2b) Access & Progression Increase the number of certificates issued for sustainability awareness. (confirmed 28.10.14)	2b) 354 certificates during 13-14	Sustainability embedded in some LDW workshops, mainly through fairtrade workshops.	Access & Progression Linda McPherson	375 certificates issued. Target met. Confirmed by LM on 18/8/15.
<b>ETHICAL PROCUREMENT OF GOODS AND SERVICES</b>					
Undertake an annual review of the College's effectiveness and compliance of its sustainability procurement targets.	Attain Level 2 of the Flexible Framework (confirmed 27.10.14)	Level 1 of the Flexible Framework 2011-2012	Measured by APUC against the Scottish Government Flexible Framework Criteria	Procurement Manager P Johnstone	Attained level 2 of the Flexible Framework- Target Met. Confirmed by PJ on 17/9/15
<b>PAPER CONSUMPTION</b>					
Paper consumption from the print unit.	Increase the print unit figures and reduce the printing from the Multi-function Device printers.	2013 print unit figure was 3,317,919  14-15 MFD figure 9,555,923 copies ( B&W and Colour)	Print Unit equipment production figures	Marketing Manager – L Condie Print Unit Co-ordinator – S Smith  Graeme Robertson – IT Manager – Danwood Report	MFD Danwood Report 14-15 is new, figures to be reviewed in year 15-16 to establish an achievable target.
<b>COLLEGE SUSTAINABILITY STATEMENT – ADDITIONAL INDICATORS</b>					
Employee Awareness / Levels of training and information for staff	50% of all staff to complete Moodle training course – as part of their PRDs or Staff Development week. “protecting the environment at work and at home”	Nil- new course	Reports provided from the Moodle.	Health and Safety Co-ordinator – F Duff	Course launched with Staff Development Days in Feb and Aug 2015. Moodle system changed August 2015, new figures to be recorded for 15-16.

Health and Welfare					
Health Surveillance	90 % of employee health surveillance undertaken against actual required. (confirmed 28.10.14)	2013-14 – 93.5% appointments were met.	Health Risk Register is in place and reviewed against actual attended.	Health and Safety Co-ordinator – F Duff	Actual 87% achieved. 19 did not attend for absence/illness or DNA on the day of appointment. Target not met. Sustain target for next year, with feedback reports to HODs.
College Gym Users	maintain the number of staff using the gym facilities- Aim for 218 in total.(confirmed 17.11.14)	2013-2014 figure was 218	Gym usage tracked monthly	Gym Co-ordinator – Wai Mun Lee	Actual 228 achieved. Target Exceeded.
Healthy Working Lives Awards	Going for HWL Gold Award (confirmed 10.12.14)	Currently have Bronze and Silver and the Mental Health Commendation Award	HWL co-ordinator (NHS) assess the college and undertakes an audit.	Wai Munlee/ Fiona Duff	Gold Award Achieved – Target Met.



**1. Purpose**

To provide information on the outcome of the staff development event held in August 2015.

**2. Recommendation**

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

**3. Background**

In recent years, there has been a focus on Creative Learning and this has been embedded into the College's Learning Strategy as a key aim. In order to help achieve this, the College ran their first Creative Learning Conference on 12 August 2015 with the primary focus on different approaches to creativity in learning. Whilst the August Staff Development (SD) days are primarily for lecturing staff, a number of learner facing support staff were also invited to attend the conference.

For academic staff, there was also a departmental lead day on 13 August which was driven by the Head of Department for each academic department.

The aims of the Creative Learning Conference were:

- Ensure that staff understand the importance of creativity in learning for our learners and ourselves as an organisation
- Inspire and motivate staff to embrace creative approaches to learning
- Help staff to see the real benefits to them and their learners in being more creative and developing creativity skills in their learners
- Help staff to see that creative approaches to learning are not just the domain of "creative" staff working in "creative" disciplines, but are as possible and relevant in all disciplines
- Encourage staff to work across boundaries and outside of perceived limitations and to feel well-supported in risk-taking and pushing boundaries
- Help staff to understand that individuals are coming to this with very different starting points, so that nothing "different" is dismissed or undervalued

**4. Approach and Outcomes**

The approach taken to meet the outcome objectives included:

- Creation of a specific working group for the Creative Learning Conference, which would take into consideration objectives within the College's Operational plan and Learning Strategy
  - Consultation with external colleagues
  - Consideration of location
  - New approach to staff development delivery – self lead
  - Event timings / scheduling
  - Organisation of event day
  - Cost
  - Departmental Lead Day
-

#### **Creation of a specific working group**

Within the College's Operational Plan, there is a strategic objective to "further engage staff and students in initiatives to embed creativity in learning" and within the College's Learning Strategy, there is a key objective to "adopt creative approaches to learning, teaching and assessment that create engaging and stimulating opportunities for every learner to develop as an effective and successful learner and increasingly take responsibility for their own learning". Fiona Brown, Associate Principal for Learning and Teaching had overall responsibility for this objective therefore it was vital to have her on the working group as the subject specialist.

Additionally, the Head of Department for Creative Industries was integral to the introduction of the concept of Creative Learning and therefore he was an important member of the working group.

The Head of Communications and Marketing was also involved from an early stage to provide specialist knowledge in this area to help communicate this new concept and approach that would be taken.

#### **Consultation with external colleagues**

Colleagues from Colleges Scotland were invited to attend a working group meeting and contributed ideas, suggestions and useful contacts. This was a helpful resource at the early planning stages to allow the working group to develop the approach that was taken and to form some beneficial contacts.

#### **Consideration of location**

The Stirling Campus was selected as it houses the Department of Creative Industries and we would be able to utilise its unusual 'spaces', such as the radio control room, digital media room, nursery, clinical skills room and art studios, adding to the creativity of the event and providing the majority of staff with an opportunity to see some of the spaces that they would not ordinarily have access to.

In addition, we also required a venue that could accommodate a theatre style layout for all the conference delegates to hear the keynote speeches in the morning and Stirling has the functionality to transfer its refectory into a large conference theatre. The speeches and presentations were enhanced by the external audio/visual equipment that was hired for the event. During the afternoon the refectory was transferred into an exhibition area for the team tasks.

The Stirling campus facilities and fresh open environment supported a positive, upbeat and engaging event.

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### **New approach to staff development**

For the Creative Learning Conference, it was decided to venture away from a 'traditional' method of staff opting/allocating 'slots' prior to the training and to introduce the idea of staff 'self-selecting' their choices on the day.

Staff were initially allocated a team number which created the opportunity to mix academic staff from varying departments with learner facing support staff. In their teams they were provided with information on 'Discovery sessions' which were the sessions that were being run on the day by external subject specialists and internal staff, some of whom had been involved in the College's Creative Learning Action Group. Teams were instructed to allocate a team member to attend each of the discovery sessions and then feedback to the team about the session at a later slot in the day.

### **Event timings**

The Conference consisted of the following itinerary:

- Keynote Speech (45 minutes)
- Meeting team members (1 hour)
- Discovery Session 1 (1 hour)
- Discovery Session 2 (1 hour)
- Exhibition (2 hours)
- Concluding Remarks (20 minutes)

The programme itinerary was successful with a few challenges presented on the day. These included:

- a bottle neck during morning registration
- whilst there was adequate seating available, there were challenges in getting such a large number of delegates seated in an effective manner
- a few staff attending late once the team allocations had been confirmed
- a scheduled external facilitator's non-attendance with no prior notice

All these challenges were overcome by the HR Team on the day with a few areas for improvement being identified for future SD days.

### **Organisation of the event**

The organisation of the day was logistically challenging, but highly successful and rewarding for the staff involved. HR were responsible for the organisation of the day and were supported by Facilities staff. The success of the day was largely down to the excellent team work from all parties involved including Marketing, IT, Curriculum & Quality, Catering and Reception Staff.

Maps were provided upon arrival with a number of HR staff located at key locations, providing information and directions, if required. Clear signposting and consideration of potential points of failure ensured minimal disruption, enhanced the experience for staff and provided a professional smooth approach to a large staff development event.

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### Cost

The main direct cost was attributed to the external speakers, which totalled £3875 and the audio/visual equipment hire was £1400. In total, the direct costs for the day were under the allocated budget of £7000.

The excellent speakers provided staff with motivational and inspiring experiences, which contributed to the positive feedback received and the overall success of the event.

### Departmental Lead Day

Heads of Department were responsible for arranging SD session on 13 August, but were asked to incorporate a slot to reflect on the Creative Learning Conference and also to allocate some time for compliance training, where possible. Some examples of the topics/activities that were covered are:

- Team meetings to discuss creative learning
- Cross departmental familiarisation
- Role specific CPD (e.g. 17th Edition)
- Quality Improvement in new Curriculum for Excellence for E Qualifications
- Assistive Technology
- Self-Harm
- Accessible Materials
- Documenting Artwork using technology
- Construction site visit
- Air tightness and thermal imaging training

### **5. Key Considerations**

Factors for determining whether the outcome objectives were achieved included attendance figures for events and feedback from delegates. During the event, delegates were given a 'Personal Commitment' card and were asked to complete the sentence "In 2015 - 2016, one specific thing I will do to make learning more creative is . . ." and on the whole, the responses were very positive. Some examples are available in Appendix 1.

Delegate registrations were collated on the day with employees having the option to complete feedback forms at the event or via a further electronic survey issued a week after the event. Both feedback options focused on seeking views on how successful the conference achieved its aims.

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### Attendance figures

Wednesday 12th August 2015 - Attendance 280 out of a possible 351 (79.8%)

Due to the approach of the conference, it was vital that we had accurate figures in advance of the day for organisation and logistical purposes. This was challenging as operational exigencies arose after figures had been received, which resulted in variances on the day and this had an impact on the team allocations. This was overcome by the HR Team reallocating staff into different teams to ensure the minimum number per team was reached.

### Feedback

Delegates were asked as part of the feedback survey if they would like to be part of the Colleges Creative Learning Action Community and 11% of the 280 delegates who attended indicated that they would like to be involved.

The feedback provided by the survey on the day was very positive with every discovery session receiving over 60% feedback indicating 'Relevant' or 'Inspiring', with the exception of one, but this has been skewed by a very low response rate for that specific discovery session.

Feedback from the online survey has been provided in Appendix 2.

Additionally, there is an opportunity to ask staff to revisit their commitment cards at a point in the future, for example, end of Block 1, to self-evaluate their progress or any steps they have taken to achieve what they had written.

## 6. Conclusions

High attendance and positive feedback from delegates indicated a valuable contribution made by the Creative Learning Conference to support lecturing, learner facing staff and Curriculum Managers in the achievement of their personal and department objectives.

This self-lead approach was positively received by lecturers, Heads of Department and SMT.

## 7. Financial Implications

**Please detail the financial implications of this item** – There is a designated budget allocated to College wide staff development days each year which is managed by the HR Dept. This budget caters for academic and support staff training events in August and February. The £7000 allocated represents approx. 50% of the annual budget.

## 8. Equalities

Assessment in Place? – Yes  No

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**9. 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 –**

No risks identified.

**Risk Owner** – Andrew Lawson

**Action Owner** – Steven Still

**10. Other Implications –**

Please indicate whether there are implications for the areas below.

**Communications** – Yes  No

**Health and Safety** – Yes  No

**Paper Author** – Karen Dair

**SMT Owner** – Andrew Lawson

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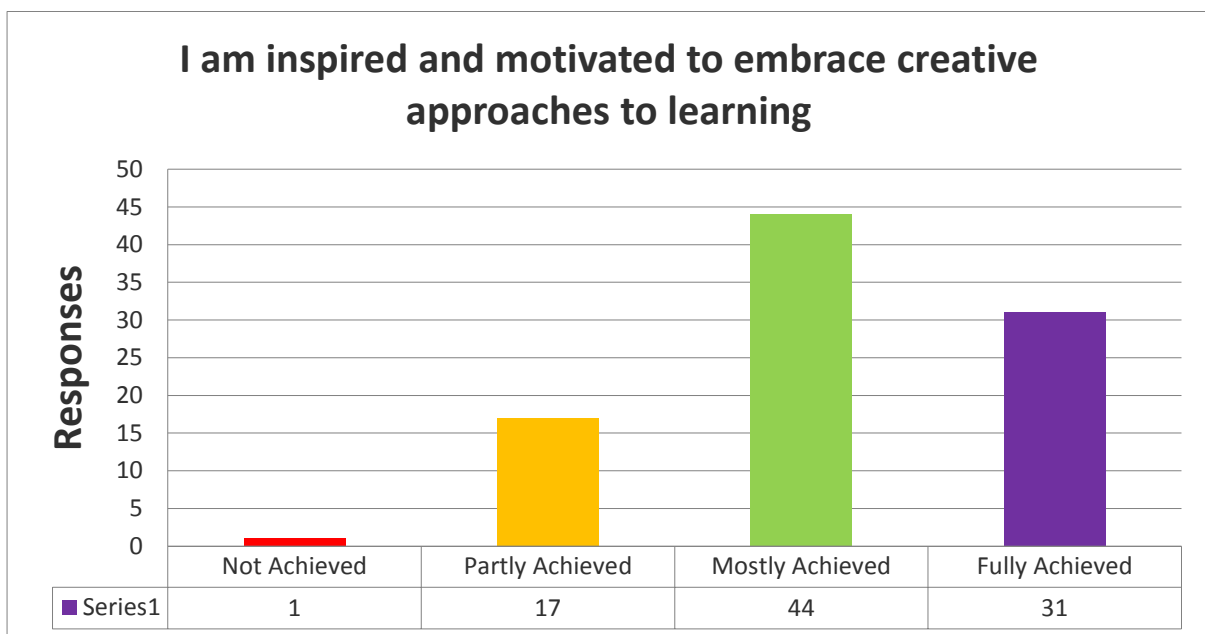
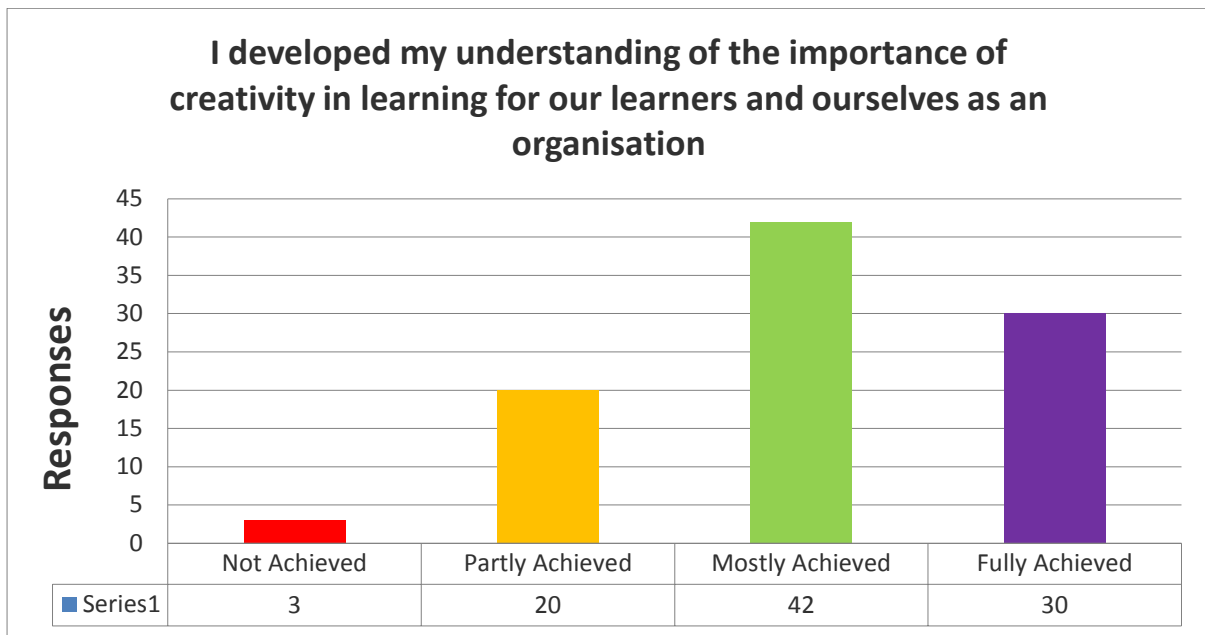
**APPENDIX 1**

**Examples of Comments from Personal Commitment Cards**

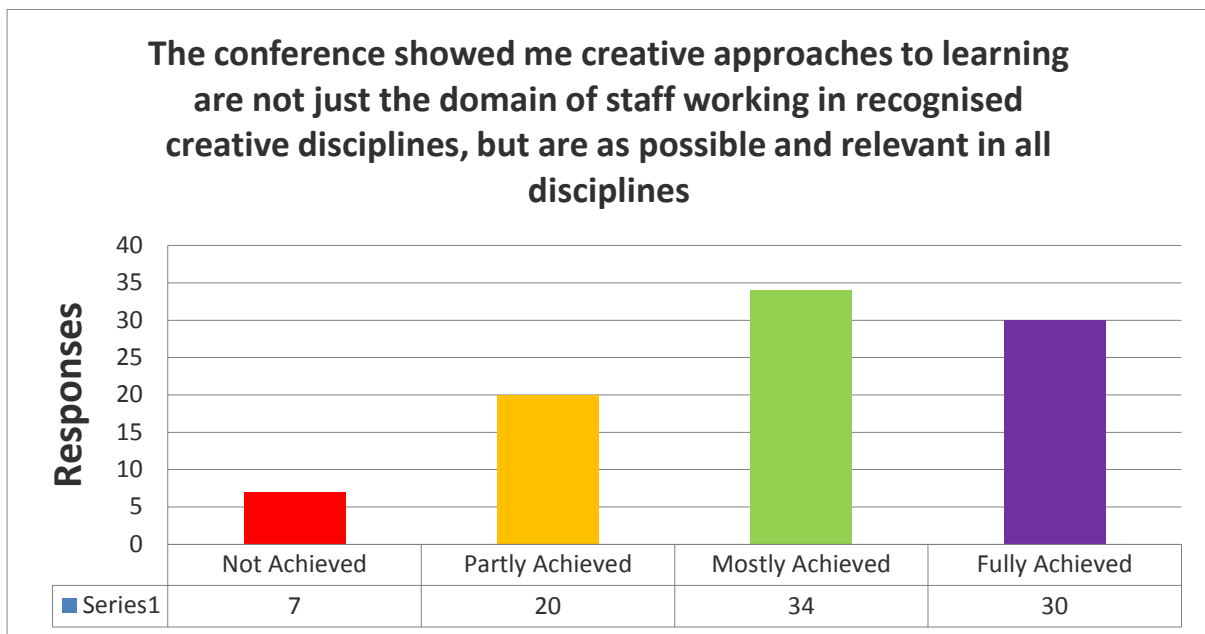
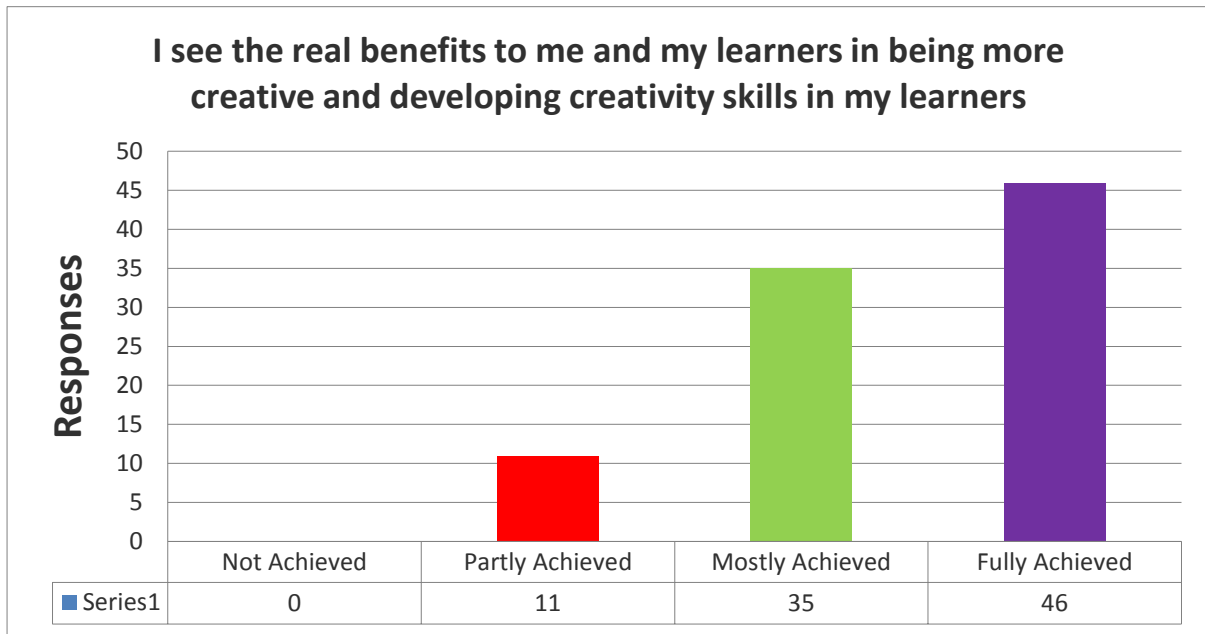
- Create a safe environment where failure is an opportunity to reflect, laugh, and learn.
  - Use approach to ESOL class from Paul Collard workshop
  - Listen, collaborate, take risks
  - Use the skills I have and learn new. Always being open to new experiences. Engaging and giving learners positive feedback.
  - Introduce my team to Edward De Bono's six thinking hats which I have used as a creative learning tool for many years, chap on doors - in order to work more collaboratively
  - Allow more learning than teaching, the 'learning' is achieved through being presented with 'problems' - allow the student to take ownership of the solution.
  - Consider visual/digital forms of learning to enhance creative learning for the students
  - Motivate by 'Risk', engage & inspire all learners to enjoy their studies (not just those who appear to want to learn), create a desire to learn.
  - To use TedEd to take YouTube clips and wrap quizzes/questions around them
  - My commitment is to ensure that within a class all members have a say in how the learning progresses
  - To ensure student interaction in being involved in their own learning & teaching experiences. To enhance both classroom & workshop environments for both lecturer & learner.
  - Recognise the skills that students already possess to make for more creative learning
  - Think about the skills and knowledge the students bring and encourage their learning and development from this knowledge/skill set.
  - Engage with learners and encourage them to use their own analogies to understand complex subjects.
  - To collaborate with other departments for a more creative learning approach and to take more risks
-

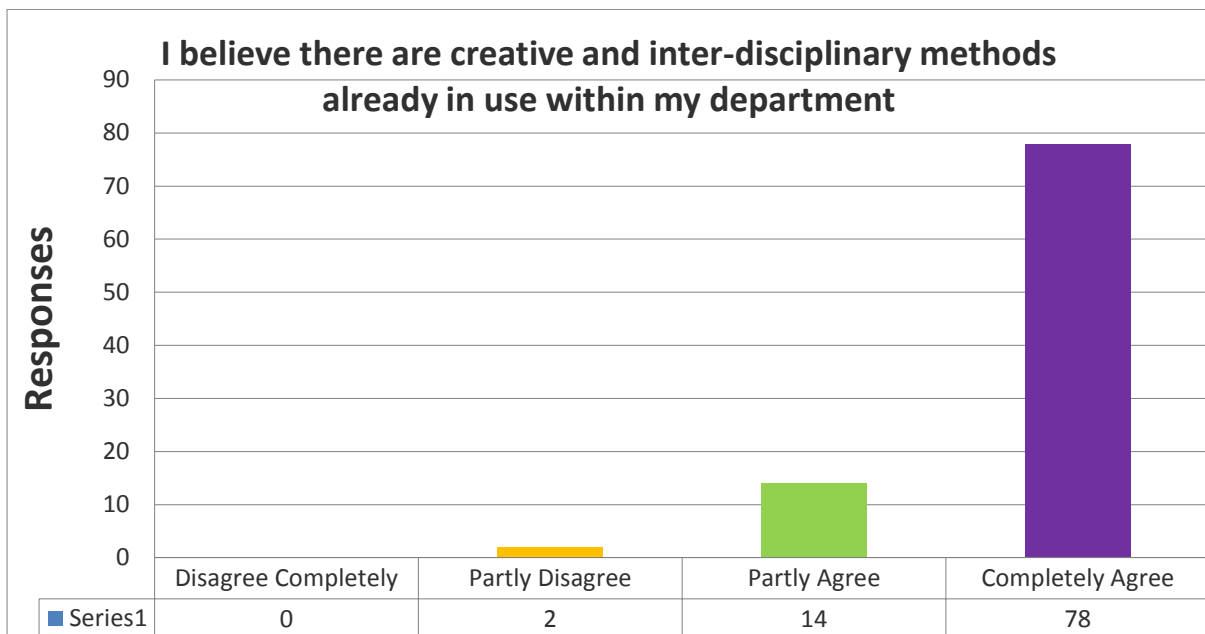
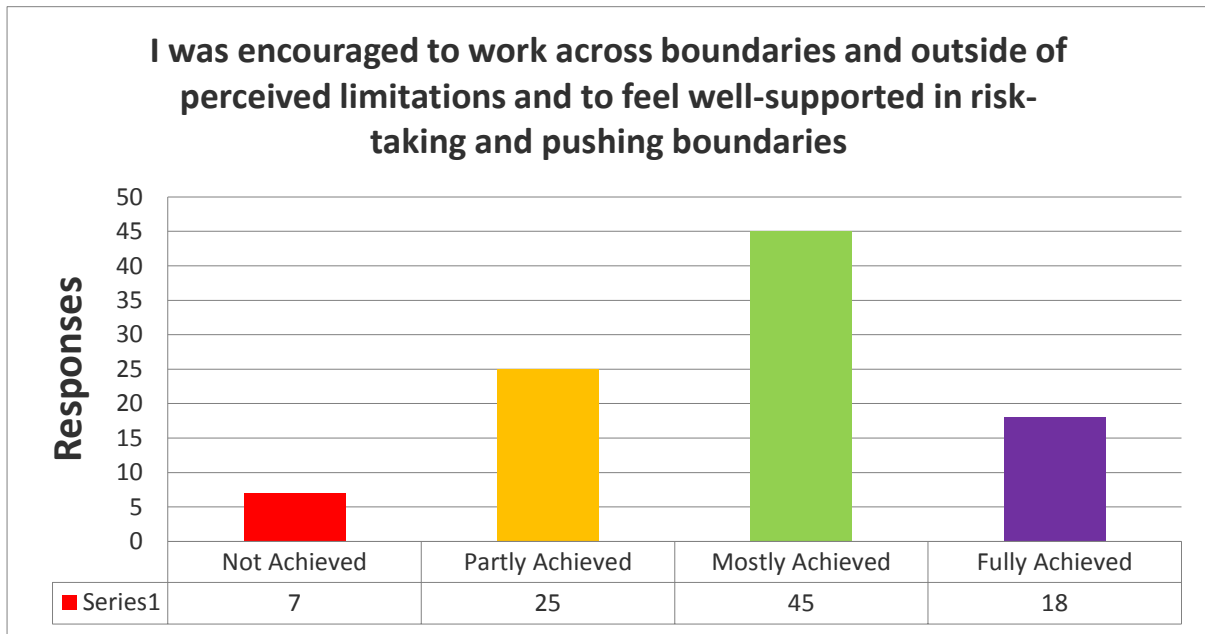
**APPENDIX 2**

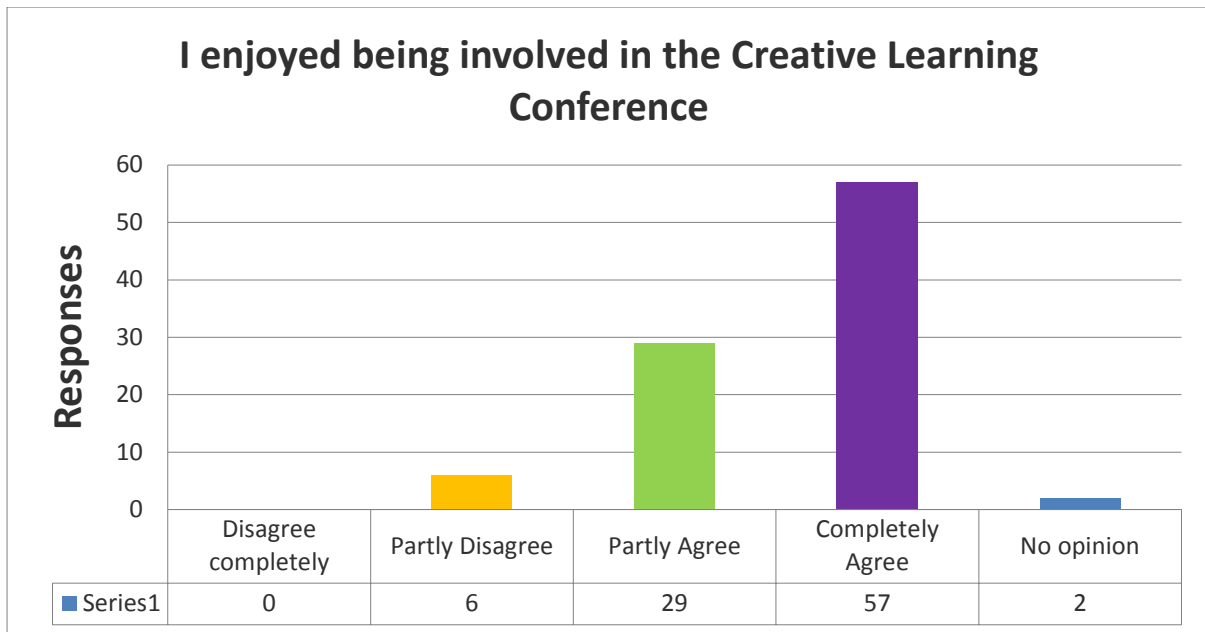
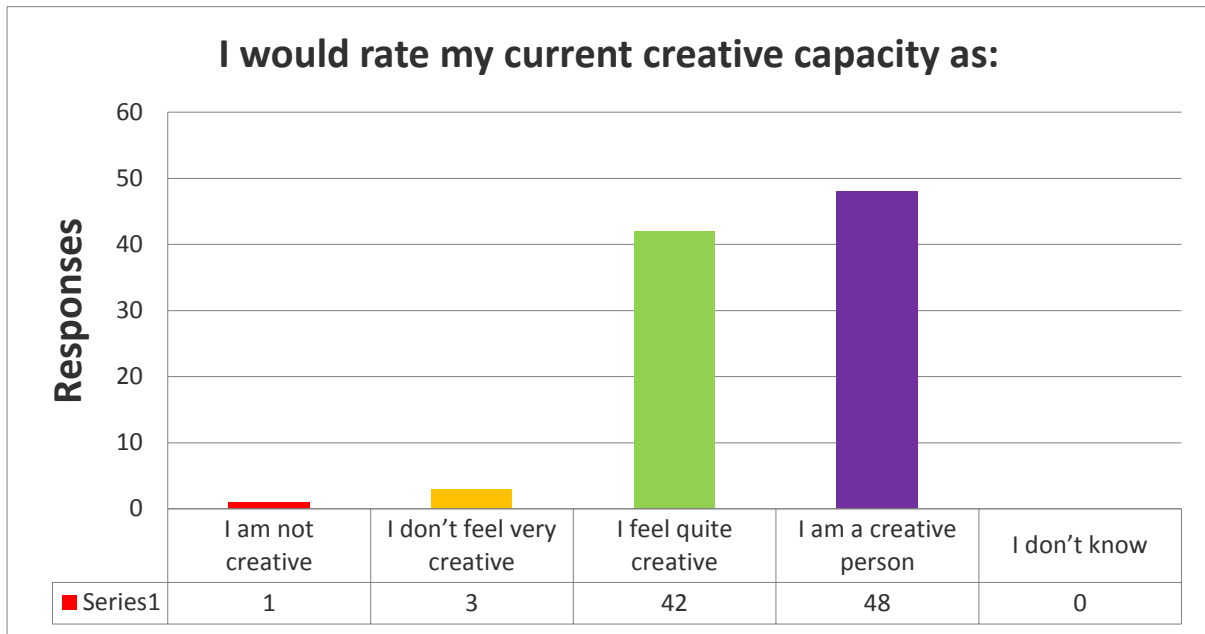
**Feedback summary**

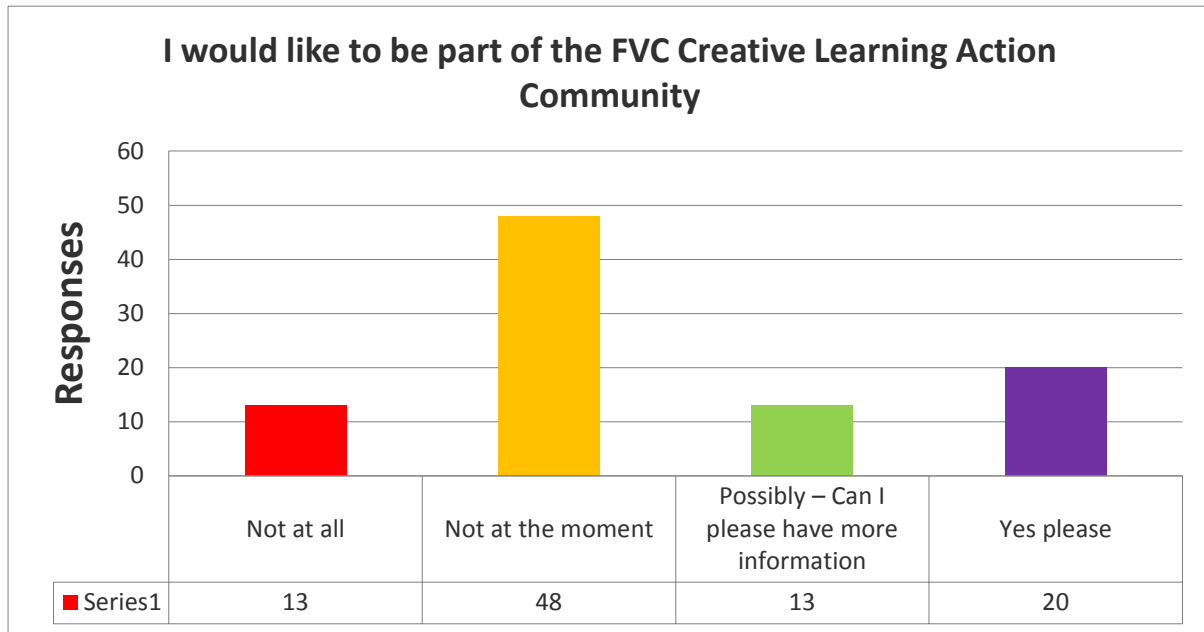












**Some examples of suggestions provided in the survey:**

- "A problem shared" - bring a teaching issue to small groups (no more than 8 people) to share personal experience and discuss how others may have dealt / deal with similar.
- A conference focusing on ICT and technology would be good. Increasingly I find that learners, particularly school leavers, have had experiences at school in using things like 3D Printers, Laser Cutting, Raspberry Pi. As an organisation we're only just getting to grips with this technology now. It would be great if we could arrange something to showcase these new technologies with a focus on how they can be used in the classroom.
- Creativity Workshops not Talking Shops and therefore less time wasted and more time being exposed to valuable new techniques we can incorporate into our teaching
- Learn and sow network from peers within college. Very good to see Care and science working together. I think it would be helpful building up contacts in other department to share ideas/skills with a particular group of students in mind.
- Small workshops to expand on the sessions delivered to 'learn' some of the skills needed
- Webinars I think would be good to store and share resources

**1. Purpose**

To provide members with an overview of the complaints received by the Executive Office in academic year 2014/15.

**2. Recommendation**

That members note the content of the report.

**3. Background**

The College is required to manage complaints in line with the SPSO (Scottish Public Sector Ombudsman) model complaints handling process. Part of this is monitoring complaints received.

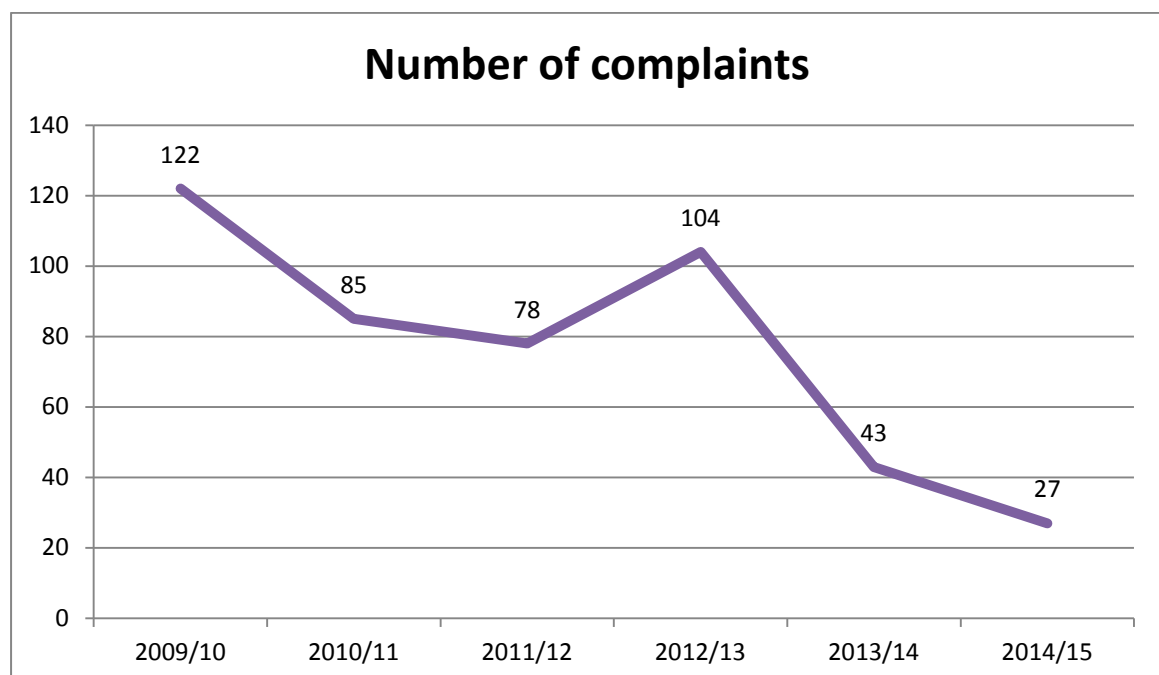
Complaint handling within the College is coordinated by the Corporate Governance and Planning Officer and managed by the Principal.

The College utilises complaints information to provide an annual update to SMT members.

**4. 2014/15 Complaints**

The College monitors complaints which are submitted to the Principal/SMT. (Please note that this does not include the complaints in relation to parking at Stirling which are managed and monitored by Facilities and as such do not form part of this report.)

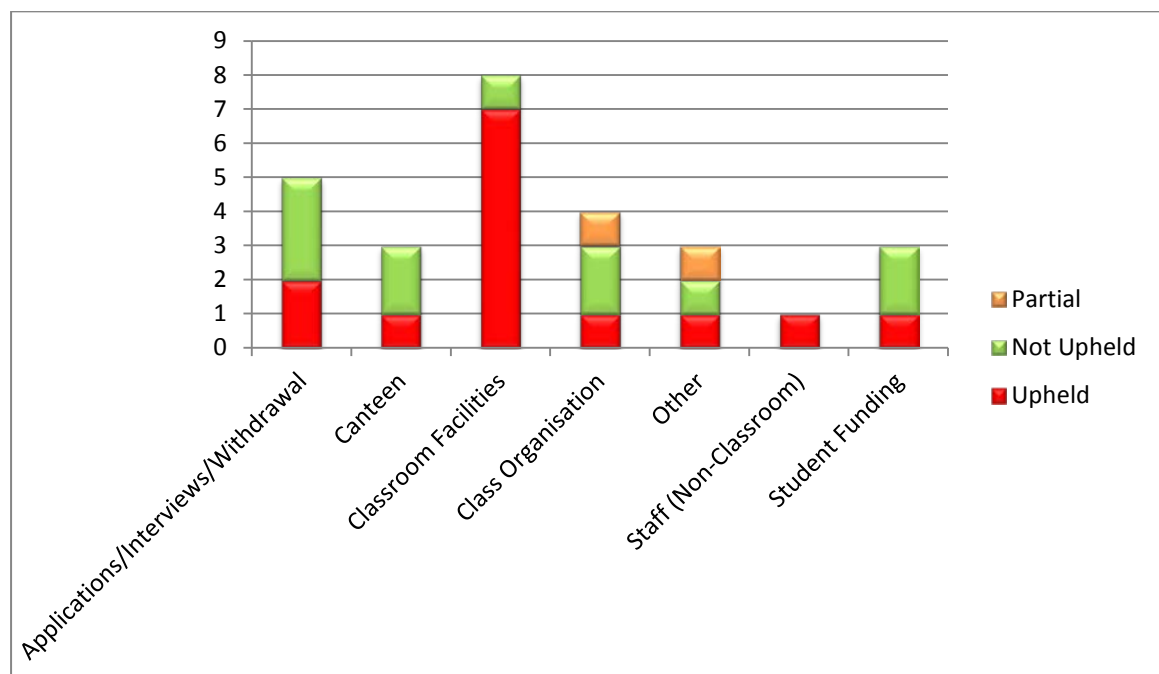
The College has continued to experience falling complaints numbers as outlined below.



The continued reduction in complaints would seem to indicate that improvements in systems such as Student Application/Bursary combined with ensuring that any lessons learned from complaints are implemented has had a positive effect on complaints numbers.

However, with the reduction in the number of complaints, it has been harder to identify trends within the complaints. Despite the lack of identifiable trends, the Executive Office does feedback to Departments on the outcome of complaints and to embed any corrective actions which does help to prevent reoccurrences.

While the numbers of complaints have reduced, a further key piece of information is to consider whether, in the opinion of the College, the complaints have been upheld or not. A summary is as follows, broken down by the area of complaint.



The information in the above table is slightly skewed owing to repeat complaints regarding the issue. For example 5 students complained separately regarding their classroom environment, which skews the classroom facilities column.

Despite the slight skewing of the figures, the number of upheld complaints must be viewed as a positive. They demonstrate that –

- a) Students are highlighting real issues; and
- b) This gives the College the awareness and opportunity to address these issues

5. Financial Implications

Please detail the financial implications of this item – None

6. Equalities

Assessment in Place? – Yes  No

If No, please explain why – Complaints which have an equalities component will be notified to the Equalities Team as and when they arise.

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

7. Risk

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

	Likelihood	Impact
Very High		
High		X
Medium		
Low	X	
Very Low		

Please describe any risks associated with this paper and associated mitigating actions – While complaints are trending downward, losing focus on fast and effective complaints resolution would lead to poor student/stakeholder service and could result in the College being reported to the Scottish Parliament by the Ombudsman.

Risk Owner – Alison Stewart

Action Owner – Stephen Jarvie

8. Other Implications –

Please indicate whether there are implications for the areas below.

Communications – Yes  No

Health and Safety – Yes  No

Please provide a summary of these implications – Not Applicable

Paper Author – Stephen Jarvie

SMT Owner – Alison Stewart