

Zoom Meeting
4.30pm

AGENDA

1. Declarations of interest
2. Apologies

FOR APPROVAL

3. Minutes of Meeting of 19 May 2020
4. Matters Arising
 - a) H/19/006 People Strategy Progress Dashboard

FOR DISCUSSION

- | | |
|--|---------------|
| 5. College Health and Safety Update | Marc McCusker |
| 6. Health and Wellbeing | Andrew Lawson |
| 7. Progress with new PRD system (Verbal) | Ralph Burns |
| 8. Staffing Establishment and HR Update | Ralph Burns |
| 9. Action Short of Strike - 2020-2021 | Andrew Lawson |
| 10. Covid-19 Implications | Andrew Lawson |
| 11. Review of Risk | |
| 12. Any other competent business | |
-

Skype (commencing at 4.30pm)

Present: Fiona Campbell (Chair)
Trudi Craggs
Davie Flynn
Katherine Graham (Co-opted)

Apologies: Beth Hamilton

In Attendance: Andrew Lawson, Depute Principal and Chief Operating Officer (DPCOO)
Mr Ralph Burns, Head of Human Resources (HHR)
Mr Stephen Jarvie, Corporate Governance and Planning Officer (CGPO)
Mr Marc McCusker, Head of Facilities Management and Health and Safety (HFM) for item H/18/016 only

H/19/001 Declarations of Interest

None

H/19/002 Minutes of Meeting of 25 April 2019

The minutes of the meeting of 25 April 2019 were approved.

H/19/003 Matters arising

a) H/18/017 People Strategy Update

The Chair noted members had requested a dashboard of progress on the People Strategy and that this was included in the agenda.

The Chair also noted the comments in the minute regarding Board members could engage more with staff. She commented that there was now a Board engagement calendar produced for each Board meeting and asked if there were additional opportunities for engagement.

The HHR reported that the College had intended for a joint lecturing and support staff development day later in the year which Board members would be invited to attend. He highlighted that this event was contingent on the physical distancing in place at the time.

He also noted that there was a paper on the agenda concerning staff awards, which would be present an opportunity for some Board engagement.

b) H/18/019 Review of Risk

The Chair noted that the Committee had requested the addition of some risks to the College Risk Register. The CPGO confirmed this had occurred.

H/19/004 College Health and Safety Update

The HFM presented an update report on Health, Safety and Sustainability within the College.

He highlighted the impact to date of COVID-19 and the national lockdown on the College staff and students. He outlined the College's actions to support staff with home working and mental and physical health matters.

He informed members that College staff had been 3D Printing PPE to support the local community during the lockdown.

He noted that Zurich, the College insurers, had reallocated resource as a result of the COVID-19 situation. A result of this has been that scheduled inspections had not occurred meaning that certain pieces of College equipment would not be usable as they were outside their normal inspection period. This situation would be monitored and rectified as soon as possible.

He outlined enhanced cleaning that had occurred to all College buildings following the lockdown.

He provided an overview of relevant KPI's and highlighted that the College had had one RIDDOR since the last meeting of the Committee and the mitigation put in place to prevent a reoccurrence.

He discussed ongoing discussions with the Health and Safety Executive who were looking to enter into a partnership with the College whereby the campuses and the HHR and his staff would be used to provide onsite experience for HSE trainee inspectors.

Members noted that the College was approaching a potential extension point for the current Facilities Management supplier and asked the HFM to outline the renewal process and whether he had been satisfied with the FM providers performance to date.

The HFM outlined the extensions available as part of the existing contract in place and confirmed that he was able to evidence a positive arrangement through the KPI's he tracks and that he felt the FM provider gave good support to the College.

The DPCOO provided members with an overview of the work done to date by the Short Life Working Group (SLWG) established to manage a return to College operations once permitted by the Scottish Government.

Davie Flynn informed members that he had been invited to participate on the SLWG and that there was a substantial amount of work underway. He also noted it would be appropriate to bring further output from the SLQG to the Board of Management at an appropriate time in the process to update all members.

The DPCOO confirmed that this was the intention of senior management.

Members noted the comments in the report on the flaws in internal reporting of incidents and asked whether this had been addressed, that staff were comfortable flagging incidents and concerns; and that the HFM was receiving support from College management on this.

The HFM confirmed that the support was in place and outlined areas where trend analysis had enabled training of staff and greater interventions to prevent common injuries such as cuts when students were learning knife skills through the use of cut resistant gloves.

The HFM outlined progress against sustainability targets. He highlighted that the intention this year had been to establish a baseline for the new Falkirk campus but that the lockdown would skew these figures.

a) Members noted the content of the report

H/19/005

Health & Wellbeing of Staff during Covid-19

The DPCOO presented a paper outlining the staff directly impacted by COVID-19, either through infection or having to implement shielding arrangements. He noted that the relevant line managers are keeping in contact with these members of staff to ensure they are doing well.

He informed members that it was likely, as time progressed, for more staff and students to have to move into a shielding arrangement.

Members queried whether support for shielding individuals was being considered by the SLWG. The DPCOO confirmed this was the case and also discussed the need for the College to ensure the home working arrangements for staff who will need to continue this for a while are assessed and additional equipment provided by the College where necessary.

a) Members noted the content of the report

H/19/006

People Strategy Progress Dashboard

The HHR presented a dashboard outlining progress with the People Strategy and sought feedback from members on the layout.

Members agreed that the high-level overview in the document was useful to enable them to track progress against the aims of the strategy.

The HHR noted the levels of CPD currently underway and the impact of the current closure on anticipated CPD levels.

Members commented on the average CPD hours per staff member outlined in the report, noting that this was quite high. The HHR clarified that this average did include activity such as staff undertaking TQFE and Degree level qualifications and that work was underway to identify where there were lower levels of CPD within the College.

Feedback on the new PRD system would be collated after the first year of operation in August 2020 and the results made available thereafter.

Members noted it would be useful to get a headline paper on the health and wellbeing of staff and how the College proposes to get back on track with the People Strategy once the lockdown ends.

a) Members noted the content of the report

H/19/007

Staff Awards Proposal

The HHR presented a report outlining a proposed staff awards event. He reported that staff had been supportive of staff awards but had wanted it to be driven by the staff and that, accordingly, a subgroup of the Listening to Employees (LTE) had been established to look at this and make recommendations.

The LTE subgroup has made a number of recommendations as outlined in the papers, delivering a concept that management feel is workable, relevant to the College and has a spread of awards.

The HHR noted that it would be useful for the Board to support this process and that a member or two from the Board may want to be involved on the awards panel.

Members welcomed the report and the opportunity to participate in the process at an appropriate time, noting that this could be a good opportunity for a newer Board member to engage with staff.

Members also noted that there should be student representation on the judging panel and suggested a member from the Forth Valley Student Association be invited to participate.

a) Members noted the content of the report

H/19/008

Staffing Establishment Report

The HHR presented the regular report on the staffing establishment levels within the College.

He highlighted the figures showed a steady increase in FTE levels. While traditionally increasing numbers of FTE could be seen as establishment creep, he clarified to members that these increases were tied directly to either increased, new business or

to areas where specific external funding was provided for roles such as student counsellors.

He also outlined the impact of the ongoing futures programme in ensuring all College roles remain relevant and fit for purpose.

Members noted the explanation for the increasing FTE levels and that these were for positive reasons. They noted it would be useful to see which posts were specifically funded.

Members also noted the increasing age profile of staff members overall and queried whether the College was managing succession planning.

The HHR acknowledged that there was an ageing population within the College with some staff choosing to stay on longer and that succession planning was ongoing. He also noted that, owing to the comparatively generous salaries and terms and conditions at the College, vacancies tended to attract a wider range of candidates across age bands.

He highlighted to members an increase in absence rates and provided an overview of increased serious and/or long-term conditions within staff as well as an increase in mental health related issues which has seen the College launch a mental health ambassador scheme.

He noted that the College continued to actively support all staff who are absent.

Members requested an overview of the furloughing process. The HHR provided an overview, noting it was led by individual managers and outlined the levels of support both online and ongoing the College was providing to furloughed staff.

a) Members noted the content of the paper

H/19/009

Review of Risk

Members noted a number of risks to be forwarded to the Audit Committee which included the impact of COVID-19, the health and wellbeing of staff working remotely or shielding and the risk of furloughed staff becoming disengaged.

H/19/010

Any Other Competent Business

The Chair noted that this would be her final meeting at HR Committee and thanked the staff for their work and the members for their support.

The other members recorded their support for the Chair and thanked her for her support.



Health & Safety Update

Newsletter

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

Issue No.7 Oct 2020

Coronavirus – A Pandemic

Following on from April's issue of this newsletter we all could never have imagined what we all were about to endure for the next 6 months and the foreseeable future thereafter as the pandemic forced a government mandated lockdown of the country for 4 months.

Despite the pandemic and its recurring grip on the economy, the college continues to defy and operate to continue in their mantra of 'Making Learning Work'

When the college staff and students quickly adapted to a digital working life back in March, it could be forgiven for thinking that come the start of term would have been as they always have but sadly this has not been the case, however the college continues to recruit and adapt with a blended learning approach. All classes that can be delivered digitally must be as a default with the intension being that only practical classes and those unable to be delivered digitally be onsite for only the required time and no longer. All socialising and break out spaces have been removed with a strict 'keep to the left' procedure implemented across the whole college Estate.

Business Continuity and Senior Management acted quickly to create a short life working group to ensure that resuming campus operations went as smoothly as reasonably practicable given the circumstances.

It is worthwhile noting that the collaborative effort from staff to support the college has been overwhelming at times with a variety of specialists from different disciplines offering expert advice on opinion to ensure we kept and continue to keep people safe.

Covid-19 Related Risk Assessments

The College has developed a comprehensive, in depth general risk assessment in response to Covid-19 which took many hours of discussions between the H&S team and college Trade Union representatives, collaboratively the risk assessment delivered has been used as a basis to support departments in their own activity based risk assessments. The H&S Operational Team produced a number of derivatives from the general risk assessment to include but not limited to risk assessments for vulnerable groups.

All Risk assessments are only ever periodically completed as should be reviewed and amended as required to suit factors such as environment, climate and activity. Therefore now more than ever with the fluid, ever developing situation the country finds itself in, our risk assessments are reviewed frequently and updated in line with the latest Government statements and developments.

Unaware at the time, the college was one of the first public body organisations to develop a risk assessment in response to Covid-19. The live document has been circulated a number of times now at the request of other local organisations to provide a starting point to allow for these organisations to implement control measures to suit their own environment. The college have received great feedback and thanks for their support in this matter.

The Default Position

With any risk assessment the hierarchy of control principles will apply. At the top of the of the hierarchy of control principles is 'Elimination' with the last being 'PPE' meaning that if the activity or task can be eliminated then it should be, therefore in response to the pandemic if a staff member does not need to travel to site then they shouldn't with working from home the default position where possible. The fact that PPE is available is not a justification to be present onsite if working from home can be achieved. The College Covid-19 risk assessment can be found on the H&S area on SharePoint

General Health & Safety Update

Covid Prevention Measures

Like all organisations in order to get back to an onsite operational level a number of Covid prevention measures have been implemented. These measure include but are not limited to; screens at all contact and reception points, Hand sanitising stations, furniture relocation and new classroom set ups, enhanced cleaning across all campuses, identified circulation routes, sanitising tunnels, the use of fogging and electrostatic cleaning equipment.

What is fogging? - Fogging is a process where a chemical is sprayed into an environment to provide a protective, mono-molecular barrier on all surfaces. This barrier attacks viruses when contact is achieved and breaks up the dangerous pathogens thus providing an additional layer of protection from the virus by reducing the risk of surface transmission. There are numerous chemicals on the market with different claims attached to them however the college H&S team can confirm that the chemical in use has been tested in UKAS accredited labs and meets the relevant British standards and European Norms



At the heights of what is now being seen as the first wave of the pandemic. The college managed to deliver 181 products to ensure the college continues to deliver in its pledge to end Period Poverty. All products where organised via the Estates department will Pauline Donaldson, Soft Services and Sustainability Manager taking lead on the project.

Air Con vs Extraction

Understandably, there has been confusion over air conditioning being used as extraction. Air con is **not** extract and is subject to a robust maintenance program much like the extraction systems. Air con recirculates air via multiple filters whilst extraction works to achieve air changes by removing the stagnant air, CO2 etc. All rooms meet the statutory air changes per hour and filters are routinely checked, cleaned and replaced where necessary as part of the college planned preventative maintenance schedule. Extraction units are programmed to operate automatically and therefore require no manual operation whereas air con units have a local panel.

Social distancing

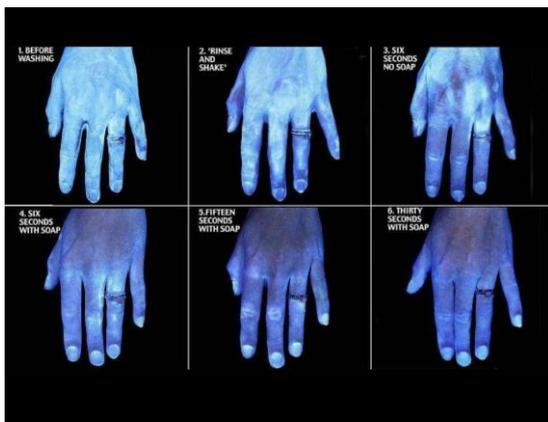
The College, in line with Government guidance has implemented a strict 2m rule. This rule is in place throughout all classrooms, workrooms and circulation spaces. Please adhere to this and help support not only the college but your peers in not providing an opportunity for the virus to spread. With track and trace fully in place, if you do not adhere to the social distancing rules you risk not only infection but an isolation period of 14 days.

PPE

As mentioned on page 1 of this newsletter. The college are applying the hierarchy of control principles when it comes to providing Covid-19 related PPE. **Wearing PPE is not an excuse to enter another person's physical space** whilst social distancing in place. To date the college have purchased over **10,000** masks and face coverings, **6,000** face shields, disposable aprons, paper overalls and have supplied staff with a total of **95,000** sanitising wipes in conjunction with daily enhanced cleans and fogging routine.

Practicing Good Hand Hygiene

It cannot be said enough, people should regularly wash their hands for at least 20 seconds and if possible, carry their own personal hand sanitiser. The college has strategically placed a number of hand sanitiser units across the Estate to provide those onsite ample opportunity to sanitise their hands as they circulate through the buildings, these units are contactless or foot pump operated. These units are supplemented by smaller individual 250ml bottles of sanitisers and sanitising wipes as well as all soap in toilets being anti-bacterial.



Electrostatic Sprayers Training

20 members of staff from multiple departments recently attended a training and information session on how to use the electrostatic cleaning equipment which in its own right is a fogging machine. With both Facilities & Depts. Fogging will ensure surfaces are protected as much as possible

Occupational Health

Tender – Following on from April's newsletter where the Occupational Health contract was out for tender, the College are pleased to announce that local firm Ethos Healthcare has been appointed to provide this service. The college look forward to developing a relationship with a new college partner.

Flu Jag - Despite a national shortage of the flu jag the college HR department has managed to obtain a voucher for 200 staff to receive the jag.

Safety & Compliance

Facilities Contract

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

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



July 2020 saw the college trigger an extension clause within the contract that sees Atalian Servest and the college remain partners for another two years. This was following on from a forensic asset verification process which was successfully carried out as essential works during lockdown and in depth negotiations on variances from the old Falkirk campus and the new one. This contract extension supports the Estates, Facilities and H&S Department to ensure that the staff can continue to have premises that are safe and compliant.

Contract Variation – Not only was the TFM contract reaching a major milestone, a huge contract variation was required to enable an accurate cost to be agreed for maintaining the new Falkirk campus. The asset verification showed up an additional circa **20,000** additional assets from the old college which require maintaining therefore the college, supported closely by AECOM negotiated the inclusion of these additional assets with agreed service levels for inclusion into the TFM contract. The process was a lengthy one, not helped by the pandemic but the college are pleased to announce a cost neutral position following the add/ omit exercise.

Continuing Works through Lockdown

To ensure total compliance, Facilities continued to work throughout Lockdown ensuring all statutory elements of the buildings were successfully carried out and deemed safe. The buildings worked on a strict application for entry system with numerous requests being rejected on a daily basis. The buildings all operated on a strict sign in and out procedure, social distancing was applied with all risk and method statements adapted to ensure the essential work went ahead. A further **225** reactive jobs were completed during lockdown

Legionella- Thankfully the college managed to stave off the threat of Legionella. Water flushes in all buildings were carried out daily due to the zero occupancy to ensure the water tanks were kept clear from the bacteria. The college was one of only few local public body organisations to have avoided legionella

Zurich

Zurich are the college's insurance providers that cover the college on building and contents, claims and carry out statutory insurance inspections in conjunction with the College Estates team and their FM provider Atalian Servest.

Despite HSE issuing no relaxations on statutory inspection during lockdown, all statutory inspections relating to LOLER, PSSR and LEV were completed prior to both student and staff re-entering the campuses.

Both Zurich and the college Estates team are currently working on finalising a new asset register that also encapsulates the Stirling and Alloa campuses in the same format. This register will work alongside the college Planned Preventative Maintenance planners to ensure the correct personnel are on site when required.

Daily Cleaning

Daily, The College Cleaners are hard at work carrying out enhanced cleans whilst following a rigorous cleaning schedule. Rooms are cleaned with specialist cleaning products that are normally used within 'higher risk' areas. For campus operations resuming rooms were sealed and signed off as complete. Cleans are carried out twice daily and supported by a day op to ensure a responsive service throughout the day. These cleans are carried out as a primary measure supported by fogging and electrostatic spraying



New Team Members

The Estates and H&S department has recently welcomed the appointment of Gordon Berry who joins the team from the new campus project team. Gordon will take up the post of Facilities Hard Services Manager. Alex Blair also joins the team as Estates Assistant on a year's contract on an internal transfer from the Facilities Assistants. This role will support on a variety of different surveys and fault finding across the Estate as well as support on the additional workload brought on by Covid-19 by co-ordinating repairs, PPE, stock levels etc. on Covid related items

Policies and Procedures

Our main Policy is our **Health, Safety, Environment and Welfare Policy (HSEW)** which also covers safety of the Environment and Welfare of all staff, students, contractors and visitors.

Additional Policies & Procedures include:

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

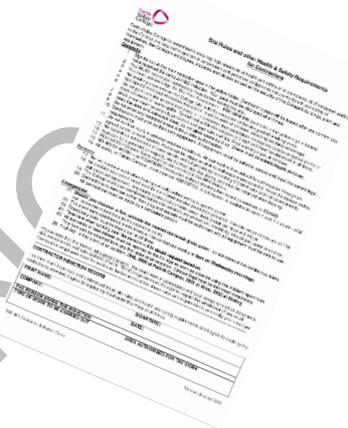
This procedure allows the member of staff carrying out the induction to gain a signature from the inductee to acknowledge that all the relevant information has been provided.

The Contractor is shown and given details on the following:

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

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

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



The Great Mask Debate – Currently there is not a college policy on face coverings but the procedure the college has implemented is in line with the latest Scottish Government statements. Please comply with these and keep yourself safe as coughs and sneezes spread diseases. When someone wears a mask it protects you, please pay others the same courtesy

Health and Safety Procedures

There are over 30 HS Procedures and Guidance documents and these are all governed by the overarching HSEW Policy. Each of them has been equalities impact assessed.

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

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

Competency and Training

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

Main Menu Search Report Resources Glossary Help Exit

Welcome to Forth Valley College Health and Safety Induction Course

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

Specifically our general health and safety policy is to:

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

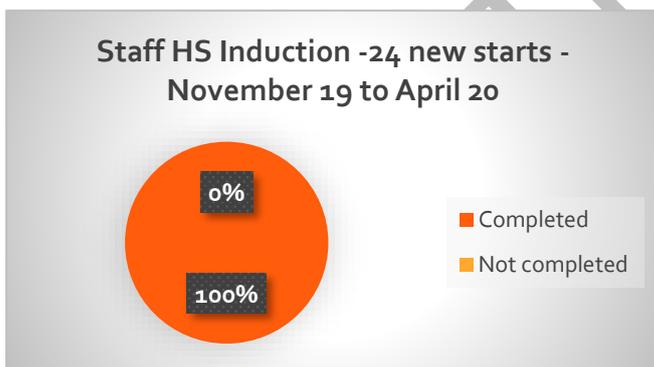
Signed by: Principal, Ken Thomson on behalf of the Board of Management

Introduction to the course
Screen 1 of 4

ZOOM IN BACK REPLAY NEXT

New Starts - HS Inductions on Moodle - since April 2020

24 new members of staff have joined the organisation since November 2019. All staff are required to complete the College HS induction on Moodle and the chart below illustrates full compliance



TRAINED H&S ROLES - CURRENT NUMBERS

Fire Wardens – trained to assist with the "sweep and clear" of zones during evacuations	
Falkirk	44
Alloa	19
Stirling	20
Raploch	1
Evac Chair – trained to assist escape using the evacuation chair	
Falkirk	13
Alloa	4
Stirling	5
Raploch	1
First Aiders – respond to first aid calls	
Falkirk has a new Rota system in response to Covid	
Alloa and Stirling have a Rota response system	
Falkirk	15
Alloa	6
Stirling	9
Raploch	1

All fire wardens for the new campus have received their training and induction and are aware of their zones. All muster points are now completed.

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

Due to reduced occupancy of all campuses a weekly rota consisting of first aiders and fire wardens is produced in advance of the week ahead to ensure the college is covered should an incident occur.

Safety Audits and Risk

College H&S Operational Team carries out schedule inspections throughout the year. The Audit team is a combination of HS TU Representatives from UNISON and EIS combined with a member of the HS Department.

SAFETY AUDITS 2020 - 2021

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

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

Department H&S Audits- Due to the pandemic and the associated control measures applied to keep people safe some audits have been postponed pending further discussion with the H&S ops teams. It is encouraged that **cross campus travel is not done unless absolutely necessary**. The H&S teams and Trade Union Representatives team been supporting both individuals and departments on their return to campus. Audits for ITNSU& ES Science at Falkirk and Construction & Business and Communities were unable to be done due to the enforced lockdown from March.

New Falkirk Campus

Our new campus at Falkirk opened to the public in January 2020 constructed by Balfour Beatty Construction. The H&S Committee continue to work through the specific H&S risk register, to capture the relevant risks that will be presented by our new facility and continue to review the control measures required to mitigate the likelihood and severity of risk. The official opening of the campus has been postponed due to the coronavirus outbreak and new date will be issued in due course



Balfour Beatty Construction- Balfour Beatty have had a continued and supportive presence onsite since the college achieved practical completion back in January 2020. The presence was to support and complete any building defects and snagging items from the original handover however the process hit a snag itself when the government declared lockdown hence stopping all non-essential work. With some senior staff consequently placed on furlough with a large majority of supply teams unable to work and travel, the summer plan for works to deal with defects was thrown into disarray. Despite this though and after missing such a vital window for progress, Balfour Beatty and the college wasted no time in establishing a Covid secure site compound once the Scottish Governments route map back out of lockdown was confirmed for construction. The Covid secure compound consisted of a socially distant induction and waiting area, sanitising stations, designated toilets, floor coverings, socially distant welfare and mess areas and an identified entry and exit. All arrivals had to be approved before attempting access and everything was approved by the college.

End of year Defects – As we approach the beginning of November the scheduled end of year defect and remedial repairs will commence with scheduled dates. The Estates team expects to be busy ensuring that all of the campus's 400+ rooms are individually surveyed with any defects flagged for repair.

Former Campus Sale- The sale of the former Falkirk campus has now been concluded with the wrecking ball fully in motion on what will always form a fond place in the college's history. Local firm Central Demolition are carrying out the demolition.

KPIS

KPIs - Accident & Incident Statistics

Our key performance indicators;

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

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

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

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

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

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

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

1 x RIDDOR incident have been reported this session. 1 for the academic year to date

- An in depth investigation has taken place with a full investigation report to be concluded. All findings have been confirmed and discussed with the department with control measures reviewed with further measures implemented.

Illness

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

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

2020 -2021 There has 2 x medical calls this academic year so far- neither one requiring hospital treatment.

Summary of Incidents by type; Please see next page

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

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

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

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

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

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KPIs- Sustainability

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

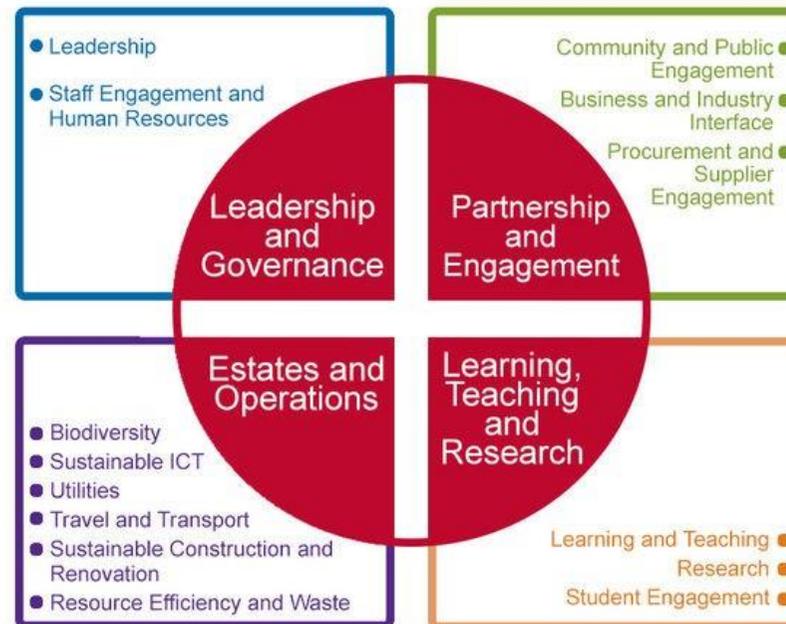
EAUC- LiFE Tool – (Learning in Future Environments) – four Sections of the Framework is being used to help progress the whole college approach to Sustainability. The Tool is an excel document - which offers criteria to enable self-assessment scores to measure progress. The LiFE tool is available on our SharePoint Estates Page- under Sustainability.

Our key performance indicators for sustainability continue to progress:

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

The college in conjunction with their FM partners Atalian Servest are pleased to announce a new waste supplier in NWH. NWH will provide all waste removal services for the college on both a scheduled and reactive basis. It is expected that NWH will provide detailed in depth reports on how the waste is handled and how the college is performing in its attempts to divert its waste from landfill

As Above the FM partnership has again refreshed its outlook on the Building Management System (BMS) by bringing in West Coast Controls to oversee the maintenance of the system and already the teams are on track to produce an energy optimisation program which should financially benefit the college and reduce the carbon footprint. It is anticipated that the BMS across all sites will undergo upgrades to ensure the college is using the latest efficient and innovative technology available to suit the budget.



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

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

- *The Intern Campus Cycling Officer - which was originally a one year funded post by Cycling Scotland and managed by "Bright Green Business" – This initiative is now into its 3rd 'Cycle'. This post has pivotal in progressing our cycle initiatives with staff, students and key partnerships and due to the hard work put in over the year the college Sustainability team were awarded with the Campus Cycling Friendly award with distinction for the Stirling campus. Sadly for the College, due to the success of the initiative another intern has been poached to a permanent position within the field and we wish them all the best for the future.*
- *In Line with our updated Strategic Travel Plan and new car park "terms of use" document and annual travel survey, vehicle-parking pass continue to be in operation. Vehicle passes must be displayed while using the car park (GDPR compliant). A number of individuals who have parked illegally have been identified and found with no further disruption to other car park users, however still not all users have completed their Annual Travel Survey, therefore if not done so already please complete to allow access to college car parks. A reminder to all staff was sent out recently in the College eFocus.*
- *The College sustainability team have been successful in their bid for another electric car and are proud to have added a brand new electric Vauxhall Corsa to the college Electric car fleet, taking the total number of electric cars to 7 which are made up of two Nissan Leafs, Two KIA Souls, Two Renault vans and now the Vauxhall Corsa.*
- *Active Travel Officer- This is the first time FVC has had an Active Travel Officer role and has proved a great benefit to the College. The Active Travel Officer post is on a funded contract from Smarter Places Smarter choices through Falkirk Council Grant Fund with the contract due to expire May2020, but due to the success of the role and benefits that both the college and Falkirk Council receive, the role has been extended and will continue to be funded by Falkirk Council until March 2021.*
- *The College continues to promote the Cycle to Work Scheme and has recently added to its electric bike (EBike) portfolio. EBikes are available on a short term loan as well as a selection of pool bikes which can be loaned out. Although it is important to abide by the Government's latest advice, guidance & restrictions, one form of exercise that is being promoted is cycling. Should you be interested in loaning one of the college EBikes or pool bikes, please contact The Estates department and ask for the Active Travel Officer.*
- *The Sustainability Committee continues to convene 4 times a year instead of the previous twice a year.*
- *Over the past year The college has managed to;*
 - *Reduce its Co2 by 11%*
 - *Reduce electricity usage by 1%*
 - *Gas usage has reduced by 2%*

1. Purpose

To provide an outline of the support offered to all staff in relation to health and wellbeing

2. Recommendation

It is recommended that members review the information provided and consider the provision of support given to staff members.

3. Background

At FVC mental and physical wellbeing has been high on the agenda for a considerable time however events have overtaken our efforts and further support and guidance has been introduced to support all staff during these times of uncertainty. As an overview this information has been summarised within this paper. It is important to stress that whilst support has been introduced, communication between managers and staff are of vital importance and this, above all other measures, is key in ensuring a functioning and supportive working environment.

The college operates a number of policies, procedures and general guidance to support staff including:

- E-focus Communications programme
- Work Positive Policy
- Managing and Supporting Performance Policy
- Equalities Policy
- Flexible Working Policy & Procedure
- Flexi-time Scheme Guide
- Home Working Guidance
- Bullying and Harassment Advisors
- Free Provision of flu vaccination
- Absence Management Policy & Procedure
- Continuous Professional Development Framework

This awareness of what support and what procedures are in place is a starting point from which to build on. Guidance and support has been introduced and enhanced to support our current provision to take into account the needs of the current work environment.

4. Support

It is recognised that the area of wellbeing is complex and each individual's needs will differ both from their colleagues and at the point in time in their life. Thus, the range of support options provided needs to be flexible to ensure maximum coverage whilst meeting specific, complex needs. The college undertakes this through the following:

Communications and consultation

First is for managers to take the lead and discuss needs and concerns with their teams. In line with government recommendations and importantly college practices and culture, the college consults and engages with staff. Specifically, in relation to campus reopening, a cross college group was consulted regarding the implementation of safe practices at work. This included union representation and a robust communications plan to ensure all staff were included. Individual staff could also contribute through submission of suggestions and providing feedback. This has provided reassurances to staff on the safe measures put in place. In addition the Health and Safety working group has been working closely with H&S staff representatives to ensure all areas are supported appropriately.

Mental Health Ambassadors

Ambassadors are trained staff members who can provide a supportive listening ear to any colleague who needs it. They won't advise, or counsel – they will just listen, support and signpost if needed to other sources of help. Our Ambassadors are drawn from both academic and support departments and all contact is completely confidential.

Colleagues can get in contact via a dedicated email address or contact a specific ambassador directly. Alternatively speak to their line manager or an HR Business Manager who will contact one for them.

Employee Counselling Service (PAMAssist)

They offer a 24 hour, 365-day confidential telephone support and counselling service and also provide access to their extensive on-line help resources via their website. The service is staffed by experienced and professional advisors who are there 24 hours a day to answer calls. Through PAM Assist staff have access to clinical and professional expertise which gives them a chance to talk about all kinds of work and personal issues. These might include debt advice, relationships, managing money, stress management, moving house, health advice, work issues, domestic abuse, drug or alcohol addiction, and family care or bereavement.

Work Positive Policy

This takes guidance from the Health & Safety Executive's Management Standards in relation to stress management. Any employee with a concern can approach their line manager, Work Positive Advisor or HR. The aim of a meeting with the individual is to identify the source(s) of stress, complete the work positive evaluation form, and engage with the individual to gather some suggestions that may assist.

Carers Statement and support forum

In recognition of the impact of personal responsibilities and of the need for work/life balance the college produced a commitment to support carers. This is to give sympathetic consideration to requests for support from those who have caring responsibilities, based on a shared understanding of the situation and its impact on work, to ensure that staff with caring responsibilities are treated fairly and to handle requests for support with discretion

and tact. As a further supportive measure, a forum has been created to allow carers to provide an opportunity to share ideas and provide support for each other.

Giving Back

In recognition of the health and wellbeing benefits of volunteering and charity work through team work, the college chose to redirect its staff development event to provide staff with the opportunity to gain a sense of wellbeing through contributing to their local community

In addition the college supports wellbeing through the following:

- The college is committed to continually improving health, safety and wellbeing performance and to encouraging good health among staff and students. It complies with the criteria for **Healthy Working Lives** gold award status, addressing key workplace risks to health and encouraging a healthy lifestyle culture, including the offer of healthy food options and access to physical exercise and instruction free of charge at campus facilities. See Health & Safety policies on SharePoint. On line programmes have been run to support physical health via the Digital forum
- **Temporary or permanent flexible working arrangement.** Subject to the needs of the business, this can be temporary, permanent, short or long term. The ability to vary working hours and to work flexibly is key to enabling staff who may be experiencing difficulty to maintain their mental health, allowing them to continue in employment and avoid prolonged absence.
- **Flexitime for support staff.** Subject to the needs of the business, the Flexitime Scheme is to provide both management and staff with the opportunity to vary their starting and finishing times to suit the needs of the College and individual personal circumstances. This has been enhanced during closure and home working as staff work more flexibly to suit their personal circumstances, supported by line managers.
- **Time off in Lieu (TOIL).** Depending on circumstances, line managers may approve time off which will need to be worked back at a later date.
- Access to online mental health awareness resources through the college's [Moodle](#) platform to provide baseline knowledge and awareness
- Contacts for a range of external specialist organisations have been provided to staff to support their individual needs including:

[FDAMH](#)

[Choose Life](#)

[NHS Inform – Your mental wellbeing](#)

[Mind](#)

[SAMH, Scotland's national mental health charity](#)

[Samaritans](#)

[Scottish Recovery Network](#)

[See Me](#)

[Citizens Advice](#)
[Breathing Space](#)
[Education Support. UK](#)

5. Senior Management Team (SMT)

Whilst all the options identified previously are open to all staff including the College's SMT, it has to be recognised the SMT have been under a different set of stresses notwithstanding the generic working from home, managing teams and personal mental health. Over the last few months the SMT have had to manage pressures from SFC and Scottish Government on managing the Covid-19 crisis with an array of reporting processes as well as leading, developing and managing a blended learning teaching strategy for all our students from March 17th 2020. In addition, SMT have been working through the Futures Programme for a sustained financial future together with a workforce fit for our Vision 2030. This has resulted in an element of union disruption particularly with the introduction of the Instructor Assessor role but it has also resulted in a surplus budget and a positive future for the college.

The SMT are a close group of five senior managers with strong leadership capacities and have been well "captained" by the Principal whilst recognising the great strengths of character of all the SMT members. As a close team, the SMT have been excellent arbitrators of each other's wellbeing, identifying when we need to take a break or enjoy a long weekend. At the outset, SMT met separately from the Leadership Management Team, as a litmus test as to how our strategies were working whilst also allowing for open and honest discussion. Whilst that weekly meeting is no longer in place, the Principal does meet with each SMT individual on a regular basis and we all touch base virtually as a team. The Principal and Depute Principal have continued an additional weekly get together on a Friday after 4.00pm to talk over the previous week and to act as early warning system for all staff wellbeing.

6. Key Considerations

The college had been working for some time towards improving provision for staff health and wellbeing and this placed us in a strong position when closure and home working presented challenges for staff wellbeing. The college does not seek to replace the support provided by family and friends, nor that from specialist agencies or a GP. First line of formal support should be managers, through conversation or informal support from colleagues. However there will be times where more specialist support is needed. The range of advice, policies, guidance and contacts are designed to give staff options. This is not a static position but requires regular review and will develop.

7. Financial Implications

This paper is for information and does not propose any changes however costs for individual items are budgeted in advance and training costs come from the staff development budget.

8. Equalities

The support provided here are supportive of our equalities goals and individual aspects of that support have been impact assessed as required.

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	x	x
Low		
Very Low		

The area covered is vast and complex. Budgets for wellbeing measures need to be appropriate to both our legal obligations and to be a supportive employer. Risks range from increased turnover, reduced performance, reduced mental wellbeing, increased stress and associated absence to negative publicity and legal challenges.

Risk Owner – Andrew Lawson

Action Owner – Ralph Burns

10. Other Implications –

Please indicate whether there are implications for the areas below.

Communications – Communications has been imbedded into each section of the support given

Health and Safety – Yes

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

Paper Author – Ralph Burns

SMT Owner – Andrew Lawson

1. Purpose

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

2. Recommendation

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

3. Background

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

4. Context

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

Appendix 1 shows the establishment as at the academic year, ending July 2020. Included is a statistical overview, new roles and absence statistics.

Appendix 2 details a change to the All Staff Development Day on 20th November due to the impact of Covid and restrictions on events. It is being used to promote corporate social responsibility in that will be used to allow the college and staff to **Give Back** through their time and efforts, to charitable organisations. The premise of this is to provide the community with the charitable donation of an important resource, our staff. Staff are being given the opportunity to provide a day of their time to support a charity of their choice. If successful we hope to continue in future years. This will in turn support team building, develop leadership skills and promote wellbeing.

Appendix 3 details findings from our exit survey which is an anonymous online process for staff which was added as an addition to one-to-one leaving meetings. This information is useful

as an ongoing tool to monitor our actions and performance. These figures allow for correction and focus of practices and can be used to confirm accuracy of our other surveys. Survey findings show a positive response with all employee engagement statements achieving at least 74% when it came to respondents “strongly agreeing” or “agreeing” with the statements.

Appendix 4 shows the dashboard for the People Strategy. This summary also includes details of the recent series of webinars launched to support staff wellbeing and inform of expectations and changes implemented to allow a return to campus operations

Appendix 5 shows the findings of the HR Home Working and Return to Workplace Survey. This took place prior to staff return. This was a successful survey in response numbers, asking staff about their thoughts and needs both from working from home and the imminent return to campuses. The findings were positive with improvements in results in comparison to the findings of the cultural survey. It was noted that some staff are apprehensive however there is confidence in the actions being taken to support return of staff whilst increased expectations in supporting staff working from home.

5. Key Considerations

Staffing Establishment

The drop in establishment figures relates to two unique situations. One is the loss of staff from Voluntary Severance and secondly the ending of Fixed Term contracts as opposed to extensions due to the uncertainty of the situation we all find ourselves in. These staff may return in the new academic year. Two other points of note is the zero new starts which, given we put staff on furlough, would seem appropriate, and secondly the low absence figures for the quarter which is simply due to homeworking and furlough resulting in staff not reporting their absence but working flexibly at home or in the case of furlough this not being applicable.

HR Activities

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

The principles of the People Strategy are used as a structure to focus those activities, to utilise resources into sustainable, people focused benefits. Focus on this is particularly relevant as the post of Learning and Development Officer has been removed, at least in the interim. Staffing, as our biggest spend is also our biggest asset and reliance on this asset should equal our investment in our people. Indeed our commitment through our People Strategy recognised this and CPD is a key attraction to recruitment and retention so this removal requires a refocus of HR activities.

Finally, the Furlough Scheme is due to finish in October. In total since the furlough scheme started there have been 188 members of staff furloughed. There were 20 members of staff

still on furlough till the end date, of which the majority are in Hospitality. Consideration was given to the new government scheme however the low savings were in contrast to the options to utilise and deploy those few staff who cannot fully return to their normal duties. Also their wellbeing was taken into account and it was considered that fully returning to work was preferred.

6. Financial Implications

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

7. Equalities

Assessment in Place? – Yes No

If No, please explain why – This report outlines current staffing establishment levels and is informative. It does not propose any changes which might have an equalities impact or have been assessed separately

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

8. Risk

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

	Likelihood	Impact
Very High		
High		
Medium		
Low	X	X
Very Low		

Please describe any risks associated with this paper and associated mitigating actions

– Low in terms of likelihood given the approval and monitoring processes in place, the impact would be low given that staffing budgets are accrued for the year ahead and posts cannot be recruited without the approval of the Depute Principal and Vice Principal (finance). Monthly monitoring by HR of the RAF and ACF process is in place for justification and approval as well as the annual Curriculum Review of Cleat versus resources.

Risk Owner – Andrew Lawson

Action Owner – Ralph Burns

9. Other Implications –

Please indicate whether there are implications for the areas below.

Communications – Yes No

Health and Safety – Yes No

Please provide a summary of these implications – Not Applicable

Paper Author – Ralph Burns

SMT Owner – Andrew Lawson

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Appendix 1: Staffing Establishment Data

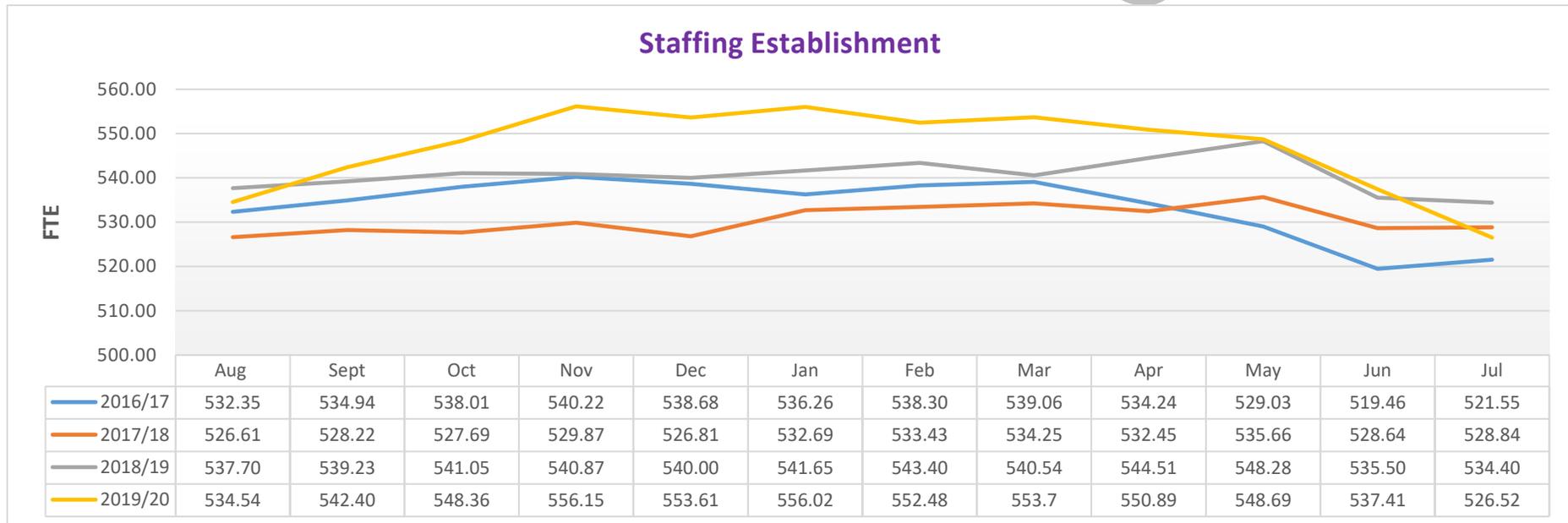
EXECUTIVE SUMMARY

HR MANAGEMENT INFORMATION -		QUARTER 4 2019-20	Q4 2018-19
COLLEGE HEADCOUNT		612	646
COLLEGE FTE		526.5	541.65
% OF FTE BY CONTRACT TYPE	PERM	94.47%	91.01%
	TEMP	5.53%	8.99%
% OF FTE BY GENDER	MALE	39.59%	41.64%
	FEMALE	57.17%	54.98%
	PREFER NOT TO SAY	3.23%	3.38%
% OF STAFF	FULL TIME	65%	74.8%
	PART TIME	35%	25.2%
% OF FTE BY DECLARED DISABILITY	YES	14.61%	15.94%
	NO	83.11%	82.04%
	PREFER NOT TO SAY	2.28%	2.02%
% OF FTE BY AGE BAND	16-24	1.26%	1.5%
	25-34	10.95%	12.2%
	35-44	23.92%	25.3%
	45-54	30.08%	28.7%
	55-64	30.37%	28.6%
	65+	3.42%	3.7%
EMPLOYEE TURNOVER*		13.71%	12.01%
EMPLOYEE RETENTION**		90.81%	87.83%
NEW STARTS (IN QUARTER)		0	17
LEAVERS (IN QUARTER)		36	16
% DAYS LOST DUE TO SICKNESS (IN QUARTER)		1.29%	2.24%
APPROX COST		£40,128	£83,566

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

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

1. Establishment Overview



Staffing stability is highlighted here showing a typical drop in teaching department FTE at the end of the year due to ending of temporary contracts and from staff turnover. A month by month review revealed fluctuations which are explainable through absence, and recruitment lags. There are robust checks done prior to approval of a new post including authorisation by two members of SMT. However a number of new posts have been introduced (20 in the past two years) and result in increases in establishment which needs to be reviewed. These maybe through new initiatives, changes in demands for skills, or reorganisation of work.

New Posts and Structural Changes

From the range of new posts introduced it is clear that we are undertaking regular review and adapting to changing needs however this has impact on establishment figures. Opportunities arise due to changes in funding, review following staff turnover or redeployment, and as part of a structural review process, such as the current Futures Programme.

Instructor Assessor

Part of the Futures Programme. A significant proportion of vocational qualifications in Scotland are delivered in the work place and these are delivered through a model of highly skilled, competent professional and qualified assessors. These are trained industry professionals, with the correct industry relevant qualifications, who ensure trainees and MAs receive the correct levels of competency, skills and knowledge transfer required to meet vocational qualifications' assessment criteria. This format is highly successful and as the vocational qualification frameworks are strictly prescribed, this requires a different approach regarding programme development and delivery as to that required for academic education. As the College is using the same vocational qualification framework for our in-College vocational curriculum as work based vocational training, the College has taken the decision to align with the delivery model of industry and combine the roles of the qualified competent tradesperson and the assessor, to utilise the experience of industry professionals in the delivery of its vocational training.

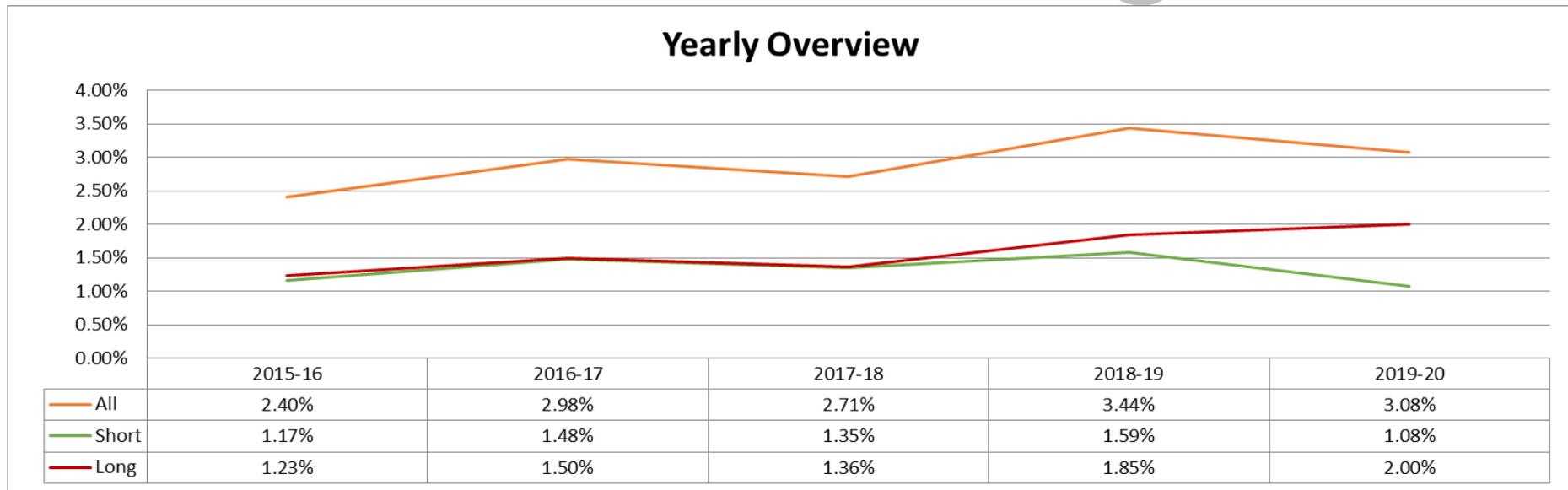
Vocational Qualification Administrator

Part of the Futures Programme this post is held by a realigned Department Administrator and has a focus on awarding body registrations and employer reporting. In addition it includes aspects of the Commercial and Training Delivery administration team duties in order that the post holder can work alongside that team and support each other during peak periods, providing holiday cover and general team working.

Soft Services & Sustainability Manager

In recognition of the significant changes in responsibilities of the post holder, which includes management of Information Assistants who are responsible for reception services within the three campuses, this post was re-evaluated and given managerial status.

2. Absence Trend



Absence figures indicate the percentage of total days lost based on FTE for full academic year, with 2019-20 being the full 12 months of that year. The rise in figures are particularly prominent with long-term absence shown here in red and relates to several long-term cases of significant health issues which require support and management through our procedures. Each will be resolved in time however it is too early to say if this is a trend that will continue. Short-term absence is one that is showing peaks and troughs but with relative stability. Managers are being encouraged to ensure Return to Work Procedures are undertaken with one-to-one meetings, in particular with those having repeat absence, to determine any underlying or alternative reasons that can be supported. It is notable that short term absence dropped dramatically in the last three months due to closure and home working.

Appendix 2

All Staff Development update - Giving Back

The 20 November 2020 was previously approved for the purposes of an all-staff development conference, the format, content and schedule of which was in planning prior to college closure and subsequent lockdown. The impact of Covid-19, of subsequent changes to methods of work and limitations to interaction, has determined the necessity to rethink our approach to the event, whilst retaining the core message of team spirit, collaboration and contribution.

This provides opportunity to introduce a new concept of community responsibility whilst meeting the goals of the day. This will involve '**Giving Back**' to our local stakeholders, the people of Forth Valley, through respecting their place in our success, being innovative in our approach, gaining community trust and respect, and doing it well, being excellent. Living our values the RITE way.

Staff will spend the day developing opportunities to give back to the community through engaging with local organisations and charitable institutions, many of whom we have relationships with, and provide the most valuable resource of all, our staff, their skills, their enthusiasm and their time; through volunteering activities. Teams will be free (within scope set by the college and HR) to determine the activities they wish to carry out, with the overriding purpose of helping the community and donating their time to support charitable organisations at the Giving Back day set in the near future.

Amending to this format means that the college infrastructure is no longer under pressure from a large-scale event (which would likely need to be all online) and brings considerable benefits in the form of:

Enables college staff to participate fully whilst retaining the central conference vision of '*Making Learning Work: Together*' and supporting our purpose to "*develop innovative collective thinking in support of our communities*"

Enable individual teams to determine which activities they undertake to volunteer their services within the wider community

Provide a motivational boost for staff after a challenging 2020, and to utilise skills out with their day-to-day remit

Foster a greater sense of team purpose, connection and commitment to a greater cause which can be translated back into workplace engagement

Enable the development of new skills and possible identification of future leaders

Increase college brand and reputational awareness, and our Corporate Social Responsibility (CSR) status within the community

Add a step in the goal to allow the college to sign up to the Social Impact Pledge

This format retains the original intended spirit of the conference event while providing the college with an opportunity to motivate and reinvigorate staff away from their regular duties and boost reputational impact.

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Appendix 3

Employee Exit Survey

1. Overview

The Employee Exit Survey covers not only why people leave but why individuals want to come and work at Forth Valley College. It gains an insight into their work experience, providing an opportunity to the college to learn and for staff to influence direction.

2. Background

On leaving the college all employees are given the opportunity to feedback on their experiences. This takes place between the employee and their manager. In 2018, following a review of the effectiveness of this process, the Human Resources team enhanced this process by giving leavers an opportunity to provide **additional** feedback in an anonymous manner utilising Survey Monkey, in the hope that leavers would provide an insight into areas they may have been reluctant to mention previously. This would then be utilised to make improvements to employee engagement and retention and in turn productivity levels. It also feeds into an HR project to create a managers 'toolkit' to support their decision making in relation to staff.

The survey statements that leavers were asked to respond to were directly linked to Gallup's Q12 research as Gallup's credible findings suggests these statements provide insight into how engaged a workforce truly is and thus allow Forth Valley College to make any appropriate changes.

The survey also asked respondents a number of demographic questions to establish if there were any difference in responses linked to these demographics i.e. gender, role type, employment status, base of work and length of service. Generally, demographics did not make a difference to the majority of the survey results with the few exceptions (covered below). Females were attracted to work for Forth Valley College more for the overall benefits than males and males were more attracted to salary than females. Also there seemed to be a difference between support staff and teaching staff in terms of them having the materials and equipment they need to do their work right with more teaching staff "disagreeing" they had the materials and equipment they needed.

3. Survey Findings

Why do employees leave?

178 employees left Forth Valley College between August 2018 and June 2020 (excluding casual workers) in which the following results are based. Not all responded as this is a

voluntary survey however to improve future results this will be promoted more clearly in the leaving process.

The majority of people (76 individuals) left because their fixed term employment contract came to a natural end followed by 59 individuals resigning voluntarily with 44% of those individuals leaving voluntarily stating that they were leaving for **career progression purposes**. The College runs a Leadership and Development Programme which has seen selected staff receive development opportunities as a result. The College also has a Learn and Lead programme that was introduced for aspiring managers and was designed for new entrants to management and so it is hoped that we will be able to retain good staff in the future instead of them having to leave to progress their career. In the first Leadership and Management programme there were a number of positive outcomes for participants who progressed within the college. Also leaving for positive destinations should not necessarily be seen as a negative.



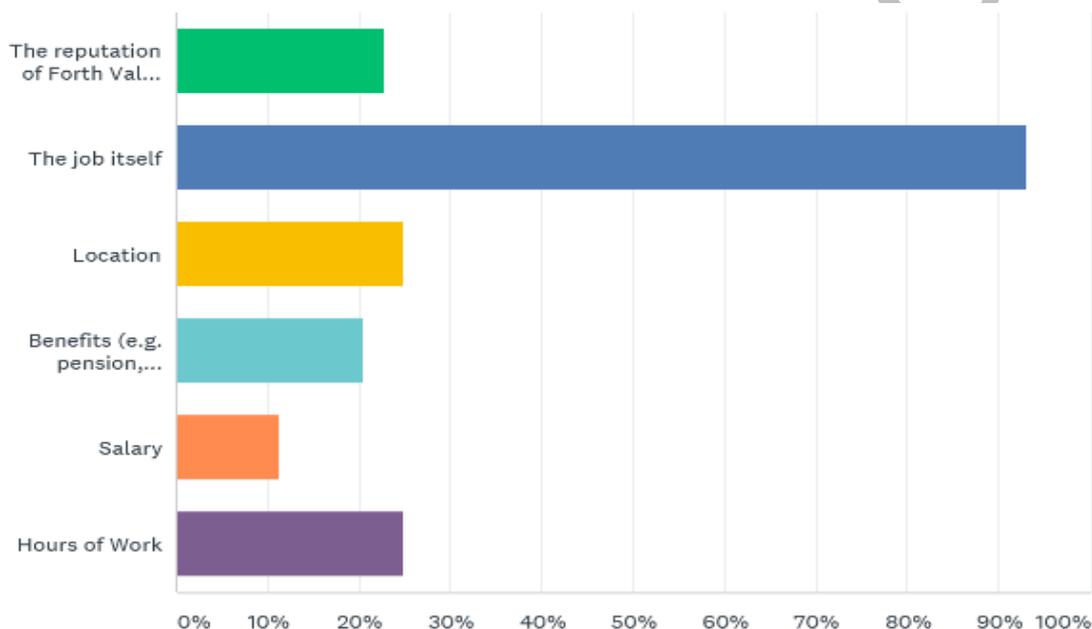
Engagement Levels of Leavers

Usually engagement ratios would be done as part of a cultural survey to establish the ratio of engaged to actively disengaged employees. You would normally expect engagement levels for leavers to be lower because they are leaving for a certain reason. The engagement ratio for leavers who responded to the survey is **5.3:1** (5.3 actively engaged individuals to 1 actively disengaged individual). To put this in some kind of context, in an average organisation, the engagement ratio is 1.5:1 for active employees. In world class high performing organisations, the ratio is 8:1 suggesting a link between engagement and organisational success. This finding alone is very encouraging as our leavers are more engaged than active employees in a standard organisation.

To drilldown on leaving reasons (and in particular resignations) and why the engagement ratio is encouraging, we must investigate the employee experience.

Question: Why do people want to work at Forth Valley College?

Closely related to turnover is why someone made the decision to come to Forth Valley College in the first place. Where aspirations are not realised this can increase our staff loss. 93.18% of respondents stated that their reason for wanting to work at Forth Valley College was for “The job itself” because they are attracted to the job on offer. “Salary” received the lowest response rate at 11.36%.



This suggests that our recruitment strategy is successful in that we are able to encourage applicants to Forth Valley College because of the work itself. Research explains that when individuals apply for a job they really want and enjoy (over and above other factors such as salary), their engagement levels are likely to be higher and for longer and therefore will be more productive. The Human Resources team will continue to ensure role profiles and adverts remain a true representation of roles to continue to attract the right applicants.

Forth Valley College does offer staff a number of benefits e.g. pension, generous holiday entitlement, free gym, childcare vouchers, cycle to work etc. and it was interesting to note that females were attracted more to the benefits than males (25% and 16.67% respectively). It was also interesting to note that males were more attracted to salary than females (16.67% and 8.33% respectively).

However it is a warning too that we must as a college uphold the psychological contract and deliver on promises.

Question: Do employees know what is expected of them?

Yes they do. 97.73% of respondents “strongly agreed” or “agreed” to the statement “I know what is expected of me at work”.

This figure links to the 2019 Cultural Survey which showed 93.5% of staff responding in this way to this question. As with the previous statement, this suggests that the role profiles and adverts used to attract applicants are a true reflection of roles and that lack of role clarity is not influencing staff to leave. We are currently reviewing our induction process for new recruits as well as for employees who are new to line management. We will continue to ensure that detailing ‘expectations’ remain part of induction and in the development of a support toolkit for line managers.

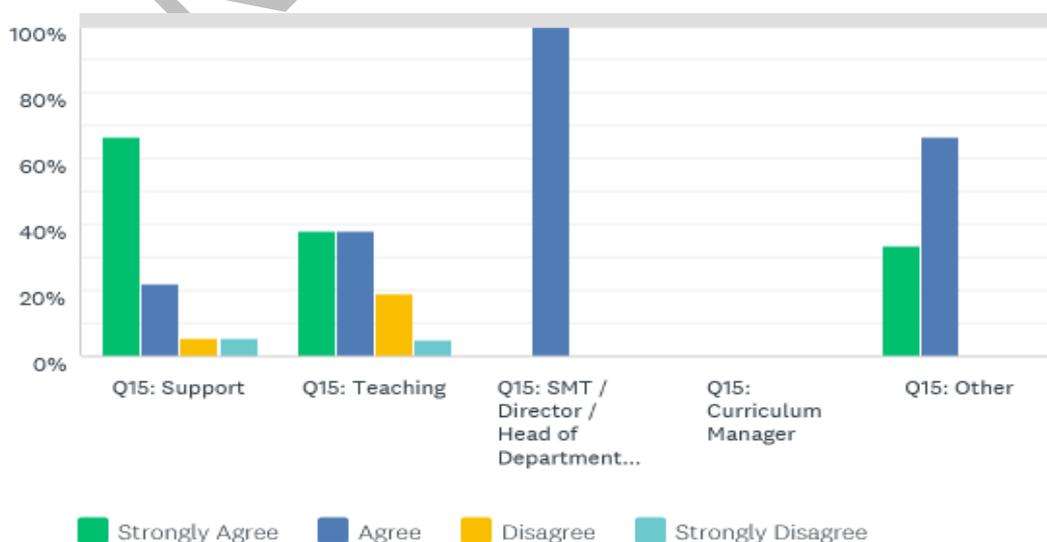
Question: Do employees have the right materials and equipment to do their work right?

Question: Do employees have the opportunity to do what they do best every day?

Both these questions received the same response rate with the majority of employees (84.09%) responding “strongly agreeing or “agreeing”. 15.91% “disagreed” or “strongly disagreed”.

This suggests that without having the right materials and equipment or the necessary information to do their work right, they were unable to perform to the level as they would wish.

In direct response to the statement “I have the materials and equipment I need to do my work right (This could be information rather than specifically materials and equipment)”, it is interesting to note the difference in response between different categories of staff especially between support and teaching staff as shown next.



It is important for line managers to be aware of how important it is for their team to have the right materials and equipment to allow them the opportunity to do what they do best every day. This should be a simple fix through employees and line managers having regular conversations including utilising reflective practice to justify need.

Question: Do employees regularly receive recognition or praise for doing good work?

79.55% of respondents “strongly agreed” or “agreed” that they regularly receive recognition or praise for doing good work and 20.45% “disagreed” or “strongly disagreed”.

It is well researched that when employees receive recognition for doing good work, they will likely continue to do good work. Informal and justified recognition (as well as relevant and timely feedback) is a must for line managers to undertake. Through our review of line manager training and line manager toolkits we will emphasise the importance of recognition and highlight that reflective practice conversations can be an avenue for this. Staff Awards are also being introduced at a College wide level which will reinforce recognition or praise for good work done.

Interestingly only 60% of staff “strongly agreed” or “agreed” with this statement in the 2019 cultural survey.

Question: Do employees have a supervisor, or someone at work, who cares about them as a person?

It is encouraging to know that 95.24% of respondents “strongly agreed” or “agreed” that they felt cared for as a person whilst working at Forth Valley College. Only 4.76% “disagreed” or “strongly disagreed”. Forth Valley College’s range of supportive policies, procedures and practices across the organisation are continually being reviewed and supplemented. This includes our Carers Statement, Mental Health Ambassadors and learning and development activities.

The following questions have been grouped together as they relate to management style and learning and development opportunities.

Question: Do employees have someone at work who encourages their development?

81.39% “strongly agreed” or “agreed” to having someone at work who encourages their development. 18.6% “disagreed” and no respondents “strongly disagreed”.

Question: In the last six months, have employees had someone talk to them about their progress?

78.57% of respondents “strongly agreed” or “agreed” that someone has spoken to them about their progress with 21.43% “disagreeing” or “strongly disagreeing”

Question: In the last year, have employees had the opportunity at work to learn and grow?

78.58% of respondents “strongly agreed” or “agreed” that in the last year, employees had the opportunity at work to learn and grow with 21.42% of respondents “disagreeing” or “strongly disagreeing”.

The role of L&D Officer was introduced to Forth Valley College two years ago. Whilst line managers have a part to play in the development of their staff, the L&D Officer deals with department needs for individual staff and teams to grow their knowledge, skills and learning. It is also used by departments to meet objectives to deliver knowledge to other departments. The L&D Officer offers an all staff approach and has driven changes in the methods used to deliver and support staff, such as with the programme of training offered to support mental wellbeing.

To support growth in this area, a review of line manager training and line manager toolkits is underway by Human Resources where there will be an emphasis on the importance of employee learning and development, as well as the line manager role in employee satisfaction.

Do employees’ opinions count?

80.96% of respondents “strongly agreed” or “agreed” to the statement “*At work, my opinions seem to count*” with 19.05% “disagreeing” or “strongly disagreeing” with the statement.

There are numerous examples of engagement including Listening to Employees. However it is a primary role of the line manager to listen and explain. Workload can clearly interfere with this but team meetings and informal catch-up’s should be encouraged. Line manager awareness of the importance of linking action to purpose to ensure their teams understand the why as well as the how is vital.

Does the Forth Valley College mission/purpose make employees feel that their job is important?

83.72% of respondents “strongly agreed” or “agreed” that the Forth Valley College mission/purpose makes them feel that their job is important with 16.28% “disagreeing” or “strongly disagreeing”.

College strategies and plans are readily available with all departments working towards the same strategic goal of “Making Learning Work”. However it can be difficult for each staff member to visualise strategy in relation to their specific role. All staff should see a clear link in their role and how this contributes to the College achieving strategic objectives. This can be done through transparent interpretation of these strategies into workable plans and through managers communicating with their teams directly. Assumptions of awareness and lateness of communications are key negative influencers in feeling uninvolved and unimportant.

Are co-workers committed to doing quality work?

88.37% of respondents “strongly agreed” or “agreed” that their co-workers are committed to doing quality work with 11.63% “disagreeing” or “strongly disagreeing”.

One respondent commented that “...many of my frustrations arose from conflicting ideas of what’s required by teaching staff and what ‘good work’ would look like in their context”. It is the role of the line manager to ensure their team know exactly what is expected of them so it is clear what quality work looks like. The college have mediators, there are regular team meetings, and a number of policies and procedures to support staff, however this needs to be reinforced continuously. Clarity and respect is key, as is dealing with negativity and poor performance due to the effect it has on others.

Do employees have a best friend at work?

Respondents were asked to respond to the statement “I have a best friend at work”. This may sound odd but Gallup’s research suggests that by having a best friend at work is really a proxy for trust and people feel more confident in making decisions, taking risks and being more productive if they have a best friend at work. 76.16% of respondents “strongly agreed” or “agreed” and 23.81% “disagreed” or “strongly disagreed” suggesting there is trust within Forth Valley College which can be built upon. Again, the review of line manager training and toolkits can be utilised here so line managers build trusting relationships with their team.

4. Conclusions

Survey findings show a positive response with all employee engagement statements achieving at least 74% when it came to respondents “strongly agreeing” or “agreeing” with the statements. Additional comments received are also encouraging.

“I would like to thank all in the college for making me feel welcome from day one. I am very impressed with the new building and its ambience.”

“Thank you for the opportunity to gain some valuable work experience and flexibility to allow me to continue my studies whilst working.”

“I honestly love it and am only now just finding my feet and settling in. Would love to stay longer to make a proper impact and do the job justice.”

“I greatly appreciate all of the opportunities and support I had during my time of employment here.”

"Really just to say thank you for the support. The only reason I am leaving is because I was temporary and finally found permanent work."

"I only wish that my time here had been extended and more permanent. I have enjoyed the experience of teach at Forth Valley and hope to get the opportunity to teach here in the future."

In order to increase the "strongly agree" and "agree" responses in future surveys, Human Resources have started reviewing the induction process for new employees and new line managers, creating a line manager toolkit as well as a suite of line manager training. This will evidence higher engagement levels and in turn higher productivity. As one respondent commented *"My time has had good times and awful times. It has always depended on who my line manager was. A good line manager makes all the difference but not all line managers are good"*.

PEOPLE STRATEGY 2017 - 2022 DASHBOARD

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

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

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

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

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

YEAR 1
2017-2018

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

YEAR 1
2017-2018

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

YEAR 1
2017-2018

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

YEAR 1
2017-2018

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

YEAR 1
2017-2018

Creative Learning and Technologies Strategy 2017-22 launched. **Creative Learning Conference 2017** with the next 'Big Idea' theme. Creation of **Moodle Bar** to support awareness and knowledge of resource. Launch of revised structure of **Learning and Quality** team with updated role profiles. Introduction of **Learning Mentor** post to support lecturing staff development and digital skills. 3 Lecturing staff undertake **L&D 9 and L&D 11** (Assessor/Internal Verifier)

YEAR 2
2018-2019

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

YEAR 2
2018-2019

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

YEAR 2
2018-2019

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

YEAR 2
2018-2019

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

YEAR 2
2018-2019

Professional Standards for Lecturers published for Scotland's colleges | **Creative Learning Conference 2018** runs in collaboration with SERC Ireland | 10 Lecturing staff undertake **L&D 9 and L&D 11** (Assessor/Internal Verifier) qualifications. 15 lecturing staff pass **TQFE**

YEAR 3
2019-2020

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

YEAR 3
2019-2020

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

YEAR 3
2019-2020

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

YEAR 3
2019-2020

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

YEAR 3
2019-2020

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

YEAR 4
2020-2021

An extensive **wellbeing series of webinars** launched the start of the year to support the return to campus and staff working remotely | **Winter Wellbeing Series** promoted. Staff forum to support carers launched

YEAR 4
2020-2021

Management and Leadership Programme is concluded following a two year trial programme. One staff member undertaking HNC Management and Leadership, One Staff member undertaking Preparing for Executive Leadership Programme

YEAR 4
2020-2021

2 staff commence **Graduate Apprenticeship** with Heriot Watt | **FVC Skills Network** launched

YEAR 4
2020-2021

Continuous Professional Development opportunities continue to be aligned to business priorities | Launch of **Giving Back** a charitable event to build teamwork and engagement

YEAR 4
2020-2021

17 staff commence **TQFE** | A new project team to support **remote learning** launched | **Online conference** to support on line learning undertaken by Learning & Quality |

FVC WELLBEING WEBINAR SERIES

Schedule for week commencing 17 AUGUST 2020

TIME	MONDAY 17	TUESDAY 18	WEDNESDAY 19	THURSDAY 20	FRIDAY 21
9			Pilates 9.30-10.30		
10	The Big Picture 10-11		Managing Return to Work		
11		Mental Clarity Diet 11-12	Anxiety 9.30-12.30	Sleep: Your Wake-Up Call 11-12	
12	Drama Triangle 12-1		Positive Self-Care 12-1	HR Return to Work Basics 12-1	
1		Calligraphy 1-3 Mental Fitness 1.30-2.30	The Big Picture 1.30-2.30	Find your Working Structure 1.30-2.30	
2	Engage your Online Audience 2-3	Dekko #4 - LAYOUTS 2-3			
3	Pilates 3.30-4.30				

Password
FVCL&D

FVC WELLBEING WEBINAR SERIES

Schedule for week commencing 24 AUGUST 2020

TIME	MONDAY 24	TUESDAY 25	WEDNESDAY 26	THURSDAY 27	FRIDAY 28
9				Wellbeing for Carers	
10	Dekko #5 - FUN 10-11	The Big Picture 10-11	Making Positive Changes 10-11	**** 9.30-12.30	
11	Stronger Together 11-12			Pilates 11-12	
12		Emotional Overdrive 12-1	Made to Move 12-1		
1	Mental Wheel of Fortune 1.30-2.30	Pilates 1.30-2.30		Calligraphy 1-3	
2	Self-Soothing Techniques 2-3	Dekko #6 - RELATABILITY 2-3	Let's Talk Food 2-3	Just Talk 1.30-2.30	
3			Data Protection 2-3		

FVC WELLBEING WEBINAR SERIES

Schedule for week commencing 31 AUGUST 2020

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



HR Home Working and Return to the Workplace Survey

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Introduction

We have all been affected by the worldwide pandemic and the decision by the Scottish Government to lock down society, impacting directly on the college in the closure of campuses and suspension of face to face delivery. While staff took to the challenge to make it work, we were bombarded with information from many sources. The media has reported the pandemic and its associated effects on society in their normal manner, guidance is readily available but is it too much, and commercial offerings are there to persuade us to buy what we may not need. But discerning fact from fiction has been difficult. Their influence on increasing panic, the government's policy on lockdown and lifting lockdown, and the consequential results on physical and mental health and the economic fallout, will be scrutinised over time. However our staff are part of that society and influenced and affect by it, this in turn impacts on the college.

For us at Forth Valley College we will follow government guidance but how we implement that guidance will be determined by local factors. Not least amongst these is the needs of our staff, their concerns and suggestions. Engagement of our people is simply a must. Whilst a cross college group was set up to look at the practicalities of IT needs, delivery, and health & safety, along with how to communicate these findings; engagement on a wider scale was missing.

With the end of term approaching and limited time to gather this information, HR reviewed the situation, taking their key from informal feedback and the main topics at hand. An engagement survey was then created. The survey was launched two weeks prior to the academic holidays.

Approach

With all surveys the first piece of information gathered relates to an analysis of who is completing the survey. Taking the lead from the Cultural Staff Survey which highlighted a significant divide between support and academic staff, the decision was made not to ask this question but instead focus on factors pertinent to the staff as a whole. Thus questions related to relevant health conditions, family, and caring responsibilities. This set the tone of the survey as one designed to benefit all staff. Key themes followed:

1. Home Working
2. Mental and Physical Wellbeing
3. Leadership and Communication
4. Technology
5. Returning to Work

Whilst there was some overlap between categories, this approach followed an aim to tackle the concerns at the centre of the individual whilst providing information to influence decision making.

Most answers to questions were limited to defined responses however there were sufficient free text options to add value through suggestions or points of contention. These free text responses have not been included in the results shown in Appendix 1 as they may identify individuals. However, they have been used within the findings.

Findings and Conclusions

In reviewing the findings it is important to note that it is for each function to review the results and determine what action, if any, is appropriate for consideration in their planning.

The 366 respondents out of 644 staff members within the college accounted for 57% of staff. It is notable that less than 10 percent of respondents were furloughed meaning a section of staff are under-represented. Unison was approached to encourage their members to undertake the survey to bolster these representations. Notable results in the characteristics of those completing the survey is that a near 50% of respondents have dependents and 18% state they are caring for someone who is required to shield. This information justifies the work being undertaken to support the gathering of specific and relevant staff data via the Health Vulnerability Self-assessment Tool using My Employee Record. This system will also collect data on caring responsibilities and will be used in supporting staff needs and in resource planning.



1. Remote Working

Working from home is not a new thing, indeed it is available to all staff, if approved, via a Flexible Working Arrangement, and a number of staff do request that option. However this survey recognised the unique situation we found ourselves in overnight with remote working imposed.

Almost 50% of staff state remote working has impacted on productivity, though around 75% state they have adjusted well to home working. In analysing this further, caring responsibilities has impacted around 25% of staff and this is replicated in comments as having a major influence on productivity. Other reasons may be due to the speed staff were asked to undertake home working, including not having a suitable workstation, privacy to work and delays in getting the right equipment.

Adjusting to homeworking unsurprisingly accounts for around 1/4 to 1/3 of staff finding difficulty in taking proper breaks and separating work from home life. It would therefore be logical to assume that through time, by adjusting homes to have set workplaces and with children returning to school (eventually) as well as having some time at work, the impact will improve positively. It also indicates action is needed by managers to reassure staff that presenteeism and overworking are not expected nor encouraged.

While there are a number of organisations looking to increase homeworking, like all change there may be unexpected consequences of this. Careful consideration of the benefits and the risks need to be assessed. This includes isolation, availability of

staff at short notice, and informal interactions which benefit all, such as sharing best practice and engendering comradeship. These are reflected in the comments given. Embedding staff in to the college culture and taking on its values may also be impacted where there are weak physical ties.

However, setting long-term actions aside, action to address the points raised in this survey in relation to remote working can take place now. An initial step was taken with the Home Working Guide but this simply ensures the college is compliant, and it is recommended that managers discuss the survey findings at one-to-ones and in team meetings to better understand what is important to staff as individuals. This should be fed back to senior managers and result in appropriate and considered action i.e. meet the aims of the survey to influence decision making. Additionally there is a need to promote the availability of equipment for home working. It is notable that this will ultimately involve costs related to setting up a formal home working system, appropriately equipped and serviced. Finally, home working itself may not provide a long term solution to hot-desking as most staff suggested a blend of home and campus.



2. Mental and Physical Wellbeing

The topic of mental health has been high on business agendas for some time but whilst this subject is being mentioned during lockdown as a consequence, it takes second place in the media to more sensationalistic news. There can be no doubt that lockdown has, and will continue to have, a significant impact on wellbeing over and above the health risks associated with the virus. On the face of it almost 89% of staff are ok with their mental health however around 11% are not. Comments suggest isolation, presenteeism and demands of dependents are causing stress which will only add to a deterioration in wellbeing if extended. We are fortunate that our Learning & Development Officer has been working on training opportunities for mental health which has also seen the timely introduction of Mental Health Ambassadors. She has plans to continue this work which will be essential in maintaining our status as a considerate and caring employer. We have also produced a guide of internal and external mental health support streams for staff. PamAssist, our confidential counselling service has seen a spike of enquires with April 2020 showing a three-fold increase on the next highest month and May a four-fold increase. It is interesting the survey did not capture this, however it is believed that stigma and the belief that they could be identified, inhibits staff. Finally our L&D Officer is working with Business Transformation to create a dedicated space in SharePoint from which to offer support and guidance that will link to all mental health activities. Comments suggest that the simple fact of returning to college, albeit on a part time basis, will support mental well-being – if childcare is sorted.

For physical wellbeing, the near 90% of our staff who consider themselves physically ok or better is a plus. Whilst figures on uptake do not show this as being heavily influenced by FVC provisions, it is a cultural must for us to influence the fitness and thus health, of our staff.



3. Leadership and Communication

88% of staff feel supported by their line manager. Though not directly comparable, in the 2019 Cultural Survey it was reported there that 70% of staff responded favourably to being motivated by their line manager. This current survey result is matched closely with confidence in senior management at 80%. Constructive communications between managers and between colleagues is supported by the findings and indicates regular discussions are taking place between colleagues and managers through one-to-ones and team meetings. We cannot dismiss the 1 in 5 (20%) who need additional assurance. This does not however seem to be through the FVC Digital Community which is indicated as having a core following within certain groups but is being ignored by many. Reasons for this are worth exploring further.

Comments suggest needs are complex and varied and thus an individual approach with managers taking the lead is recommended. This, of course, requires managers to be fully briefed.



4. Technology

The work done to get the college working remotely was tremendous and clearly something to be proud of. Figures returned are thus very positive with individual comments relating to IT as being helpful and professional. There is though clearly an indication of the frustrations we have all felt working remotely with 36% of staff stating they do not have the tools needed. Staff are indicating an awareness of where to go to get support and it seems to point to staff not knowing what they can ask for or being reluctant to do so. Comments realise that there were initial challenges and improvements have been made but overall there are expectations that significant improvements are needed to provide on line services should it be required for next academic year. Externally, guidance too is changing, from the initial understanding of the need to keep the business going, to an expectation that employers are addressing homeworking to meet the expected standards in place pre lockdown and which are still embedded in legislation.



5. Returning to Work

This section was designed to provide feedback on opinions, concerns and needs of staff in the return to working on campus. It does not suggest these wants and needs are not being addressed but that they are there and that communication, consultation and assurance will alleviate concerns and thus improve the transitional process. 20% of staff indicate they are uncomfortable at returning to campus. This 1 in 5 figure is a recurring theme from the survey and indicates work required to improve confidence. With 40% sitting on the fence, the work of managers in their communications with the team and the message put out by senior managers to instil

confidence and show concerns are being addressed, will determine the success of the transition. The findings here show what staff are looking forward to in returning, what concerns they have and what they want to see introduced. This can be used to support communications and though they may seem obvious, they provide justification for decisions made. Comments were supportive of these findings indicating personal circumstances are at the forefront of concerns.

Overview

The findings of the survey are on the whole positive and supportive of the college actions. There are a significant number of staff who are apprehensive and left feeling uninformed and unsupported, which the survey indicates as being a result of the individual impact the situation has on each of us. Whilst points of action are covered under each section, overall it is suggested that through line manager support and briefings and resulting improved engagement and updates, that staff concerns can be alleviated and opinions considered. Senior management communication is of course important to provide a uniform message and reassure staff that action is being taken and opinions considered. Also key stakeholders have been approached to provide material for webinars to support information dissemination at the commencement of the new academic year.

Findings

Section: Your Current Situation

Please describe your Work Status

Response	Please describe your current work status %	Please describe your current work status
I am working from home	89.07%	326
I have been furloughed	6.28%	23
Working from campus	0.55%	2
No Comment	4.10%	15
Grand Total	100.00%	366

Are you currently shielding?

Response	Are you currently shielding %	Are you currently shielding
No	92.90%	340
Yes	4.92%	18
No Comment	2.19%	8
Grand Total	100.00%	366

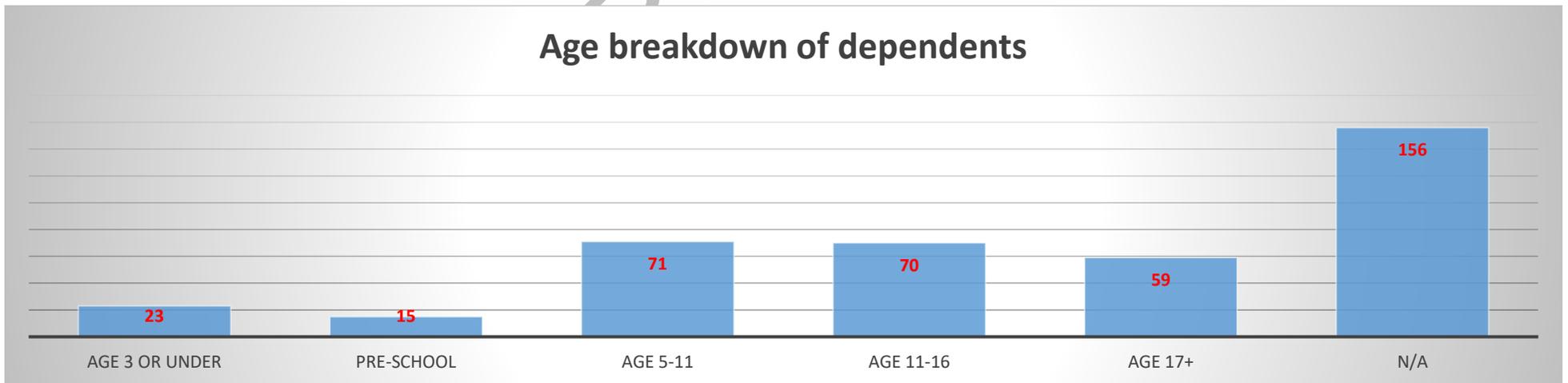
Are you currently caring for/living with a relative who is required to shield?

Response	Are you currently caring for/living with a relative who is required to shield %	Are you currently caring for/living with a relative who is required to shield
No	79.78%	292
Yes	18.85%	69
No Comment	1.37%	5
Grand Total	100.00%	366

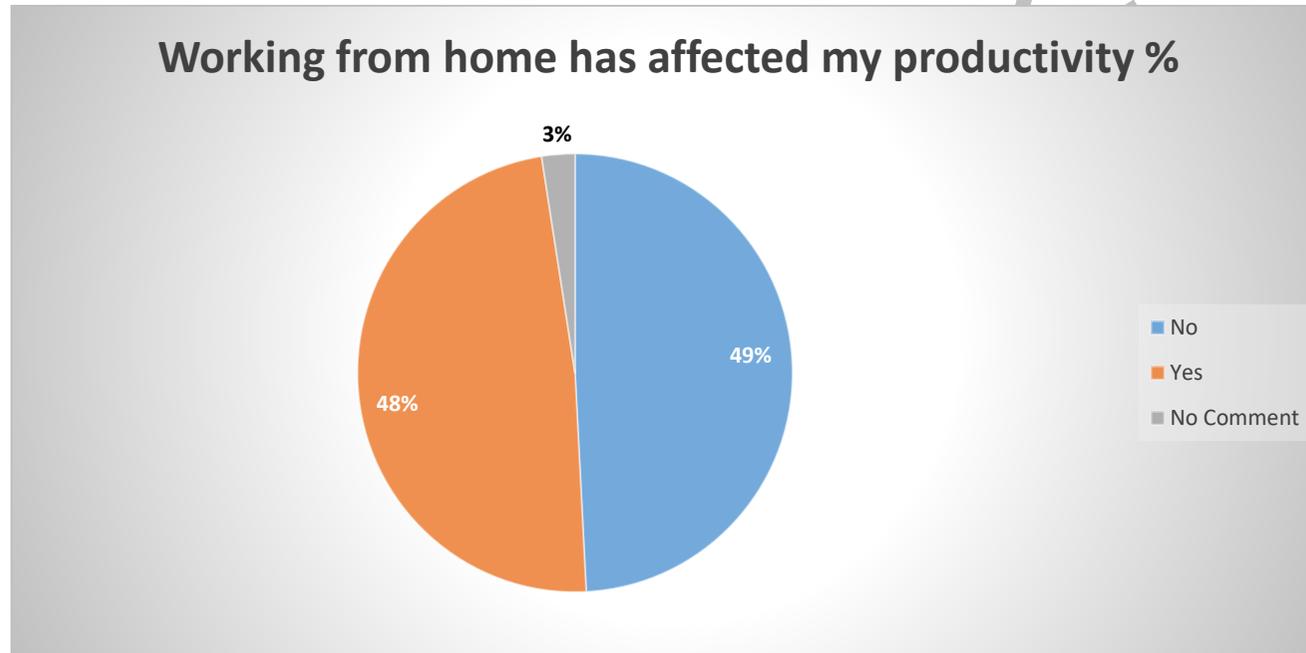
Do you have dependents with you at home?

Response	Do you have dependents with you at home %	Do you have dependents with you at home
No	50.55%	185
Yes	49.45%	181
Grand Total	100.00%	366

Age breakdown of dependents



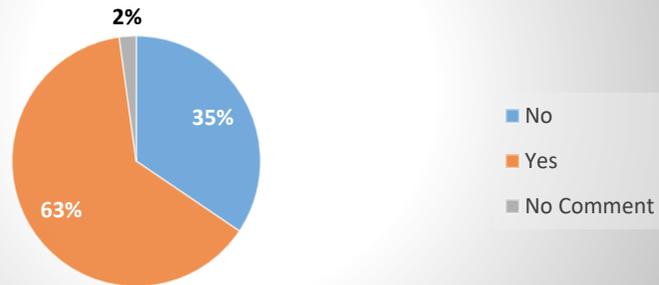
Section: Remote Working



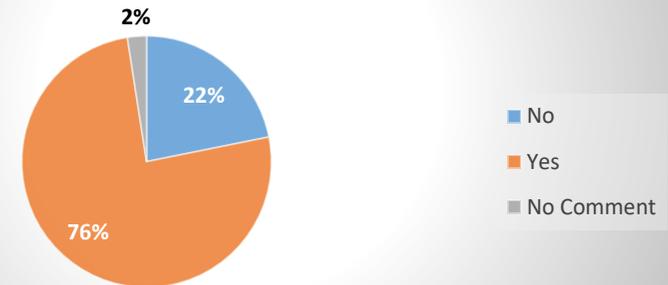
Response	Working from home has affected my productivity %	Working from home has affected my productivity
No	49.18%	180
Yes	48.36%	177
No Comment	2.46%	9
Grand Total	100.00%	366

Remote Working (contd.)

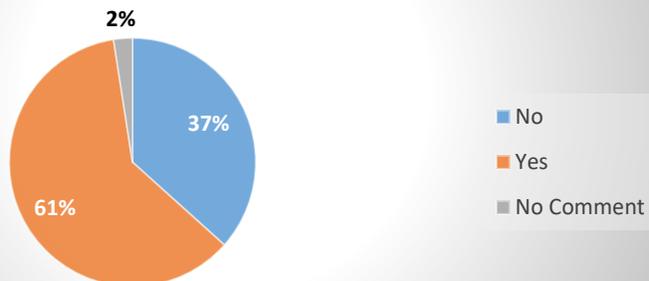
I have a dedicated work space or desk %



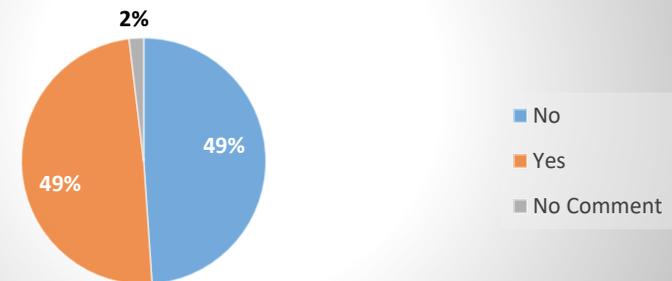
I have adequate privacy to focus upon and carry out work tasks %



I feel able to maintain a balanced workday from home %

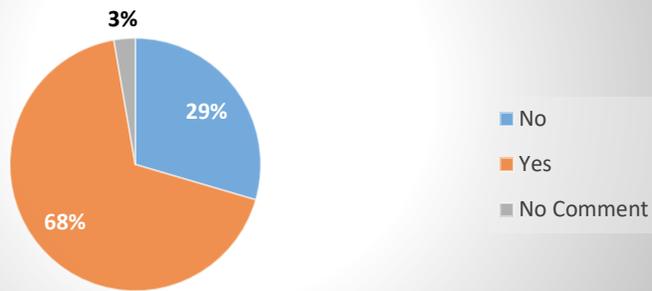


I log on/off at the beginning and end of my normal working hours %

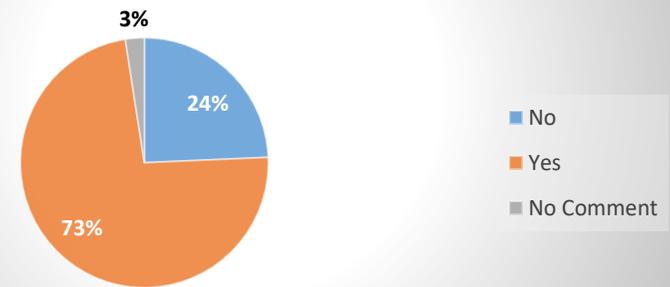


Remote Working (contd.)

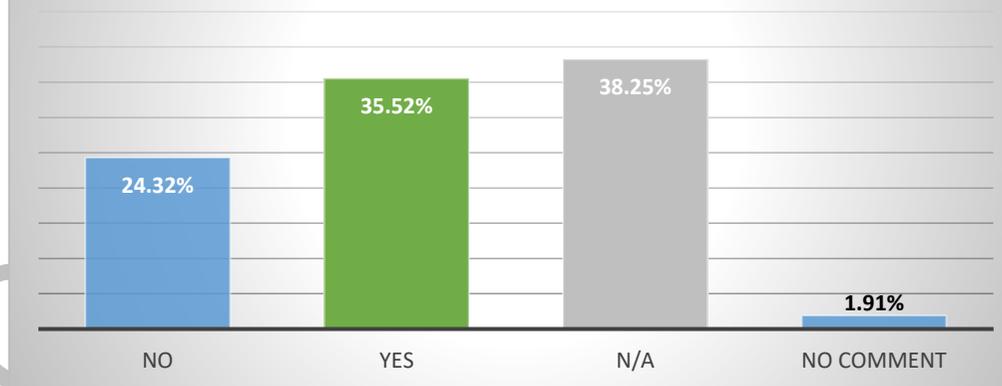
I take regular breaks throughout the day %



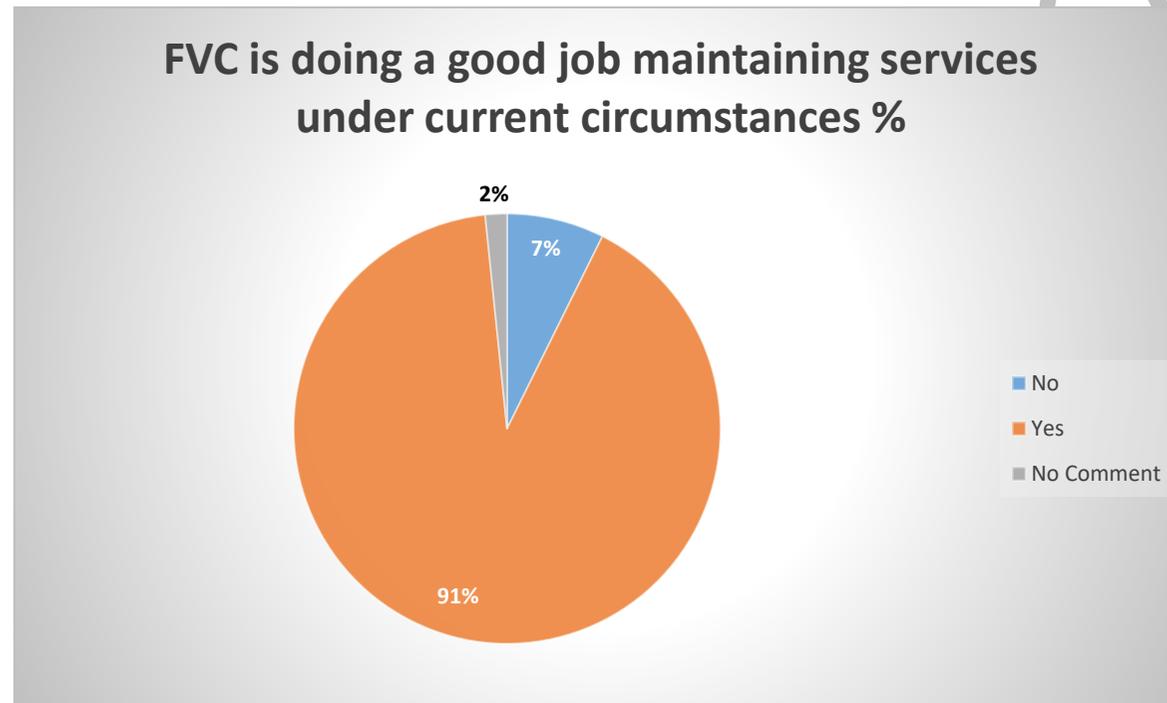
I feel I have adjusted well to home working %



I feel able to balance my work and caring responsibilities effectively %

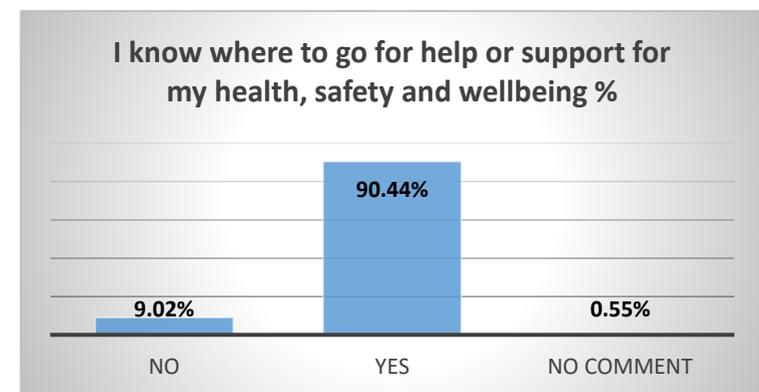
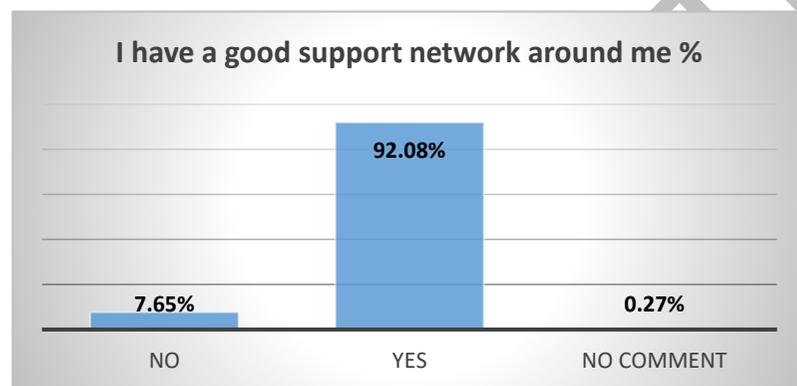
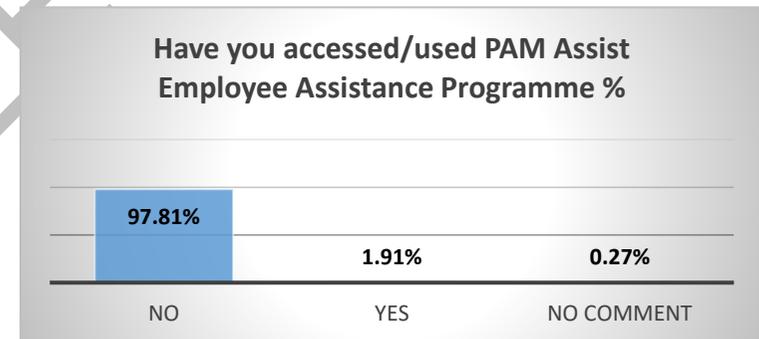
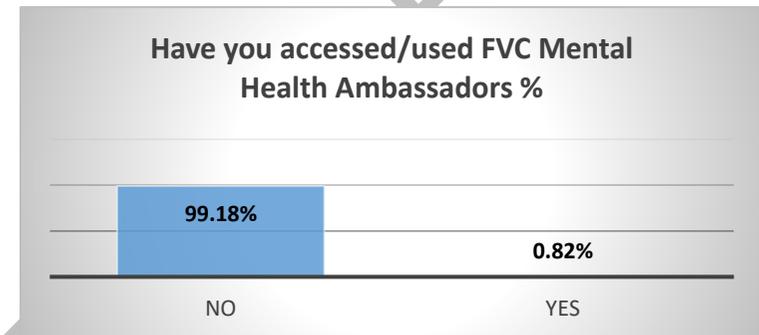
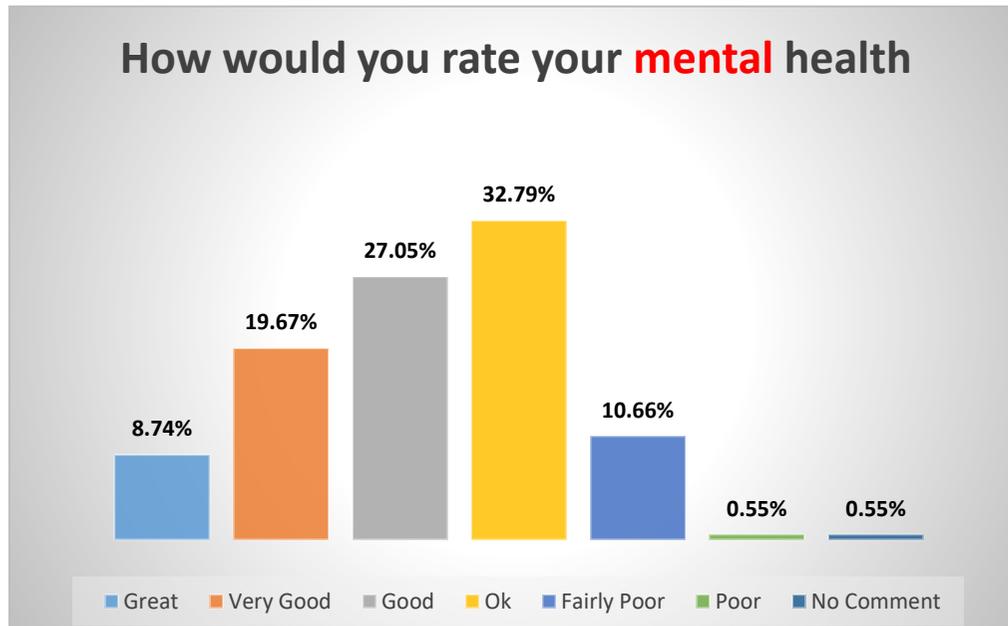


Remote Working (contd.)

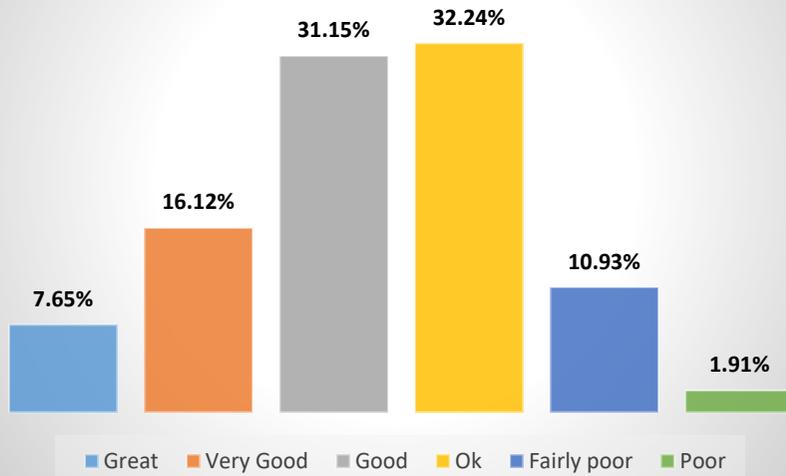


Response	FVC is doing a good job maintaining services under current circumstances %	FVC is doing a good job maintaining services under current circumstances
No	7.38%	27
Yes	90.98%	333
No Comment	1.64%	6
Grand Total	100.00%	366

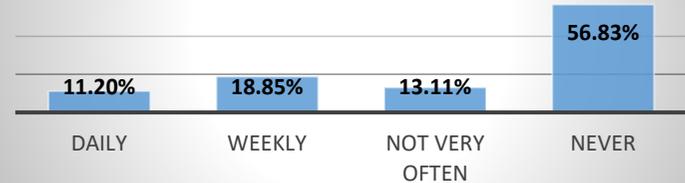
Section: Mental and Physical Wellbeing



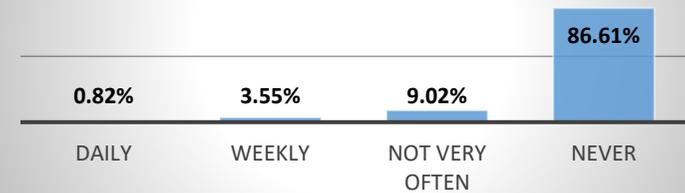
How would you rate your **physical** wellbeing



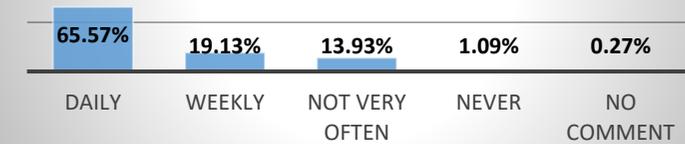
Have you accessed/used any other virtual exercise or gym classes



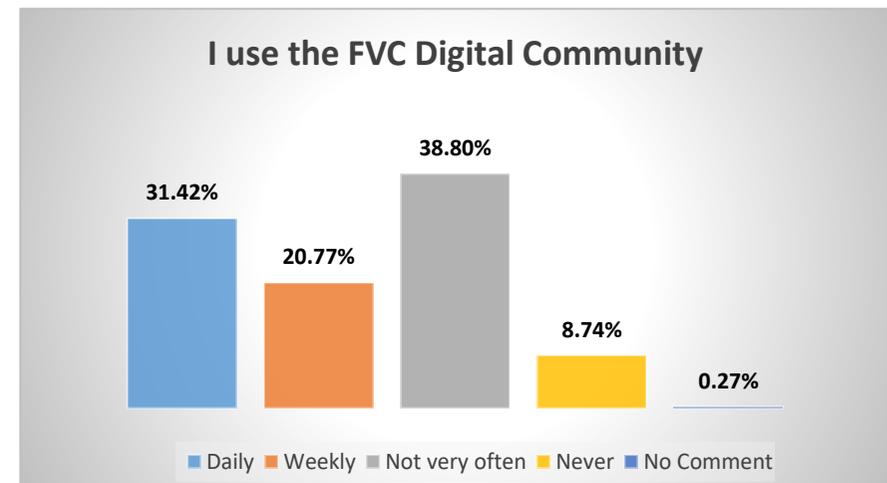
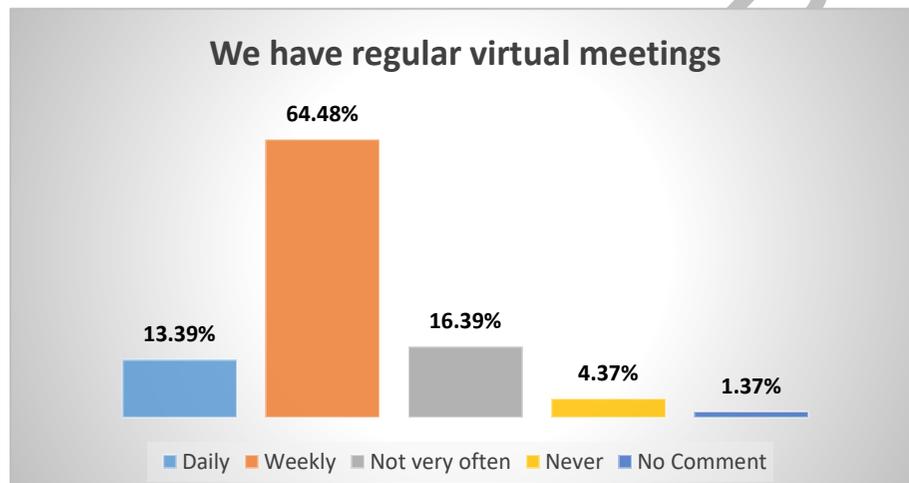
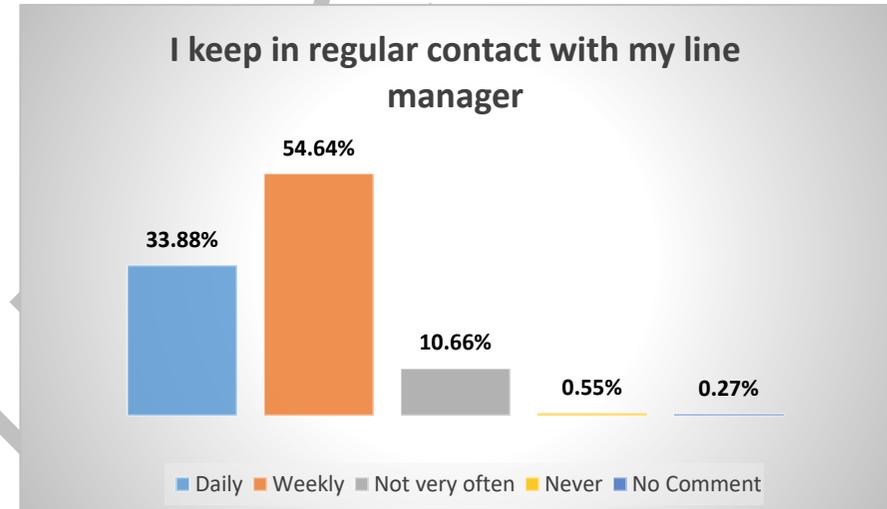
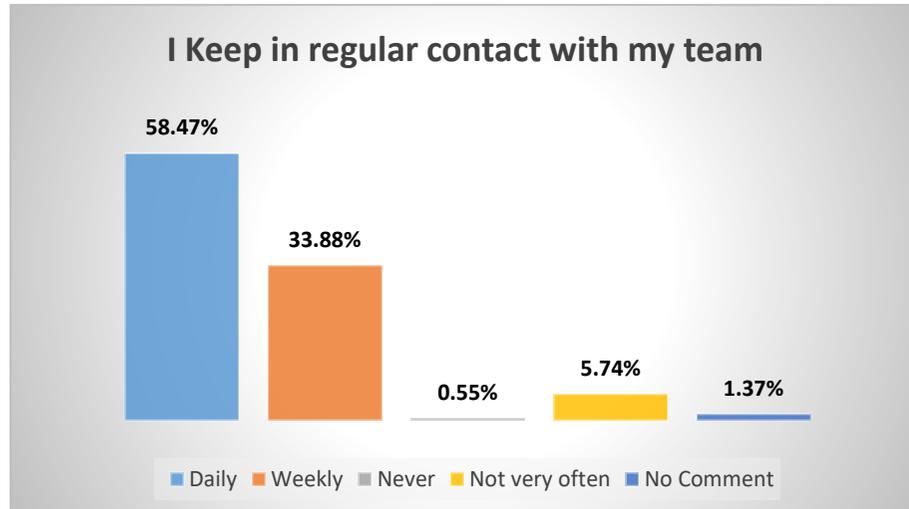
Have you accessed/used any of the following? FVC virtual gym classes %



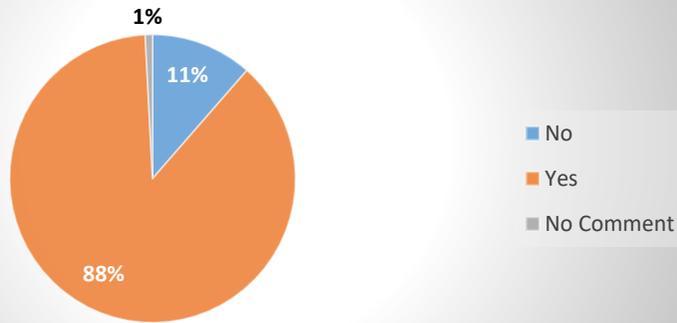
I take part in physical activity (e.g. outdoor walk, exercise class, or other fitness activity) %



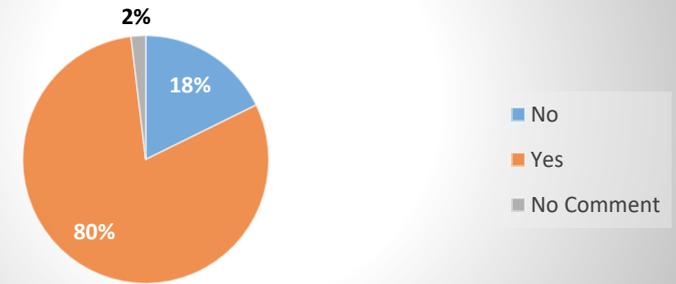
Section: Leadership and Communications



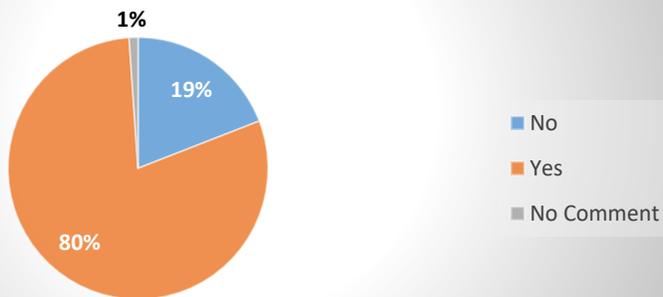
I feel supported by my line manager %



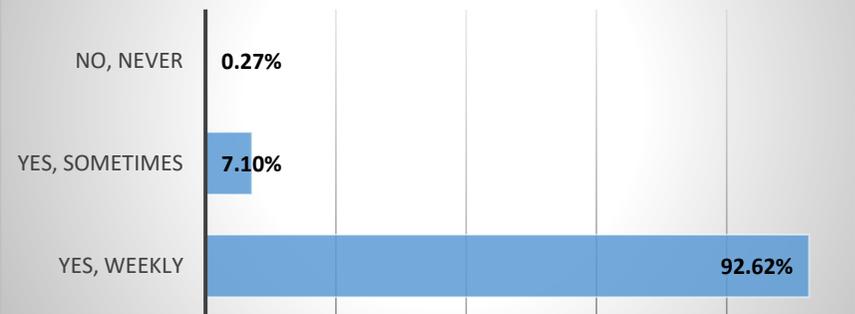
I trust our leadership team to make decisions that protect me and my colleagues %



I am receiving the right amount of communication %



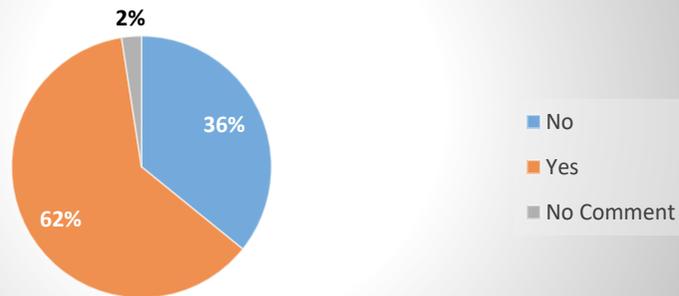
I read FVC e.focus communications and Principal's Update %



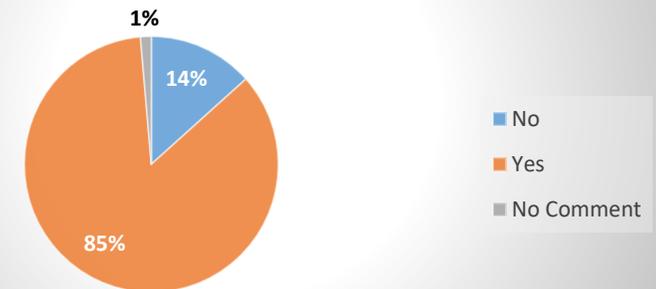
UNC

Section: Technology

I have all of the tools I need to do my job effectively from home %



I have adequate speed/connectivity from home %



I am able to access all of the systems I require to do my job effectively from home %

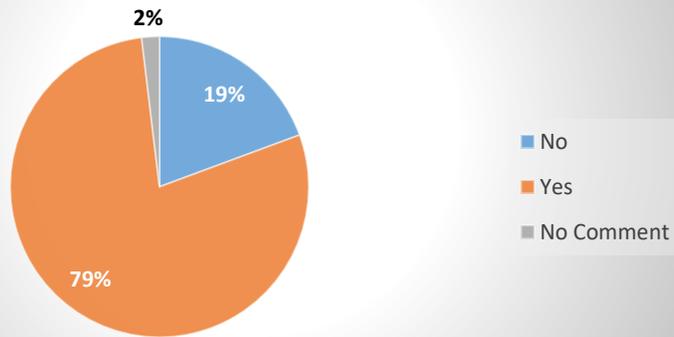


I know where to go to ask for help if I need it %

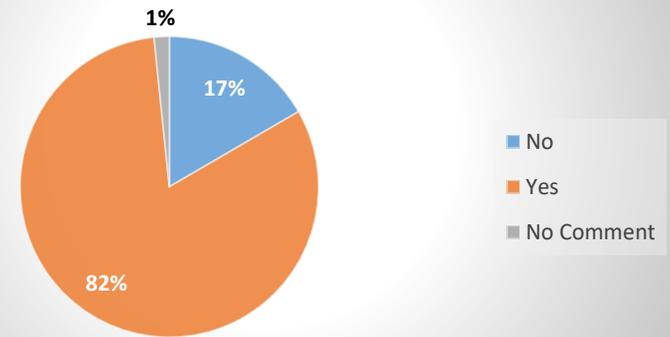


Section: Returning to Work

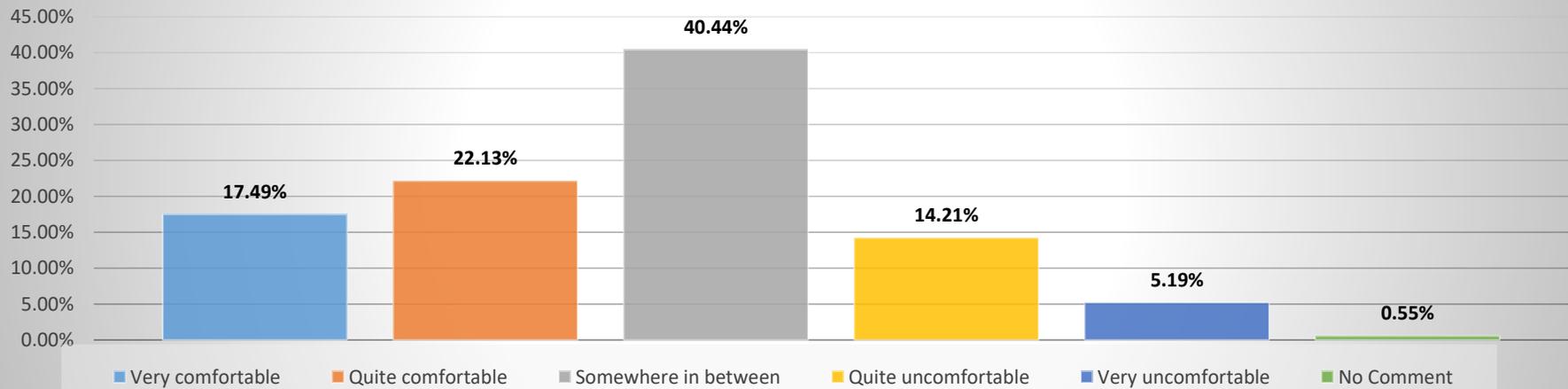
I understand the steps that FVC is taking to ensure my health and wellbeing at work %



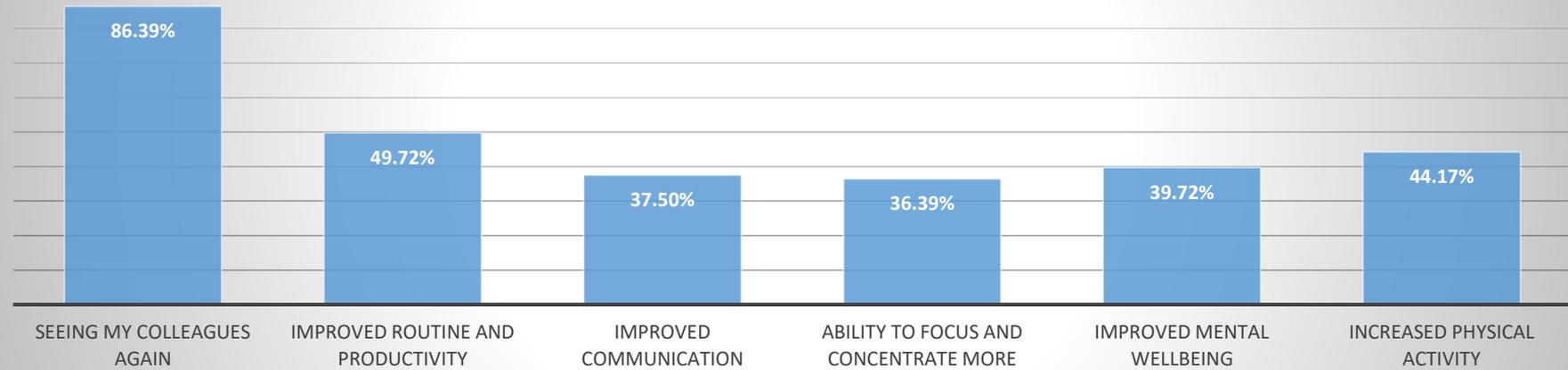
I am comfortable that the college will introduce the support needed %



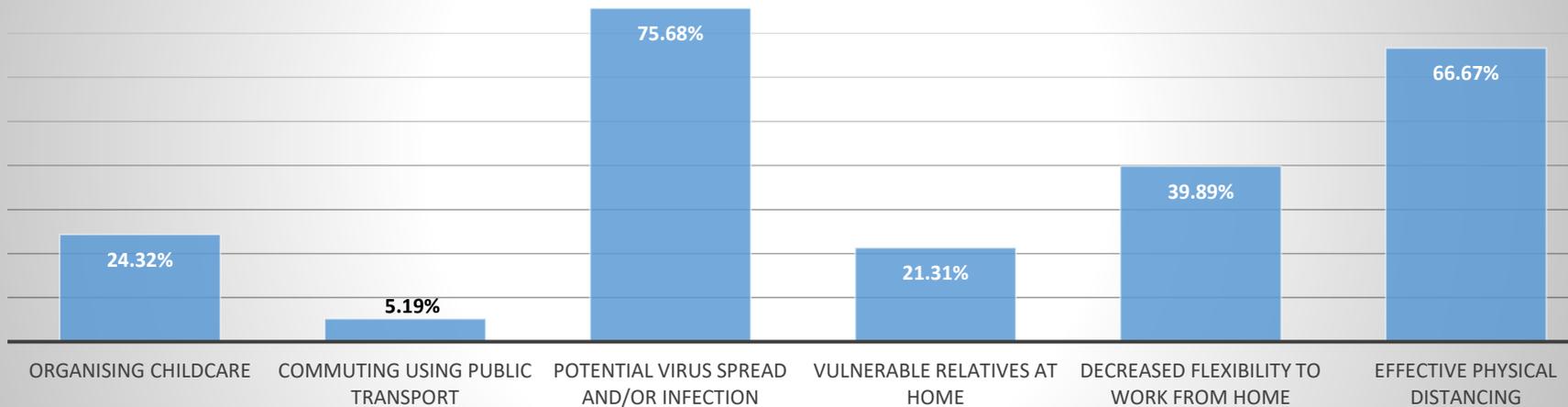
How Comfortable are you with returning to work on campus



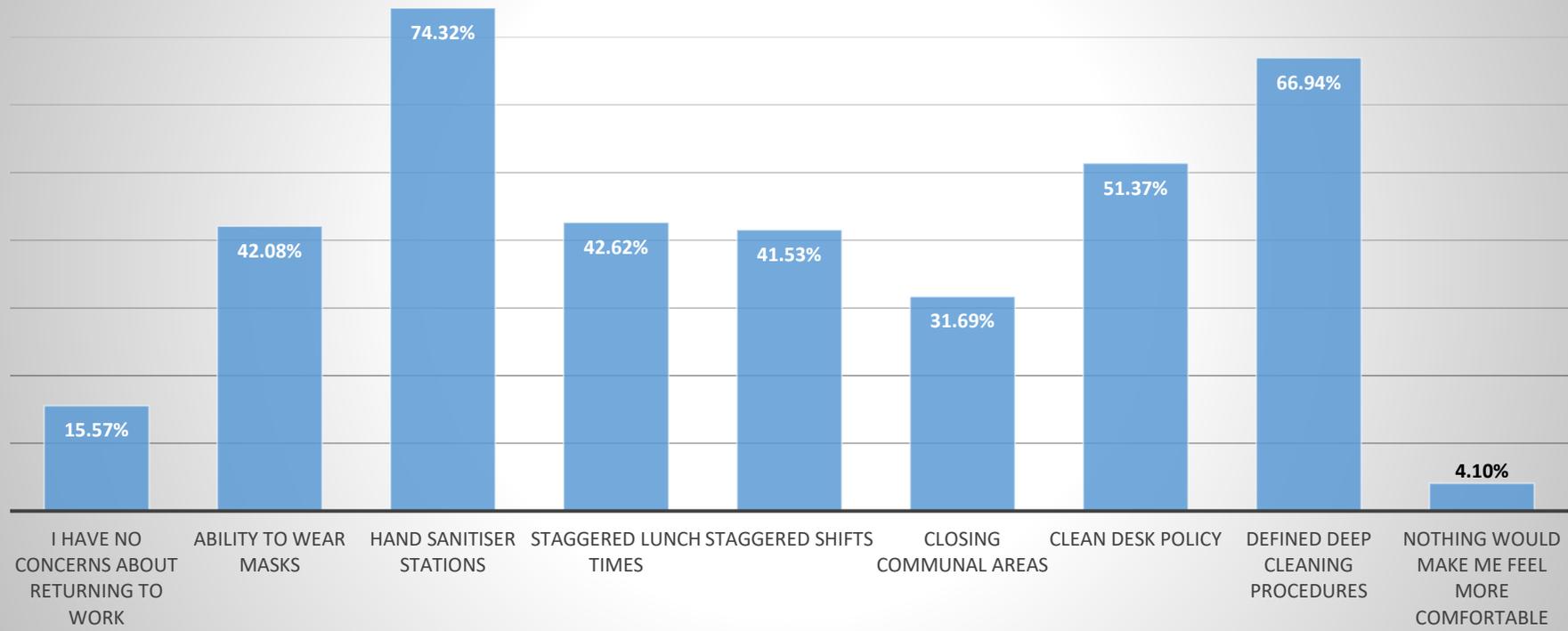
Which of the following are you looking forward to upon returning to work on campus



Which of the following are concerns you have about returning to work on campus



Which of the following would make you feel more comfortable returning to work on campus



UNCOI

1. Purpose

To provide an overview of the processes in place to manage the College response to action short of strike

2. Recommendation

That members discuss and note the proposals outlined below to respond to, and mitigate, the impact of any action short of strike

3. Background

EIS FELA have declared a dispute relating to the introduction of Instructor Assessors (IA). The college has consulted over a 6 month period but the rationale for the post remains robust and the position is that the college is firm on its intention to continue with the IA role.

This role is currently in situ in at least three other colleges and similar roles in 12 others. The College has in place a number of roles that deliver a learning experience to students and this is an addition to that service.

EIS have one simple demand. Remove the IA post and return all IA's to lecturing terms and conditions. To agree to this will have repercussions internally and external impacting on the whole sector. Internally there are implications on performance, future planning, financial costs, and morale.

EIS balloted and met the minimum criteria for Action Short of Strike. With the following:

If there is a mandate for industrial action short of a strike, it is expected to take the following forms in an escalatory manner:

- 1. 'working to rule', involving members doing no more than the minimum required by their contract;*
 - 2. refusal to take an accurate student register, involving members refusing to enter or accurately record student absence in the employer's registration system;*
 - 3. a marking boycott, involving members refusing to mark students' ongoing work;*
 - 4. not covering for absent colleagues, including not rescheduling lectures or classes cancelled due to colleagues' absence.*
-

It is anticipated that action of this nature will commence from around 9th November, escalating throughout in a continuous manner, and continue until 29th January 2021 or end earlier if a resolution is found. If no resolution is obtained or likely, then an additional statutory ballot for strike action will be carried out.

4. Key Factors

Staff taking action short of strike are protected from disciplinary action however partial performance means staff taking this action are breaching their contractual obligations. They are not offering their services and presenting themselves as willing and able to work.

In these circumstances the college is faced with several options. In each case, the college must be clear about the decision it has taken:

1. The employer may tolerate the employees' action. If it does so it must continue to pay the employees' full wages.
2. The employer may withhold a reasonable sum proportionate to the work which has not been done. Any calculations made on this basis should be verifiable and clear.
3. The employer may deduct from the employees' wages the amount of money lost by it as a result of their action. Again, employers should ensure that the calculations on which they base this deduction are verifiable.
4. If the employer makes it clear that it does not accept the work done by the employees as substantial performance of their contractual duties, it may withhold the whole of their wages and send them home. Any such decision must be reasonable in the circumstances

The college can of course agree to EIS demands however this has financial implications, impacts on flexibility, future planning, and risks furtherance of similar actions as a means to resolve disputes.

5. Proposals

1. The LNCC will continue to meet to discuss options and provide a clear channel for communications.
 2. Focus on the impact on teaching departments with an analysis of each of the proposed actions and how to mitigate. An immediate meeting of Directors and OMs aided by key stakeholders: IT, Student Services, Business Transformation, HR.
 3. Support departments to give all assistance needed to ensure minimal impact.
-

4. Proposed communication on deductions of pay for action short of strike (appendix 1) details deductions to be taken in line with points 2 and 4 listed under Key Factors.

6. Financial Implications

Costs of action short of strike relate to additional payments to staff to cover extra duties balanced by that deducted for those taking action

Unable to meet SFC requirements to make savings related to VS if we agree to EIS demands

Future costs of the college remain high and flexibility to realise commercial offerings reduced if agreeing to demands

7. Equalities

Actions proposed will consider reasonable adjustments to decisions to deduct pay for those staff with proof of absences. No other impact on protected characteristics is foreseen.

8. Risk

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

	Likelihood	Impact
Very High	x	x
High		
Medium		
Low		
Very Low		

Negative publicity, low morale, escalation to strike action through following the proposed plan.

If the college relents: Financial impact resulting in redundancies and other cutbacks due to savings not being realised, inability to future plan new initiatives and realise commercial opportunities, furtherance of disputes by EIS on all other points of contention. Impact on other learning related posts that become the next area of focus, national impact on posts targeted by EIS leading to further strikes on a national basis, impacting directly on the college.

Risk Owner – Andrew Lawson

Action Owner – Ralph Burns

9. Other Implications –

Please indicate whether there are implications for the areas below.

Communications – Supporting communications plan and PR will be required

Health and Safety – Yes

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

Paper Author – Ralph Burns

SMT Owner – Andrew Lawson

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Action Short of Strike

Dear Colleague

The decision by some EIS FELA members to support action short of strike is very disappointing. We are aware that failure to complete proposed actions will have a serious detrimental effect for our students in progressing their qualifications and their future opportunities. Therefore early planning is essential to support our learners and ensure any actions taken have minimal impact on them.

In consideration of how to approach this we are aware that the majority of lecturers, Curriculum Managers and Operation Managers at Forth Valley College have not participated in strike action previously and therefore when debating the potential impact and resourcing options open, Senior Management were reluctant to withdraw any of the flexible benefits provided at the college. However, this requires balance with the need to provide a service and mitigate the results of any actions taken.

We are, as a college, all about supporting our learners and whilst the irresponsible actions of EIS puts the future plans of our learners at risk we need to plan for the eventuality that there will be a few staff who will take the actions proposed.

All staff need to be aware, the action of not recording accurate student attendance contravenes contractual obligations for lecturing staff. Each class/individual occurrence that requires an attendance register to be taken should be done at the beginning of the lesson and submitted immediately following completion and prior to teaching taking place. If a staff member fails to complete the action in the given time, then the college will deduct 1 hour's pay for failure to adhere to the contract on each instance of this action being taken. By each instance we mean every student attendance register not completed and submitted by the required time. The Directors of Curriculum, Curriculum Managers and Operation Managers will outline the process for recording

Staff are contractually obligated to cover classes as required and within the restraints of agreed contact time and class cover. If following a direct management instruction to complete this task, the employee refuses either expressly or through their actions to complete the action in the given time, then the college will deduct 3 hours pay for failure to adhere to the contract on each instance of this action being taken. By each

instance we mean every legitimate request to cover a class which has been refused by the employee.

Similarly, the action of not marking students' work, including on-going and periodical assessment of work, contravenes contractual obligations. This aspect is fundamental to the role. If following a direct management instruction to undertake this task, or if evidence is shown through investigation or feedback, the employee refuses either expressly or through their actions to undertake the action in the given time, then, as the College expressly rejects such partial performance, we will deduct the equivalent pay for all the hours worked that day for failure to adhere to the contract on each instance of this action being taken. By each instance we mean every marking/assessment requirement which has not been undertaken within the required time.

Any member of staff who contravenes their contractual obligations in a way covered by the industrial action ballot will be deemed to be taking action short of strike action. As a result, whilst it is the case that members of staff cannot be disciplined for the contravention, the College is entitled to respond by making the deductions described above.

We wish to reassure you that this decision has not been an easy one but one required to maintain operational integrity.

1. Purpose

To provide members with an overview of the numbers of staff and students directly impacted by COVID-19

2. Recommendation

That members note the content of this report.

3. Background

The impact of COVID-19 has many facets, from increasing tolls on people's mental health, to changes in work pattern or staff being under furlough for a prolonged period of time.

Other papers coming to the Committee discuss the support mechanisms that have been put in place to support staff. This report is focussing on the implications of cases of Covid-19 within the College.

Members should note that, as with all data of this type, there is a caveat in that the College can only declare an absence as COVID related when we are informed that is the root cause.

4. COVID-19 in Forth Valley College

Cases are reported to the College via a dedicated email account (bcg@forthvalley.ac.uk). The information reported to this account is broken down into two types –

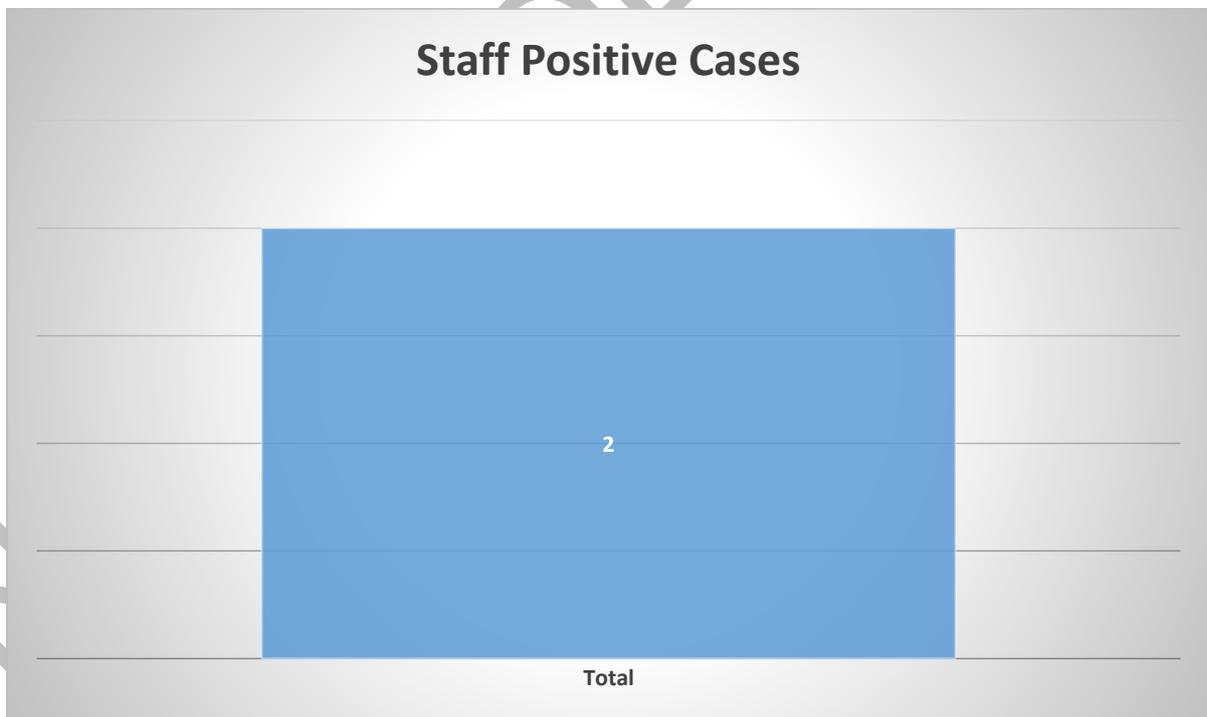
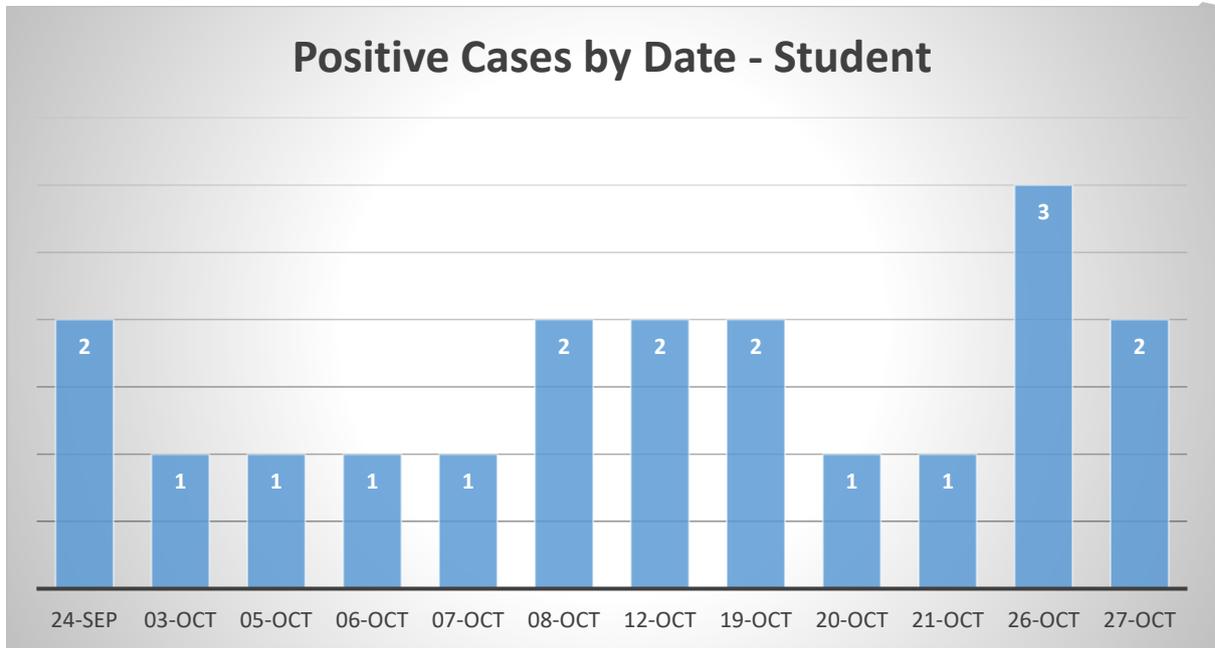
- Self-Isolating – where a staff or student has been in contact with a positive case and is isolating for a period of 14 days, sometimes at the instruction of the NHS
- Positive – where a staff or student member declares they have received a positive test result

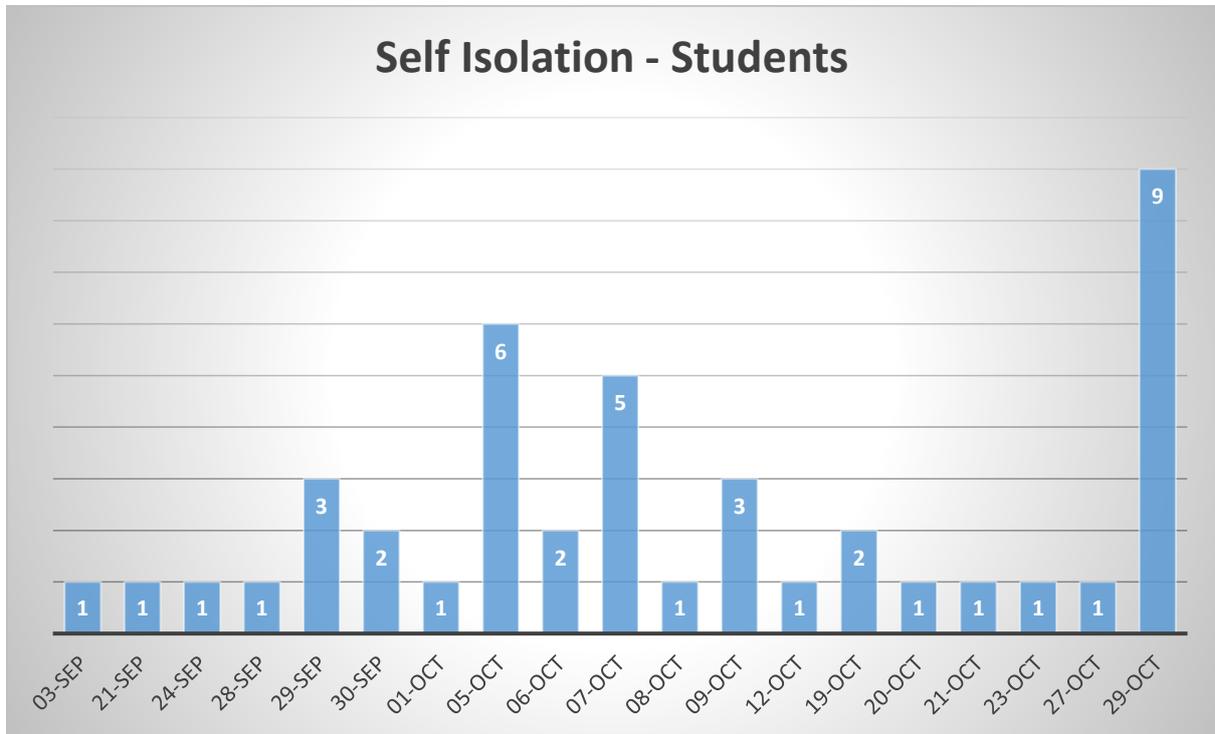
It is important to place the following data in context. The College has a very large staff and student complement (circa 13,500 in total) and as such the following figures are very low.

While we are pleased that a combination of changes to timetables, increased blended learning, physical changes made to the campuses such as fogging and, most importantly, the cooperation of our staff and students, has resulted in low instances of COVID-19 to date, we are not becoming complacent about this.

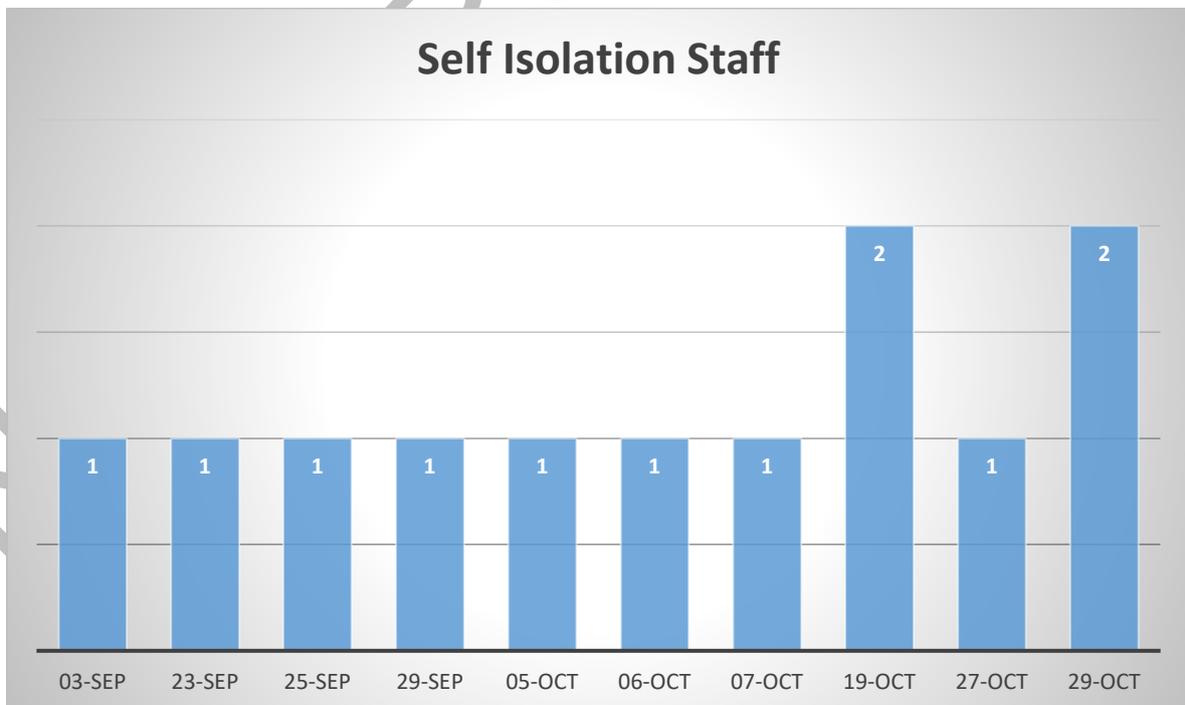
The College continues to devote significant resource to proactively managing COVID-19 relates issues, in engaging with partners and with communicating to our staff and student population when things change.

Situation as at 30/10/20





* Please note the spike on 29 October relates to the first College class NHS has asked to isolate. This was a class of 8 students.



5. What is this Data Used For?

The data is used for a number of functions –

Outbreak Identification

Scottish Government guidance requires the College to monitor for any outbreaks of COVID-19 within our population. Their definition is either a) two or more cases with an identified transmissible link between them or b) significant staff absence due to COVID-19

Each case is checked by the Corporate Governance and Planning Officer (CPGO) when the information is received to try and identify links with other cases. Where there is the possibility of a link, for example two students on a course reporting positive tests, discussions between department staff and the students, combined with a review of their attendance has, in every case to date, been able to identify an external cause of infection such as a football match both students played in externally to the College which has an infected player.

NHS Liaison

At the request of NHS Forth Valley's Public Health Department, the CPGO notifies their contact tracing team anytime we are made aware of a positive case. The reason to do so is twofold. Firstly, as has been covered in the press, there are sometimes bottlenecks in reporting of cases so the College can hear of a case before the local team and, secondly, not all students will divulge that they are attending College. Given Colleges' are large and complex institutions which have links to every part of the local communities, it is better to potentially double report than assume they are aware.

The College conducted a full review of the data protection implications of sharing this data and has been transparent in the guides for staff, students and visitors that their data can potentially be used in this manner.

The CPGO also participates in a number of NHS run meetings. These are –

Daily meetings with NHS Forth Valley, Local Authority partners including education and environmental health and members of the local resilience partnerships. This enables the College to have a real time view of cases throughout the area and identify any instances where this might impact on the College.

Twice weekly meetings with NHS Forth Valley and University of Stirling. This meeting allows for a more focussed discussion between NHS and tertiary education. This allows the sharing of best practice in relation to the provision of education and allows close links between the College and a major educational partner.

Scottish Government

The Scottish Government has recently started to ask for weekly statistics from the College on the number of positive cases and cases of self-isolation. The CPGO completes and submits this information each Friday.

6. Next Steps

While the systems are working well in terms of recording the information provided by staff and students, it is still quite a manual process that relies on key staff. Work is currently underway to automate more elements of this process to remove these potential single points of failure.

7. Financial Implications

Please detail the financial implications of this item – None

8. Equalities

Assessment in Place? – Yes No

If No, please explain why – There are no equalities implications in relation to this paper.

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

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	X	
High		X
Medium		
Low		
Very Low		

Please describe any risks associated with this paper and associated mitigating actions – Failure to adequately monitor and manage covid-19 cases within the College could lead to an outbreak scenario with attendant health and safety, operational and reputational impacts.

Risk Owner – Ken Thomson

Action Owner – Andrew Lawson

10. 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 –As outlined in the paper above

Paper Author – Stephen Jarvie

SMT Owner – Andrew Lawson

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