



INVESTORS
IN PEOPLE

Human Resources
Committee
August 2017
Appendix I

Interim Assessment Report

South Lanarkshire College

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Assessment conducted by: Raymond Boland

CONTENTS

Page No:

Acknowledgements	3
Executive Summary	4
Introduction & Context	6
College Overview	7
Assessment Approach	7
Outcome	8
Detailed Assessment Outcome	10
Summary of IIP Potential Development Areas	21
IIP Health & Wellbeing Good Practice Award	23
Health & Wellbeing Potential Development Areas	27
Next Steps	27



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ACKNOWLEDGEMENTS

I wish to record my sincere thanks to management and staff, including the Human Resource Team, for their valuable input in making the arrangements for this first interim assessment visit and making sure that the assessment discussions ran smoothly over the planned timescale for the visit. I also wish to thank all who participated in the assessment discussions and made valuable contributions that enabled me to make sound decisions on the maturity levels achieved by the college at this stage in the assessment process. Finally I wish to record my personal thanks to the staff members who provided an excellent catering service and for level of support provided to me over the length of my visit.

EXECUTIVE SUMMARY

There continues to be a very high level of respect for senior managers and the other managers in the college management team. I found that people consider senior management to be role models for good leadership and management practices. The style is driven by the college values with a Management Charter that sets out the standards and behaviours to be demonstrated by managers. People referred to the senior team and most other managers having an open, approachable, supportive, and caring approach.

As we discussed at the feedback session some people referred to a need for greater consistency in applying the leadership style demonstrated from the top with examples being recognition of good performance individually and in teams, conducting career reviews and in making sure key messages from senior level are consistently communicated to all. We discussed the possibility of delivering refresher training on the 'soft skills' of leadership and, at this time, reminding staff of the Management Charter and what they can expect from their managers and leaders. There may also be an opportunity at this time to focus on manager's approach at their career reviews and to provide constructive feedback on performance.

You continue to have a good structure for communicating with and engaging with employees through regular meetings, Principal's addresses and the annual conference and this has been enhanced through all people being involved in team and individual self-reviews. In addition to direct involvement there continues to be representative involvement through a range of work groups and you continue to have effective relationships with trade union representatives formally through the Joint Negotiating Committee with regular less formal discussions. I noted that, in addition to the face-to-face discussions there are staff newsletters and other and other bulletins issued as and when required. **As stated above there is a possible opportunity for line managers to be more consistent in team communication.**

The values have continued to embed and I found people able to explain what they mean to them and that people believe in the importance of them. There were references to them being displayed at various locations, promoted at the Principal's addresses and at each level of team meetings. **There is a possible opportunity to more formally engage people in behaving in line with the values by agreeing a mix of performance and values or behavioural objectives at their career reviews. You may also wish to consider the introduction of a staff charter that clearly defines the behaviours aligned to the values that managers expect from staff as you have done with the management charter.**

Empowerment is a key strength of the college with people regularly encouraged to seek opportunities to enhance their own and departmental, curriculum and college performance. The levels of decision making are detailed in job descriptions and person specifications with a range of policies and procedures available to support people in making decisions within their levels of responsibility with additional support from managers and support services as required.

As previously highlighted there is an opportunity for people to be more consistent in preparing for their career reviews through self-reviewing their own performance and considering personal objectives and development needs.

People have a clear indication of what is expected of them through their job descriptions and their individual career reviews when personal objectives, performance related and desired learning and development needs are considered and agreed.

The Board of Management has recently been restructured with recruitment taking place. This has resulted in a Board with a greater mix of skills and experience with a 50/50 male and female split in line with the focus on equality, diversity and inclusiveness. Job descriptions and person specifications set out the roles and responsibilities of posts and there is a range of policies and procedures that support people. A wide range of work groups engage people across teams and faculties or departments in reviewing and continually seeking to improve performance in specific areas.

Recruitment and selection is considered to be fair, efficient and effective and to meet with the college value for promoting equality and diversity with the Principal or Depute Principal attending all interviews and ensuring candidates display the right behaviours. There was a comment that the quality, passion and commitment of the existing staff is evidence of the effectiveness of the requirement activity.

You are fully committed to equality, diversity and inclusiveness with the promotion of equality and diversity being one of your values and treating all people fairly and equally one of the management standards. You have Equality, Access and Inclusion, Gender Action Planning, Mental Health and LGBT + Equality Champions Groups with a range of activities being a mental health awareness week, pink and purple days and through your efforts, you have achieved Investors in People Platinum level recognition, IIP Health & Wellbeing Good Practices Award, Investors in Diversity and Leaders in Diversity recognition.

You consider learning and development to be a high priority and, while managers encourage and support staff with their development, people are expected to take responsibility for their ongoing development. You continue to promote continuous professional development with four CPD days over the year providing a wide range of mandatory and optional programmes. In addition there are development activities that meet the needs of departments, curriculum and faculties with key priorities being legal requirements, learning teaching, ICT skills and equality. The range of development activities delivered include in-house and externally delivered programmes, computer based programmes, shadowing, coaching and mentoring activities and attendance at external events. **As previously stated in this report there is a possible opportunity to deliver a management development programme structured around the 'soft skills' in leading and developing people. I also noted the intention to more formally implement the succession planning process and this, together will high performing people having clear career plans, will support the higher reward for higher performing people.**

In developing plans you take into account external influencers or stakeholders including the Scottish Government, South Lanarkshire Council, Scottish Funding Council, Skills Development Scotland and New College Lanarkshire with whom there is a Lanarkshire Regional Outcome Agreement. Broader information is obtained from voluntary organisations, employers and community planning partners. In developing the plans considerations taken into account include population demographics, employment trends and employer and student requirements and expectations.

INTRODUCTION & CONTEXT

The overall commitment of South Lanarkshire College is to enhance the learning experience of students and this is demonstrated through the vision, mission and ethos as set out in the South Lanarkshire College Strategic Plan 2014 to 2020. The College recognises the importance of staff having a wide range of knowledge, experience, skills and talent and seeks to continually improve its people strategies to make sure all people, from their entry into the college, are suitably equipped to support the achievement of the college aims and objectives while at the same time having the opportunity to further develop their own skills and experience.

The purpose of this Investors in People assessment visit is to support the continued achievement of the vision, mission and objectives of the College and, through this, to maintain and where possible improve people strategies as defined in the draft Workforce Planning Strategy 2017 to 2022 and to support a culture of continuous improvement and high performance.

South Lanarkshire College has been an Investor in People since 1997 and since then has continued to use the Framework to, review, maintain and continually seek to develop its people strategies. In doing so the college achieved Investor in People Gold status in 2010 with this maintained following assessment in 2013. The college then adopted the Investors in People 6th Generation approach when this was formally introduced in September 2015 and achieved Platinum Status in 2016. The college has now committed to annual assessment visits.

The college achieved the Investors in People Health & Wellbeing Good Practice Award in November 2016 and we have agreed that from this assessment visit both assessments will be conducted at the same time.

It should be noted that while the Investors in People 6th Generation Framework has maturity levels that lead from Developed to Platinum Levels the IIP Health & Wellbeing Framework has one recognition level. An organisation either meets or does not meet the requirements of the Framework.

As a result of the timing of assessments having fallen back from the anniversary of recognition date at some time in the past, we have agreed that the three visits over this annual cycle should take place as follows:

June 2017 - March 2018 - January 2019

COLLEGE OVERVIEW

South Lanarkshire College is one of two colleges within the Lanarkshire Region, the other being New College Lanarkshire. The vision of the college is - *“to be Scotland’s leading provider of college education and training”* and the mission is *“to ensure that learners are well prepared for the future by developing their skills, knowledge and understanding in a high-quality learning environment”*. The college is committed to the creation and maintenance of an environment of equality, diversity and inclusiveness and that results in attracting, recruiting, motivating and retaining staff with the capabilities to deliver its commitment to enhancing the learning experience of students.

The ethos of the college is explained in nine core values that set the standards and behaviours within which the college operates. They are:

- Promoting equality and diversity.
- Being passionate about our work.
- Continual improvement.
- High achievement.
- Listening and acting on feedback.
- Sustainability.
- Community and social values.
- Promoting health and safety.
- Innovation.

The strategic direction is set by the Board of Management that includes twelve external members, two staff members, a student member and the Principal.

ASSESSMENT APPROACH

The staff list highlighted there are currently 312 staff and 16 Board of Management members bringing the total people in scope to 328. To achieve an adequate coverage for this combined Investors in People 6th Generation Framework and the IIP Health & Wellbeing Good Practice Award assessment I have focused on an overall sample size of 39 people with thirteen involved each year. Additionally we have agreed that the IIP Online assessment for the Investors in People 6th Generation Framework will be conducted prior to the second year visit. The breakdown is as follows.

Board and Staff Breakdown

Function	Total No's	Sample Y1	Sample Y2	Sample Y3	Total Sample
Board of Management	16	1	-	1	2
Principalship	5	1	-	1	2
Alternative Funding	10	-	1	-	1
Facilities	39	1	2	1	4
Faculty of Business	73	3	3	3	9
Faculty of Care	63	2	2	2	6
Faculty of Construction	69	3	2	2	7
Finance / HR / IS	29	1	2	1	4
International & Marketing	3	-	-	1	1
Student Services	21	1	1	1	3
TOTALS	328	13	13	13	39

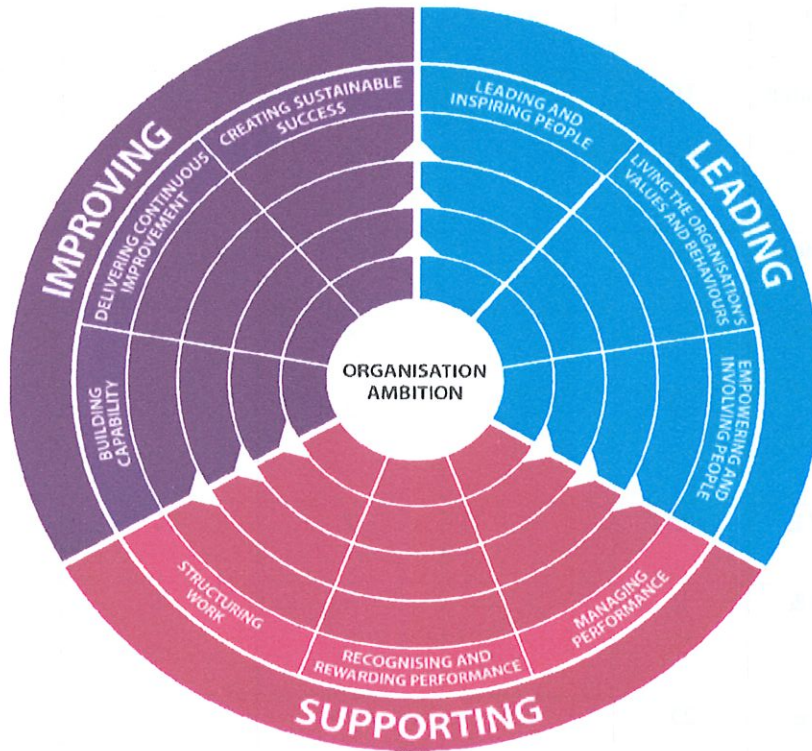
OUTCOME

South Lanarkshire College was assessed against the new Investors in People 6th Generation Framework in May 2016 when it achieved Platinum status. The College was then assessed against the Investors in People Health & Wellbeing Good Practice Award in November 2016 when all assessment criteria was successfully met. We have now agreed that, to enhance efficiency and

effectiveness, the assessment visits will take place annually with this being the first interim visit. As the college is currently recognised as An Investor in People at Platinum level until January 2019 and with the next Health & Wellbeing recognition due to be completed by November 2019, there is not a decision on outcome at this stage. The purpose of this and the next annual visit is to keep a focus on maintenance of current good practices and to identify where further improvements can be achieved in line with a culture of continuous improvement. The final decision on the outcome will take place following the third annual visit in January 2019.

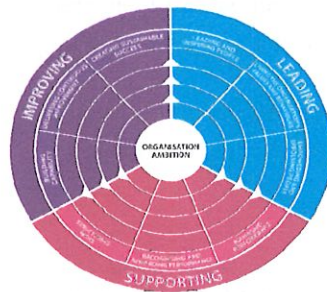
South Lanarkshire College

To-Be - Where you aspire to be



DETAILED ASSESSMENT OUTCOME

LEADING



Leading and inspiring people:

You have introduced a Management Charter that sets out clear standards and behaviours to be demonstrated by each level of management across the College, and, while people demonstrated different levels of understanding of the Charter, there continues to be a clear and consistent view that the management style is open, approachable, supportive and caring. People appreciate and value the open and approachable style demonstrated from the top and there is appreciation for the high visibility of senior management and the genuine interest managers show in people. Examples of actions by managers in line with the Management Charter included:

- Senior and most line managers being open, approachable and supportive and having a passionate approach.
- All people being treated equally and fairly with all having equal access to support.
- Encouraging people to achieve their maximum potential through appropriate support and continuing professional development.
- Conducting career reviews with individuals and agreeing with them individual objectives that link to those of their team and the college and providing support as required.
- Providing appropriate and supportive feedback to staff through their career reviews and ongoing discussions.

As a result of the approach most people feel the leadership and management style is motivational and contributes to their view that the college is a great place to work.

While there is an overall respect for the way the College is managed with people having trust in the management and leadership style there are some views there could be a more consistent approach below the senior level. Examples are cascading of communication, supporting personal objective setting and recognition of individual and team performance.

As we discussed at the feedback session this provides an opportunity to:

- **Deliver a refresher programme on the 'soft skills' of leadership.**
- **Review and promote the management charter making all people aware of what they can expect from their managers in the ways they are led, managed and developed.**
- **Review individual managers performance against the standards detailed in the Management Charter during their Career Reviews.**

"Senior management are very approachable and have respect - "managers have an absolute focus on commitment to people". - "there is an opportunity to refresh the leadership capabilities".

Since my last assessment visit the college has introduced team and individual self-reviews. All staff are involved in the self-review of their department, curriculum and faculty with the outcomes of the reviews included in operational plans. Individually people now have responsibility for conducting their own self-reviews and giving consideration to their personal objectives and development needs or desires to be agreed at their career review. This has significantly improved people's understanding of the overall aims and objectives of the college and how they contribute to them within their teams and individually.

Throughout my discussions people demonstrated a clear and consistent understanding of the college three strategic aims and the vision, mission, and objectives and how they contribute to them individually and within their teams. There were consistent references to the Principal's addresses, to team meetings where team plans in relation to the aims and objectives are discussed and to the individual career reviews where most people were able to confirm they agree objectives aligned to those of their team, faculty or department and to the College 20/20 Strategic Plan 2014 - 2020. There were references to the various committees and groups that engage people the development and review of plans through serving representatives. As a result of the levels of engagement, which people consider to be significant, and combined with the leadership and management style, people consider the college to be a great employer and one they would recommend to friends.

I found that, as in previous discussions with trade union representatives, there are constructive relationships with both parties working in partnership to the benefit of staff and students. Committees or groups that engage representatives of staff in making decisions in relation to the college's strategic aims include the Joint Negotiating Committee, the Academic Board, Equalities Group, Access and Inclusion Group and Gender Action Planning Group.

While there is an enhanced understanding of the contributions people make to the college's aims and objectives, some views were expressed that there remains an opportunity for some people to be more consistent in self-reviewing their own performance prior to their career review.

"We self-assess our performance at team meetings and the results go into our action plans".

Living the Values and Behaviours

You have continued to embed the nine core values and I found during this visit that people believe in them and can easily refer to their actions and behaviours in relation to them. References were made to them being discussed and focused on at the Principal's addresses, during the annual staff conference and at departmental, curriculum and faculty meetings. There were also references to them being displayed at various locations throughout the college. People believe in them and consider that they work and behave in accordance with them with examples being:

- Treating students with respect and demonstrating a passion for success.
- Promoting equality and health and safety.
- Demonstrating passion in work.

"Equality and diversity is promoted a lot" - "innovation is strong, we are encouraged to come up with new ideas for courses" - "the values have come on a lot, staff are more aware of them" - "we are highly innovative".

While the values have continued to embed, there is an opportunity to further enhance the focus on them through reviewing individual performance in relation to them at individual career reviews. There is also an opportunity to consider the value of introducing a People Charter that sets out the standards and behaviours managers expect from staff similar to the Management Charter you now have in place.

Empowering and involving people:

Continual improvement, high achievement and innovation are three of the core values and the Management Charter states that managers should ensure that all staff participate in the corporate life of the College and encourage staff to participate in open discussions. In my discussions with staff I found a consistent view that all are encouraged to seek ways to improve and an example of this was a reference to lecturing staff making changes to their courses to enhance the learning experience of students and to meet the changing needs of employers and the community.

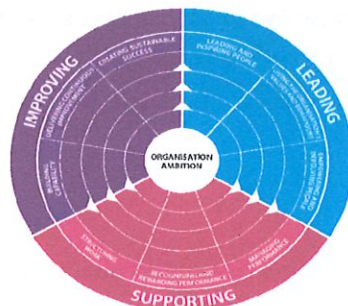
Discussions highlighted that further encouragement and involvement comes from team and individual self-evaluation, through ongoing team discussions, agreed plans for change at career reviews and through internal audits, for example, class observations with lecturers then making changes to further improve delivery of their courses. Several people referred to a 'suggestion box' on the College portal although there are some uncertainties about the use of the system.

People feel involved and engaged and as a result are motivated to seek and make changes at a level appropriate to their role and responsibilities and references were made to support being available from managers, from support services such as Human Resources and the ICT teams and through having access to relevant policies and procedures.

While most people are satisfied with the levels autonomy they have there are a few who feel managers could be more trusting in allowing them to make decisions.

*"We are encouraged to make improvements, our culture is one of enhancement" -
"there is absolute autonomy to make decisions".*

Supporting



Managing performance:

Management responsibilities for encouraging decision making for improving performance as defined in the Management Charter are:

- To provide leadership and direction to ensure that the strategic goals of the college, as set out by the Board of Management, are achieved.
- Encourage all staff to participate in the corporate life of the college and to take cognisance of the views of college staff.
- Ensure that communication throughout the college is effective and that all staff are encouraged to participate in open discussions.
- Work in partnership with the trade union representatives to ensure that the college progresses in an appropriate way to meet the needs of our learners.
- Provide appropriate supportive feedback to staff.

Encouragement for people to make decisions to improve their own, team and overall performance takes place individually through career reviews, classroom observation feedback and through regular informal discussions. There is also encouragement for people to take responsibility for decision making to improve performance through the Principal's addresses and the staff conference. People who demonstrate capability and passion have the opportunity to serve on work groups that focus on specific activities, for example, the Equality, Diversity and Inclusiveness and Quality Enhancement Groups. At the time of this visit a Workforce Planning Strategy has been drafted and at final stages of development. The strategy will further enhance the linkage of key people policies and procedures to the college aims, objectives and values.

The people I met with confirmed they are involved in team and curriculum or departmental self-reviews and monitoring progress in relation to them.

- **Discussions highlighted a possible opportunity for managers to be more consistent in conducting career reviews and in making sure that all people have individual objectives that link effectively to those of their team and curriculum or department,**
- **As previously stated there were some views that some people need to take greater responsibility for self-reviewing their performance prior to their career review discussion.**

"There is absolute autonomy to take ownership and make decisions" - "we are involved in team self-reviews and the outcomes then go into our action plans".

Recognising and rewarding high performance

Since my last visit you have introduced a guide to staff benefits and in my discussions with people I found it has raised awareness of the various benefits available to staff ranging from family friendly policies to cycle scheme vouchers, holiday discounts and discounted salon and spa treatments.

I found most people feel their contributions are recognised and valued with references made to recognition taking place from the senior level at the Principal's addresses, at the annual staff conference where fun awards are presented, and through team meetings and individual career reviews. References were made to ongoing recognition of high performance and achievements as, and when, opportunities arise. There were references to recognition through having opportunities to further develop skills and knowledge, through holiday entitlement for support staff increasing with length of service and to periodic early finishes. Some people expressed a view that senior managers recognise and value the contributions of people through their open approachable style and the genuine interest shown in them and there were references to recognition through the newsletter. There is less control over financial reward as, after a significant period, national bargaining has been reintroduced.

As previously stated there were views from some people that recognition from line managers could be more consistent.

*"We sometimes have early finishes and we are trusted to make decisions" -
"we have informal celebrations - there is a very human approach" - "managers
very much show their appreciation".*

Structuring work:

Since my last assessment visit you have restructured the Board of Management with there now being a greater mix of skills and knowledge to support the strategic direction and the aims of the college. You also have a Board that is 50/50 split of female and male members in line with the college commitment to equality, diversity and inclusiveness and in addition to the external members you have included staff and student representation. While the Board set the strategic direction the senior management team have responsibility for the overall management of the College.

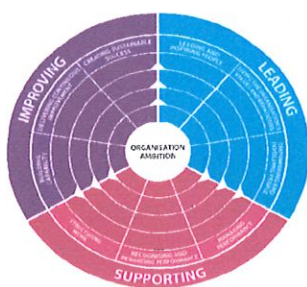
You continue to have three Faculties delivering a range of courses that best meet the needs of the students, employers and the community and that are designed to support students in progressing from college to university. Support functions that assist management, students and staff are Alternative Funding, Facilities, Finance, Human Resources, Information Systems, International & Marketing and Student Services.

During my discussions people confirmed they have job descriptions that define their roles, responsibilities and decision making levels. Most people also referred to their personal objectives agreed at their career reviews. The objectives, combined with involvement in team self-evaluations

and encouragement for people to make decisions with support if required, have resulted in high levels of motivation.

Team working is a strength of the College with people networking formally and informally through the staff conference, participation in college work groups and faculty, curriculum and departmental team meetings.

Improving



South Lanarkshire College is committed to having:

"The right people in the right place with the right skills at the right time"

South Lanarkshire College recognises the need to have to have people with the right levels of skills and capability in place as required. To this end the college is fully committed to making sure new recruits demonstrate the capability to support the aims and objectives of the college and to supporting existing staff in meeting their development needs in relation to their current jobs and future aspirations. People are expected to continually seek to develop their own skills and capabilities with support from their managers as required.

Building capability:

The college recognises the importance of people having the right level of skills and knowledge to meet existing and future needs in line with the Strategic Plan and the Workforce Planning Strategy you are introducing will increase the focus of the people strategies on the college aims and objectives and this will take into account recruitment, selection and development activities.

At the time of this visit I found people believe the recruitment and selection strategy is fair and effective and takes into account the commitment to equality, diversity and inclusiveness. During my discussions with managers and staff there were references to:

- Having clear job descriptions and person specifications that allow potential recruits to self-assess their competence for the position.
- Seeking to attract a diverse range of candidates capable of making an effective contribution to the College.
- Having selection panel interviews to ensure a fair and consistent approach.
- Removing personal details before passing application forms to the selection panel.
- Providing people with quick and valuable feedback.

The importance of recruiting people who demonstrate the capability, behaviours and commitment to contribute to the College is demonstrated by the Principal or Depute Principal taking an active role in candidate interviews.

"We have job descriptions with a relevant checklist" - "the Principal or Depute Principal sit in on all interviews" - equality is considered at all stages".

You consider learning and development to be a high priority and, while managers encourage and support staff, people are expected to take responsibility for their own development. You continue to promote continuous professional development with four CPD days over the year providing a wide range of mandatory and optional programmes. In addition there are development activities that meet the needs of departments, curriculum and the faculties with key priorities being legal requirements, learning and teaching, IS skills and equality. The range of development activities delivered include in-house and externally delivered programmes, computer based programmes, shadowing, coaching and mentoring activities and attendance at external events.

My discussions with people confirmed your continued focus on an effective induction for new people with recent starts referring to their induction and how it included a tour of the college with introductions, reference to the mission, vision, aims and objective and values of the college including equality, diversity and inclusiveness and also covering the relevant policies, procedures, terms and conditions with line managers supporting people in developing into their roles.

As previously stated in this report there is a possible opportunity to deliver a management development programme structured around the 'soft skills' in leading and developing people. I also noted the intention to more formally implement the succession planning process and this will contribute to high performing people having their contributions recognised through having clear career plans.

"We have four staff development days and programmes include health & safety, safeguarding, equality, diversity and Inclusiveness and dementia awareness" - "all new lecturing staff are required to complete the learning and teaching programme" - "I had an introduction to college by HR then a tour with the Head of Department and then all the support needed by my line manager.

Delivering continuous improvement

College values that focus people in continually seeking to improve performance include:

- Continual Improvement.
- High Achievement.
- Sustainability.
- Innovation.

You have a strong focus on continuous improvement demonstrated through the high levels of communication and engagement and the ongoing encouragement for people to identify where improvements can be achieved within their team and individually. People recognise and value the significant investment you make to support their ongoing learning and development and there is a consistent understanding of the actions you have taken with regards to equality, diversity and inclusiveness to make sure you have a talented and diverse workforce.

In discussions people referred to annual conference presentations and work groups focusing on continuous improvements and to the team and individual self-assessments engaging all in seeking to improve personal and team performance. The availability of learning and development programmes with all encouraged to participate were also referred to as actions to continually improve.

You continue to use a range of external standards to measure and improve your people strategies and, as a result, you have achieved Investors in People Platinum status and the IIP Health and Wellbeing Good Practice Award. In addition to the current practices you are at the final stages of developing the Workforce Planning Strategy that aligns to the college Strategic Plan 2014 - 2020 and that will further sharpen the focus on the outcomes of the people strategies on overall performance. More direct measures include Teaching Qualification for Further Education achievements, student satisfaction rates, student attainment rates, student retention rates, staff retention rates, staff absence rates, employer satisfaction and the outcomes from planned learning and development activities.

Creating Sustainable Success

Discussions with managers and staff highlighted the College continues to have a clear focus on the future with priorities clearly understood at all levels and all engaged in short, medium and long term planning directly and through representatives. The engagement of people in self-reviewing their team performance with outcomes incorporated into faculty or departmental operational plans ensure all people have a clear understanding of the linkage of the strategic plans to operational plans and through individually agreed objectives, to individual contributions.

People are involved in the planning process through engagement in development of operational plans for their department, curriculum and faculty and individually through career reviews. There is also a range of work groups that staff are represented on with examples being the Academic Board, Equalities Group, Sustainability Group and Quality Enhancement Group.

"At our self-review we focus on what is good, what could be better and what will we do about it" - "we have a day for the team to get together for self-evaluation using the College E-Self Evaluation Process (CESEP). - "Change is always managed effectively" - "we are kept up to date by senior management and at our team meetings" - I have not worked in another organisation that is so open with staff".

In developing the plans senior management take into account external influencers or stakeholders with examples being the Scottish Government, South Lanarkshire Council , Scottish Funding Council, Skills Development Scotland and other education and training providers including New College Lanarkshire with whom there is a Lanarkshire Regional Outcome Agreement. Broader information is obtained from voluntary organisations, employers and community planning partners. In developing the plans considerations taken into account include population demographics, employment trends and employer and student requirements and expectations.

Through partnering with the various organisations within the community the college continues to deliver courses that full meet the needs of the community and employers and businesses within. Additionally South Lanarkshire College and its staff make positive contributions to the community through delivery of presentations to school pupils, providing work placements, making services available to people within the community and supporting local charities and events.

As a result of the levels of communication and engagement with people and all involved in the development of strategies that link to the strategic plan there is a clear understanding of the needs for change and I found that people believe that needs for change are well managed.

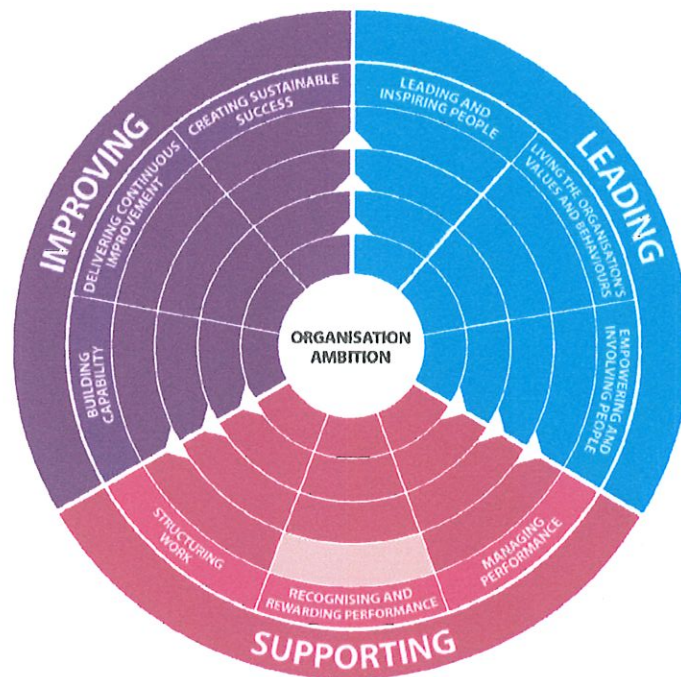
"At our self-review we focus on what is good, what could be better and what will we do about it" - "we have a day for the team to get together for self-evaluation using the College E-Self Evaluation Process (CESEP). - "Change is always managed effectively" - "we are kept up to date by senior management and at our team meetings" - I have not worked in another organisation that is so open with staff".



SOUTH LANARKSHIRE COLLEGE

As - IS - How you are currently placed with Investors in People 6th Generation

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SUMMARY OF POTENTIAL DEVELOPMENT AREAS

- As we have discussed there is an opportunity to deliver a refresher programme for managers on the 'soft skills' of leadership including recognition of performance.
- There is an opportunity to review the Management Charter and to review managers performance in relation to it at individual career reviews.

- Discussions highlighted a possible opportunity to have greater consistency in people self-reviewing their performance prior to their career reviews.
- You may wish to consider introducing a Staff Charter similar to the Management Charter.
- To further embed the values consider focusing on them more formally at career reviews through people agreeing a mix of job performance and values / behaviours objectives.
- Discussions indicated managers could be more consistent in trusting staff to make decisions to improve performance.

IIP Health and Wellbeing Good Practice Award

INTRODUCTION

As previously stated in the Investors in People section of this report South Lanarkshire College achieved Platinum status when assessed against the Investors in People 6th Generation Framework in May 2016. You were then assessed against the IIP Health & Wellbeing Good Practice Award in November 2016. While both assessments cover a three year period you have now decided to adopt an annual visit with one third of the people in scope involved in discussions each year and to maximise efficiency and effectiveness of the assessment activity we also agreed to conduct both assessments at the same time. As with the Investors in People 6th Generation assessment this is the first interim visit taking into account the HWB Good Practices Award.

GENERAL FINDINGS

South Lanarkshire College demonstrates a clear commitment to support the physical, psychological and social wellbeing of people and this aligns with the commitment to equality, diversity and inclusiveness with actions taken to break down barriers to work.

Your management charter defines the standards and behaviours managers should demonstrate when leading and managing their teams and ones that particularly focus on the health and wellbeing of people are:

- Be open and approachable.
- Encourage all staff to participate in the corporate life of the college and to take cognisance of the views of college staff.
- Ensure that communication throughout the college is effective and that all are encouraged to participate in open discussions.
- Encourage all staff to achieve their maximum potential through appropriate support and continuing professional development.
- Provide appropriate supportive feedback to staff.
- Lead by example.

Throughout my Investors in People and Health and Wellbeing discussions I found there continues to be a high level of respect for senior management and most other managers who are considered to have an open, approachable, supportive and caring leadership and management style. People feel they can approach managers if they need help and support without fear of repercussions or of confidentiality being breached and I was provided with examples of how people have raised work or personal issues and received appropriate support from their managers. Going beyond manager support I also found people consider there to be a culture where people help and support each other.

South Lanarkshire College has nine values that are at the heart of the way it operates and which are pillars for the College ethos. They relate to equality & diversity, passionate about our work, continual improvement, listening and acting on feedback, sustainability, community & social value, promoting health and safety and innovation. References were made to all having equal access to ongoing learning and development and throughout discussions people demonstrated a passion for their work.

While the values have continued to embed there is a possible opportunity to more formally engage people in behaving in line with the values by agreeing a mix of performance and values or behavioural objectives at their career reviews. You may also wish to consider the introduction of a Staff Charter that clearly defines the behaviours aligned to the values that managers expect from them.

Internal evaluation of your health and wellbeing practices include monitoring of staff retention rates and absence days lost with additional feedback obtained from the Mental Health Group, outcomes of staff surveys including the IIP online assessment, observation of performance and through the annual staff review discussions. In addition to internal evaluation of the impact of your health and wellbeing activities you use a range of good practice and quality standards to measure the impact of the actions you take and this has led to Investors in People 6th Generation Platinum status and the Investors in People Health and Wellbeing Good Practice Award with other awards including The LGBT Chartermark, Investors in Diversity and Leaders in Diversity.

“We have a health and wellbeing week for all with lots of stands and promotions” - “Healthy eating is promoted and we have a Friday food sale” - “management are always looking for things to do and we now have a choir” - “there is a very supportive and caring culture demonstrated from the top” - “I have walked the West Highland Way for charity”.

As with the Investors in People 6th Generation assessment there was an expressed view that some managers could be more consistent in leading in accordance with the management charter.

In addition to meeting the people I selected for involvement in the assessment discussions I again reviewed the family friendly policies, pension, life cover, sick pay, equality and diversity, childcare, a cycle scheme and gym membership. While the policies provide the direction for a consistent approach I noted through discussions that needs are considered on an individual basis based on circumstances. Health and wellbeing policies include the employee assistance programme, occupational health service, healthy eating promotions, optician services, free ‘flu jags’ and a discounted chiropody service. You hold health and wellbeing weeks when health organisations attend, promote their services and provide taster sessions. I also noted that staff and students from Faculty of Care provide a range of health and wellbeing services during the week.

While my findings under the categories of physical, psychological and social health and wellbeing are summarised below I found many instances where actions taken have an impact across all three.

Supporting Physical Wellbeing

The College has a range of benefits that support physical wellbeing and have recently reviewed and reintroduced them in booklet form and I found this to be appreciated by staff. The benefits include pension provision, a sick pay scheme, life cover, holiday provision and a range of family friendly policies. Additional benefits include childcare vouchers a cycle scheme, holiday discounts and salon & spa discounted treatments.

A range of activities are provided to support the physical wellbeing of people. They include a golf section, cycling, running and walking groups. A recent addition is a dance class. There is an established Scottish Slimmer's Group with healthy physical lifestyles promoted

"Healthy living is promoted with advice on smoking, weight loss and blood pressure tests" - "we get a free flu jab" - "we have the running club, keep fit, cycling and turbo trainers and we get Scottish Slimmer's sessions" - "we bet a personal copy of the benefits booklet".

Supporting Psychological Wellbeing

You have developed a strong team culture that encourages people to work together and to share knowledge and experiences. There are regular team meetings and a range of work groups that bring people together across the college. At the annual conference you have group activities that engage people in mixed groups. The focus on effective teamwork has been further strengthened through teams working together to self-evaluate the performance of the team.

Committees and work groups that engage people in team working include the Joint Negotiating Committee, Health and Safety Committee, Equality Group, Access & Inclusion Group, Gender Action Planning Group, Mental Health Group, LGBT + Equality Group and First Aider meetings. In addition to the purpose of the Groups there is a view they have enhanced the quality of team working and collaboration across the College. I also noted there are effective relationships with the trade union representatives.

A very popular activity is a Mindfulness programme that supports people in managing stress. As a result of the success of the activity an additional programme has been introduced with people within the community also having the opportunity to attend.

Other levels of support to people include an employee assistance programme with a confidential counselling service, a Chaplaincy service with representatives of different Faiths, and now including a Humanist representative visiting the College, a quiet room is available for prayer or other people needs. The Mindfulness programme has proved very popular with staff and you have now introduced an additional programme held at a later time in the day to accommodate people unable to attend the earlier session. You have also made the programme available to members of the public.

You have trained members of staff on the Assist programme to support staff and students and staff members have also been trained on Mental Health First Aid and Mental Health First Aid for Young People to provide help and support if required. The College has also receive recognition as a Dementia Friendly Awareness organisation.

"We have staff development sessions on mental health and wellbeing, for example transgender support" - "mental health is now talked about openly" - "we are supported through personal issues" - "we get great feedback from the top" - "we get counselling services"

Supporting Social Wellbeing

South Lanarkshire College promotes social wellbeing through a range of work and other activities. People continually referred to a strong team culture within the College with people willing to help and support each other. Specific work activities referred to that bring people together in seeking to make improvements that benefit the college, students and staff are the recently introduced Department, Curriculum and Faculty self-reviews that engage all with regular reviews at team meetings, there are the Principal's addresses and the annual Staff Conference that staff consider to be a social activity through the group sessions and informal networking opportunities.

Golf, cycling, running, walking groups and other activities introduced to support physical wellbeing also support people psychological wellbeing through people coming together socially to participate in the activities. As a result of staff requests you have recently introduced a dance group and a choir, both bringing people together socially.

POTENTIAL DEVELOPMENT AREAS - HEALTH & WELLBEING

- Review job descriptions to take into account the levels of responsibility for health and wellbeing.
- Review the impact the activities have on individual, team or faculty performance and consider the value of the activities in meeting needs at each level.
- Use 'at risk' audits to identify specific areas where stress or other health and wellbeing issues might arise and take appropriate action to minimise or eliminate the risks.
- During my discussions some comments indicated there may be an opportunity to discourage regular long hours working through taking breaks at appropriate times and finishing at the normal finishing time unless there are special circumstances.
- Focus on personal health and wellbeing at one-to-one discussions and agree an action plan to support people where a need is identified.

NEXT STEPS

I have arranged to meet with you on Tuesday 25th July 2017 when we will discuss the outcomes of the two assessments and agree a plan for progression towards the next interim assessment. The dates for the visits are as follows:

South Lanarkshire College	South Lanarkshire College	South Lanarkshire College	South Lanarkshire College
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First Interim Visit	Second Interim Visit	Third Interim Visit	Next Assessment Due Date
June 2017	March 2018	January 2019	January 2019

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