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1. Introduction

This workforce plan and strategy is the first for Fife College with a focus on how our colleagues will support the achievement of the College's refreshed strategy of 'Transforming lives' and to live the values within that strategy of:

- Student Centred
- Ambitious
- Inclusive
- Collaborative
- Integrity
- Innovative

As part of living these values, we commit to the Fair Work Convention recognising the importance of providing meaningful work and careers to our colleagues, both current and future.

This plan covers a five year period to allow sufficient time to implement, monitor and amend the actions to ensure we are meeting the College strategy and the aims of this plan.

This plan also explores the need to ensure we have a flexible workforce which enables us to be agile and make sound decisions based on empowerment and trust and which supports sustainable employment.

2. Workforce Plan Strategy

This Workforce Plan and Strategy is based on the framework that forms part of the Fair Work Convention. It identifies actions to support us to meet the requirements of the framework and more importantly, our refreshed strategy. There are measures by which we will assess our success and build on the actions as we progress through the lifetime of this plan.

2.1 Dimension One - Effective Voice

This dimension concerns both communication channels and the creation of an environment where conversations, including the challenging ones, are managed constructively by everyone. It is concerned with actively seeking the views of colleagues, listening to these and making a difference as a result.

We will:

- Regularly communicate what is happening and why in a meaningful way, engaging with our colleagues when it is possible and right to do so using a variety of methods including Fife Circle, roadshows, open forums and information sharing.
- Continue to work in partnership and strengthen relationships with the recognised Trade Unions.
- Have a meaningful professional review process, with communication at its heart, aligned to the strategic objectives of the College, which supports development of the individual now and for their future.
- Have self-aware leaders who coach and support others to achieve, innovate and succeed.
- Provide opportunities for colleagues to see change as business as normal and an opportunity to bring their own ideas for change, recognising the College continues to adapt to meet the changing external environment.

2.2 Dimension Two – Opportunity

This dimension includes recruitment as a way of providing opportunity into work and progression during someone's employment with us. It is about equality of opportunity for all with an emphasis on attitudes, behaviours, policies and procedures.

We will:

- Foster ambition and passion in our people in order we live our vision and values, creating a sustainable college - financially, environmentally and for careers.
- Ensure our policies and procedures support equality and a diversity of campus where there are no artificial or other barriers to employment, fair treatment or progression with us.
- Utilise more strategically and effectively opportunities for secondments, mentoring, industry placements and work shadowing to support partnership working with other organisations such as Universities, training providers and industry.

2.3 Dimension Three – Security

This dimension is around secure employment, income and allowing opportunities for people to manage their home and work life.

We will:

- Commit to keeping to a minimum the number of colleagues we employ on fixed term employment contracts as we are aware of the uncertainty this can create. We will only use these in certain circumstances such as a limited funding source, a short term requirement or for specialist, project activity.
- Commit to no redundancies however, we recognise this may not be possible to maintain over the life of this plan. Redundancy will always be our last resort as we recognise the uncertainty such situations can cause for our colleagues.
- Encourage an appropriate work / life balance to enable colleagues to perform well and to the best of their ability whilst they are working.
- Provide services to support colleague's wellbeing through campaigns and information sessions and in particular times of need, ensure colleagues can access professional, independent advice recognising it is our responsibility to support our colleagues in difficult times.

2.4 Dimension Four – Fulfilment

Fulfilment is an important part of work enabling people to use and develop skills as well as progress their careers.

We will:

- Ensure we have a balanced CLPL programme based on feedback from individuals and leaders on what they require as well as what the College identifies as essential knowledge, including the Professional Standards for Lecturers, using a diversity of learning methods including technology based, reflection, discussion focussed and peer observation.
- Undertake a skills assessment of all our colleagues which encompasses a wider perspective than what is required in their current role to enable the College and colleagues to bring all their skills and experience to the fore.

- Create a leadership of change agents who are self-aware and focussed on supporting colleagues to meet their career aspirations.
- Provide learning opportunities which supports and develops individual's digital capability to help the College reduce bureaucracy, improve processes, increase blended learning and move away from traditional teaching.
- Celebrate our successes internally from sending simple thank you cards to ovation awards and externally by putting ourselves forward for awards.

2.5 Dimension Five – Respect

This dimension involves recognising others we work and interact with as dignified humans and is a two way process between us as an employer and us as workers.

We will:

- Articulate our new vision and values, establishing positive behaviours to create a culture based on integrity and respect with a shared purpose focussed on improvement for learners, ourselves and our stakeholders.
- Continue to develop the Respectful College refocussing this on the new values.
- Ensure our policies with regard to respect are working and actively assisting in resolving concerns with an emphasis on speedy and informal resolution wherever possible.
- Continue to support national bargaining through active membership of the Employer's Association as well as positive engagement with the local recognised Trade Unions.

2.6 Measuring Our Success

We will continuously measure our success against the actions described above to track how we are performing against the five dimensions and thereby the Framework and Convention overall. Where we find through this, we can make improvements, we will do this.

Some of the measures of success we will use are:

- Compare staff survey results from the original in 2015 to one in 2019 and finally in 2022-23, seeing an improvement in response rates across each of the areas surveyed.
- By comparing HR metrics from the baseline to the end of this plan in relation to recruitment, absence, turnover, access to services and HR processes engaged.
- Achievement of the gold award for Healthy Working Lives and maintaining this standard for the period of this plan.
- By comparison of levels of engagement and responses to communications and forums held over the life of this plan.
- Through increasing numbers of ovation and recognition of success awards externally and internally received.
- Measure the impact of sustainability initiatives against factors such as cost benefit and enhanced working environment.
- Annually review the partnership working with the recognised Trade Unions to identify if, and how, the partnership approach can be improved.

- Monitor staffing costs as a proportion of income, addressing any imbalances through action in consultation with the unions and colleagues when appropriate.
- Monitor the number of days spent on CLPL activity in proportion to the number of working days.
- Refresh the Professional Development Review Process to ensure it supports both the career aspirations of colleagues as well as College requirements now and in the future.
- Develop the digital capability of all colleagues to support the continuous improvement agenda.
- Create, promote and monitor the uptake of opportunities which support partnership working. Use the skills assessment information as part of career succession and to identify people who might benefit from opportunities to utilise skills beyond their current role.
- Develop the leaders and future leaders to be adept at change management, coaching and supporting everyone to be as successful as they can be.

3. Flexible Workforce

The College requires a flexible workforce to enable us to be agile and make sound decisions based on empowerment and trust. We also need a flexible workforce where colleagues work across and within teams, supporting and benefiting each other, learners and other stakeholders. Achieving this will support both sustainable employment and College.

It should be noted that changes in funding, whether core or commercial, will impact on the shape of the workforce as will decisions made in relation to national bargaining, including any associated funding provided by our funding bodies reflected through curriculum planning. These will affect the numbers of people required in different curriculum areas and professional services.

We will:

- Continue to review the College's organisational structure to ensure we provide high quality, joined up services with new ways of working which improve quality, the service delivered and the experience of learners, equipping them with a holistic skill set to meet their future aspirations.
- Support the CLPL of colleagues to adjust and proactively meet the changes presented by an evolving curriculum portfolio with respect to content and delivery methods.
- Evolve the staff profile within Faculties through the changing emphasis of the curriculum. The changes include increasing the level of HE provision in the period of this plan with more university partnerships envisaged and lecturing colleagues being the main focus by which this is achieved. There will be an increase in the Modern Apprenticeship delivery by 10% which will be met by increased activity for work based and trainer assessors. There will also be an increased portfolio shared with schools through shared delivery and a variety of delivery methods.
- Increase the STE(A)M subjects uptake by 5% which means an increase in some disciplines, subject to investment, and a decrease in others not related to STE(A)M which will impact on the number of staff required in these curriculum areas. This is modelled in the Faculty Credit Forecast for the period 2017-18 to 2020-21, chart one.

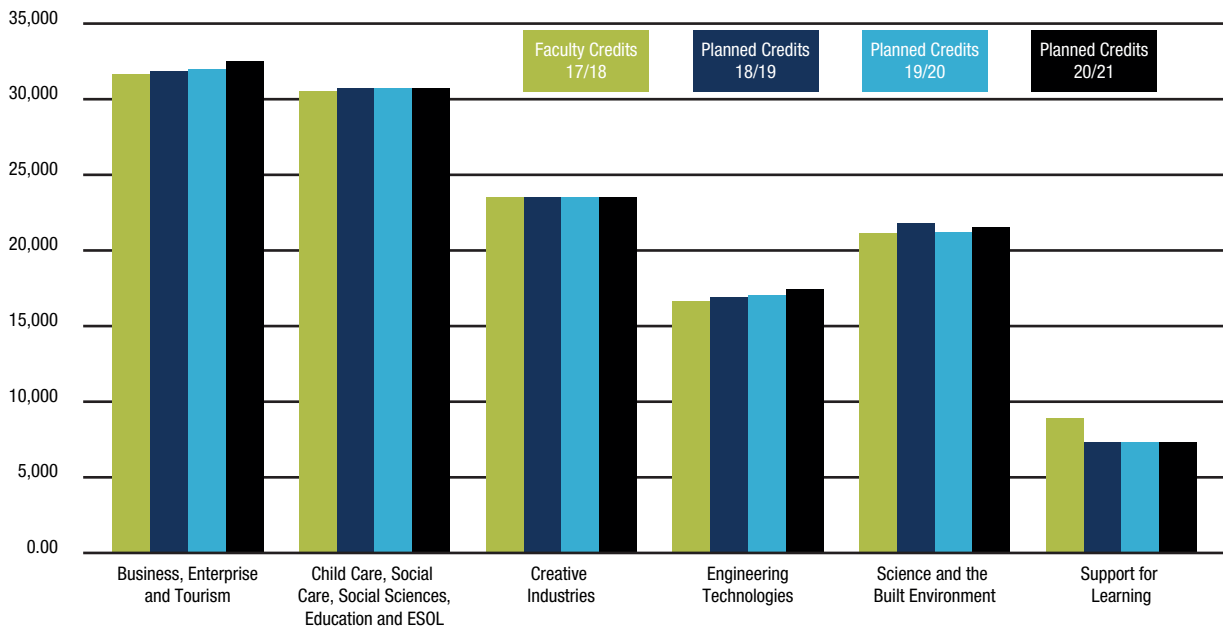


Chart One - Faculty Credit Forecast

- Further develop and support digital skills and digital learning opportunities by an increase of the online portfolio by 10% which may impact on the traditional face to face classroom delivery hours but will enable the College to increase enrolments due to the flexibility offered with staff facilitating and supporting e-learning.
- In Professional Services, there will be a focus on business process improvement and greater use of technology to reduce the requirement for manual data input with an emphasis on using originating data sources. This will impact on the number of colleagues required in these services and enable the focus to be on the customer, whether that is other colleagues, students or partners.

Taking all the above into account, the workforce profile will shift to one of a distribution of roles focussing on specialisms and core purpose. This impact on the staff profile between 2017-18 and 2022-23 can be predicted in chart two.

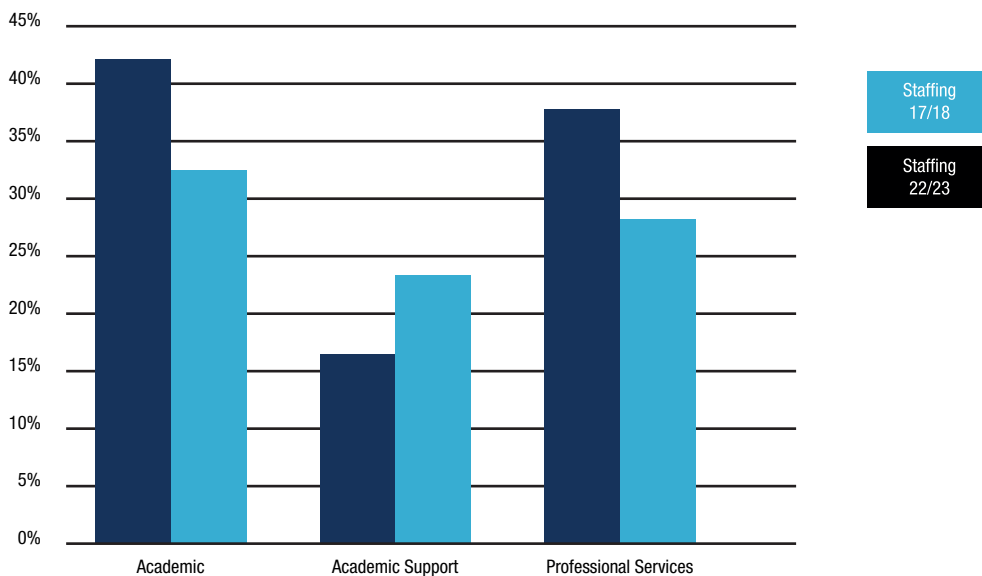


Chart Two – Staff Profile without Turnover and Recruitment

During the period of this plan, colleagues will continue to leave our employment and whilst statistics have been collected since the College was vested, these have been affected by the managing organisational change process which included a voluntary severance scheme. We are therefore basing our assumptions on turnover on the 2016-17 turnover rate of 6.5% voluntary and 4% non-voluntary.

Our recruitment activity will shift to reflect the changes described above and whilst we do not expect to continue making staffing efficiencies in each year of this plan, we anticipate there will be a requirement for some. We have therefore assumed a further 1% reduction in both the academic and professional services staff categories. The staff profile would then be predicted as seen in chart three.

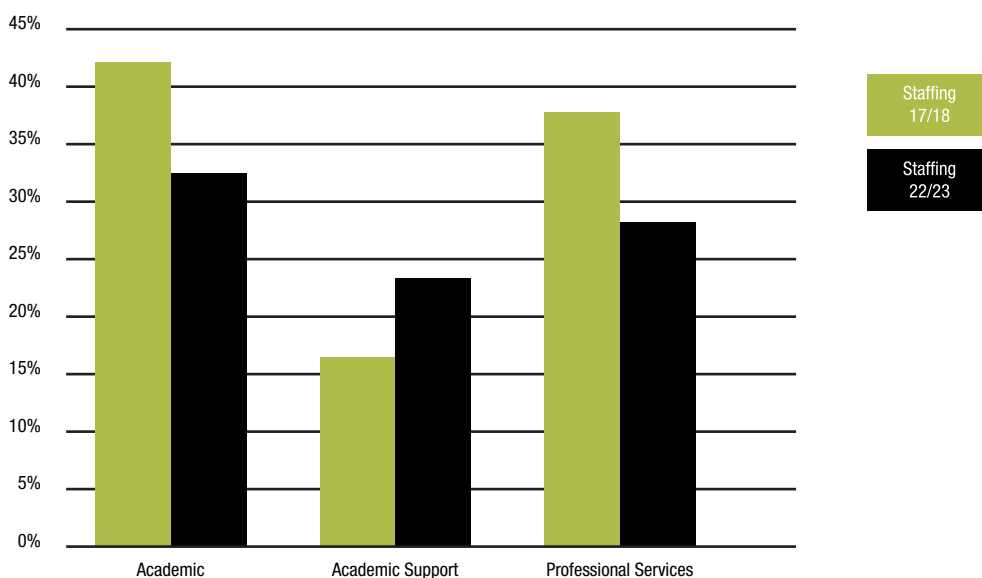


Chart Three – Staff Profile reflecting Turnover and Recruitment

One of the biggest challenges facing us is our aging staff profile, chart four, where it can clearly be seen that the number of colleagues aged between 60 and 69 increases from approx. 13% to around 31% and for those aged 70 and above from 1% to approx. 4%. We know from data already collected that whilst this age group might be the most likely to retire, the actual numbers who do so is low, looking at academic year 16/17, around 12% of leavers left due to retirement which equates to around 1% of the workforce.

We will therefore need to ensure we capitalise on the wealth of experience and knowledge of these colleagues helping them transfer this to others as well as support them whilst in work and to plan for their retirement.

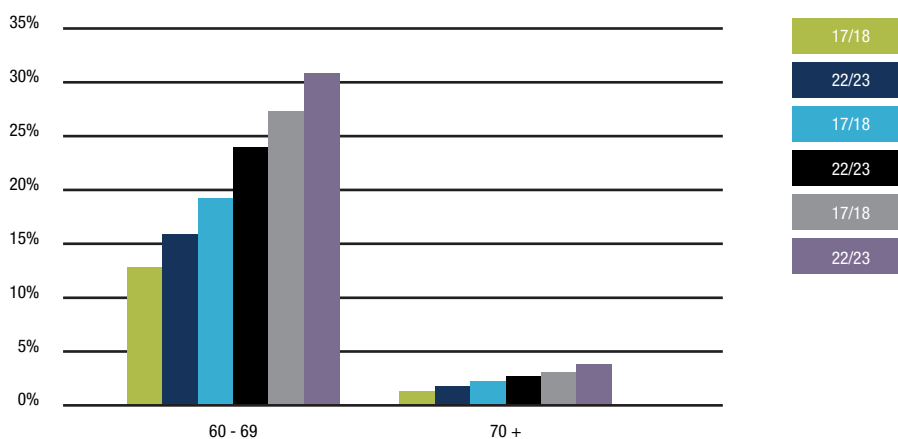


Chart Four – Aging Staff Profile

0344 248 0115
www.fife.ac.uk
info@fife.ac.uk



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