

Dunblane Hydro, Dunblane, 9am
Meeting Rooms: Strathyre/Strathspey

AGENDA

		Type	Lead
1	Apologies and Declarations of interest	Discussion	Trudi Craggs
2	Minutes and Matters Arising of Meeting of 23 February 2023 (Elements of paper 2 are withheld from publication on the Forth Valley College website under Section 33 Commercial Interests and the Economy of the Freedom of Information (Scotland) Act 2002.)	Approval	Trudi Craggs
3	Minutes of Committee Meetings 3.1 HR Committee – 20 April 2023 - Verbal	Noting	Katherine Graham
4	Principal's Report	Discussion	Ken Thomson
5	Chairs Update	Discussion	Trudi Craggs
STRATEGIC PLAN IMPLEMENTATION			
6	Consultation May 2023 (Paper 6 is withheld from publication on the Forth Valley College website under Section 38 Personal Information of the Freedom of Information (Scotland) Act 2002.)	Discussion	Kenny MacInnes
7	Forth Valley College Foundation – Grant applications Mental Health Mentors (Elements of paper 7 are withheld from publication on the Forth Valley College website under Section 38 Personal Information of the Freedom of Information (Scotland) Act 2002.)	Approval	Kenny MacInnes
GOVERNANCE			
8	Appointment of Vice Chair and Senior Independent Member (Verbal)	Approval	Trudi Craggs
9	Finance, Resource and Infrastructure Committee Remit	Approval	Stephen Jarvie
OPERATIONAL OVERSIGHT			
10	Review of Risk	Discussion	All
11	Any Other Competent Business	Discussion	All

FOR INFORMATION

Student Association Report

Board Calendar

Campus Energy Costs

(the Campus Energy costs paper is withheld from publication on the Forth Valley College website under Section 33 Commercial Interests and the Economy of the Freedom of Information (Scotland) Act 2002.)

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Falkirk Campus, Steeple Suite, 4.30pm

Present: Trudi Craggs (Chair)
Professor Ken Thomson
Hazel Burt (via Teams)
Lorna Dougall
Katherine Graham
Jennifer Hogarth
Alistair McKean
Emma Meredith (via Teams)
Ken Richardson

Apologies: Andy Caldwell
Paul Devoy
Claire Green, Forth Valley Student Association Vice President (FVSAVP)
Lindsey Hastie
Amber Little, Forth Valley Student Association President (FVSAP)
Liam McCabe

In Attendance: Alison Stewart, Vice Principal Finance & Corporate Affairs (VPFACA)
David Allison, Vice Principal, Infrastructure and Communications (VPIC)
Kenny MacInnes, Vice Principal Learning and Student Experience (VPLSE)
Stephen Jarvie, Corporate Governance and Planning Officer and Deputy Board Secretary (CGPO)
Rob McDermott, Quality Manager (QM) for B/23/006 only
Anna Vogt, Head of Inclusion and Student Services (HISS) for B/23/007 only

B/23/001 Apologies and Declarations of interest

None

B/23/002 Minutes & Matters Arising of Meeting of 8 December 2022 and 19 January 2023

Members considered the minutes of the meeting of 8 December 2022

a) Members approved the minutes

Matters Arising

The Chair noted that Health and Safety should be added to the Board agenda as a standing agenda item. It was also noted that the Board should have some training on Health and Safety responsibilities.

The Chair queried whether the analysis of energy prices mentioned in the minute was ready. The Principal commented that this information was not available yet but would be brought to the April meeting of the Board.

The Chair queried whether the strategic business case for the Skills Transition centre had been issued to members. It was confirmed that the timelines for all the Falkirk Growth Deal Outline Business cases had been pushed out by 6 months. The draft business case would therefore be presented to members at the June Board meeting

Members considered the minute of the meeting of 19 January 2023.

a) Members approved the minute

B/23/003

Minutes of Committee Meetings

3.1 Learning & Student Experience Committee 9 February 2023

The Committee Chair outlined the business considered at the meeting. She informed members that the Committee had requested information on how the College demographic profile compared to the region and noted that this had been provided.

She reported that the Education Scotland report had been well received by the Committee who had recorded their thanks to all the staff involved in the successful outcome.

She informed members that there had been a demonstration of the interconnectivity of a wide range of systems used to support the student journey and help students to remain in College and achieve their outcomes.

She outlined discussions that had been had regarding the development of an overarching College dashboard and reported that members endorsed exploring the idea but recommended this be put in place if it would demonstrate wider utility than only as a committee report.

The Chair queried whether any of the activity covered would be useful for the Board to see also.

Following discussion, it was agreed that a portion of the upcoming Board strategy day would be devoted to consideration of the range of dashboards and the information covered, as well as the student journey and Performance Indicator Performance Tool.

a) Members noted the content of the update

B/23/004

Principal's Report

(Elements of this section are withheld from publication under Section 33 Commercial Interests and the Economy of the Freedom of Information (Scotland) Act 2002.)

The Principal presented members with his report on activity since the last meeting of the Board.

He discussed the successful opening ceremony for the Falkirk campus which was attended by Jamie Hepburn MSP, Minister for Higher Education and Further Education, Youth Employment and Training on 6 December 2022.

He noted the appointment of Kenny MacInnes as Principal and expressed his congratulations on this. He informed members that with the appointment of an internal candidate and following discussions with the Chair, it had been agreed to bring his retirement date forward to 30 April 2023.

He informed members that the Leadership Management Team (LMT) were developing a number of scenarios to address the anticipated budget shortfalls the college sector is facing. He also outlined some of the current national context driving this issue forward.

[REDACTED]

He reported to members on the College bid for Falkirk Growth Deal funding and expressed his disappointment that, despite the College proceeding apace with this work, the project management office in Falkirk Council had decided to delay the process by up to a year.

He discussed his involvement in a number of national reviews for the tertiary education sector, noting that there were currently six of these ongoing and confirmed he would bring further information to the Board.

a) Members noted the content of the report

B/23/005

Chair's Report (Verbal)

The Chair congratulated Kenny MacInnes on being appointed Principal, noting that it had been a comprehensive recruitment process with some strong candidates.

She updated members on recruitment for non-executive Board members, confirming that one of the potential members had regrettably withdrawn their application. She informed members that the recommendation for the remaining successful candidates had been made to Ministers along with a request for permission to approach potential additional candidates without repeating the entire recruitment processes given member numbers. The College expected to have a response in the following couple of weeks.

She reported on a recent meeting of the College's Scotland Chair's group and commented on some inputs from SFC. She also reported on the desire from the Chair's group for there to be a more developed strategic direction for College's Scotland.

She informed members that she, along with members of the College SMT, would be meeting with SFC the following week to discuss a number of issues.

a) Members noted the content of the report

STRATEGIC PLAN IMPLEMENTATION

B/23/006 Education Scotland Annual Engagement Visit Report

The QM presented the outcome from the Education Scotland annual engagement visit and highlighted a number of key areas.

He confirmed that the College had been rated as “Satisfactory” which is the highest rating possible. He emphasised that within the report there are 40 areas of positive feedback and only 2 minor areas identified for improvement.

He discussed feedback received from the student members of the visiting team who spoke to a number of students throughout the campus at random and reported back very positive feedback from the students interviewed.

He outlined the two areas identified for improvement and the actions being taken.

The VPLSE noted that he met with John Laird, the Education Scotland lead for the College, fortnightly and shares a lot of information such as LMT and Board papers in these meetings to keep him up to date on developments.

Members queried if lessons learned in these visits are shared across the sector. The QM noted that there was a sector quality network where this information is shared among peers.

Members queried where the report would be sent to next. The VPLSE informed members that the work of Education Scotland was contracted by SFC so these reports would go to them, including the College’s Outcome Agreement manager.

The Chair noted that there was a disconnect between good performance and funding levels and confirmed this would be one of the points raised at the upcoming SFC meeting.

a) Members welcomed the content of the report and asked that their thanks be passed to all involved.

b) The Chair confirmed she would issue a communication in regards to this

GOVERNANCE

B/23/007 Public Sector Equality Duty Interim Report

The HISS presented the Public Sector Equality Duty (PSED) Interim report to members for consideration and approval.

She outlined the College's duties in relation to equalities duties including reporting on progress towards mainstreaming the PSED.

She highlighted that the report being presented covered progress rather than impact, which would be covered in the mainstreaming report at the end of the current cycle. She reported on the work being done to develop data to underpin each of the outcomes.

She also highlighted the importance of the Equalities Impact Assessment (EQIA) process as a tool to support managers and the Board to be aware of the impact of decisions.

She covered a number of key outcomes in the report, engaging with identified groups and strengthening staff training.

Members welcomed the data focussed approach as this would allow the College to clearly demonstrate progress.

Members noted that the College can be a catalyst for change and, given the strong partnerships in place, queried whether the College engaged with partners to support PSED activity. The HISS confirmed this does happen, giving a recent discussion on the topic of child poverty with partners to illustrate the point.

Members queried what the biggest challenge to achieving the PSED goals was. The HISS noted that the largest challenge is in relation to capacity to take forward new developments and engage with all staff.

Members queried whether partner agencies could assist with this. The HISS confirmed specialist partner agencies such as Rape Crisis were actively engaged with the College.

Members queried whether the College was able to access additional funding to help. The VPLSE noted that, while there were pots of money for discrete areas of activity these are often time bound and the challenge is how to mainstream this support.

Members queried if there was anything the Board could do to support equalities.

Following discussion, it was agreed that the EQIA portion of the paper template should be strengthened to allow the Board to fully consider equalities matters.

Members also welcomed the opportunity to discuss issues with managers and it was recommended some managers be invited to the Board strategic session to give an overview of their areas to members.

- a) Members approved the Public Sector Equality Duty Interim Report

B/23/008

Fuel Change

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted text block]

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B/23/009

Support for the relocation of the University of Stirling's Clinical Skills Faculty and a Health and Social Care Centre of Excellence for Alloa Campus

[Redacted text block]

B/23/010 Voluntary Severance Scheme 2023-2026

The VPFACA presented a Voluntary Severance (VS) Scheme for 2023-2026 for member's consideration. She noted that she was seeking approval to submit the VS scheme to SFC as any VS scheme requires their approval.

She outlined the anticipated upcoming funding challenges with a proposed deficit of £2.5m for 2023/24 and current mixed messages coming from SFC and Scottish Government on what the funding levels will be.

Any savings that are required would need to be in place for the start of the new academic year so the proposed VS Scheme would allow the College to open a consultation in March which could reduce the number of staff potentially at risk when the wider consultation is opened.

She outlined the need to demonstrate affordability of the scheme to SFC and discussed the means to fund this but stressed this would only be for the first year and that further years would depend on funding settlements.

a) Members approved the Voluntary Severance Scheme for 2023-26 subject to Scottish Funding Council approval

B/23/011 Review of Audit Committee Remit

The VPFACA presented an updated remit for the Audit Committee. She informed members that she was seeking approval for the Audit Committee to have delegated authority to appoint the College Internal Audit providers.

a) Members approved the updated remit for the Audit Committee

B/23/012 Review of Risk

Members highlighted the Fuel Change issue as a risk as outlined above.

B/23/013 Any other competent Business

None

1. Purpose

To present to the Board of Management the fortieth Principal's report on key and strategic activity undertaken since the Board meeting in February 2023.

2. Recommendation

The Board should note and comment on the activity undertaken by the Principal since the 17th February 2023 Board meeting.

3. Key Highlights

3.1 At the Board Residential on the 27th April 2023 I will showcase and discuss the opportunities that could be afforded by the College through the current reviews and reforms of education across all sectors of Scottish education. This will include the Hayward Review on Qualifications and Assessment and the potential for the new Scottish Certificate for Educational Achievement (working title previously Scottish Diploma of Achievement). I have been a member of Professor Hayward's Review since the start of last year and we have now developed a really exciting approach which should benefit all learners. I will also update on the SFC's Cohesion and Sustainability Review of Tertiary Education and the James Withers Review on Skills Development Scotland. As a Board member of SQA and Chair of the Qualifications Committee, I have a very close eye on the new SQA as recommended by the Muir Report. I will also update on Scottish Governments Purpose and Principles Review of Post 16 Education and a heads up on the National Conversation for Scottish Education. In addition, there's also the Smith Career Review which reported in March 2023. There's a lot happening in what Scottish Government are terming "the educational ecosystem for Scotland". There was a real risk this was being undertaken in silos with little cross referencing across reviews, I am confident 😊 we will see a coherent overall strategy for education in Scotland and huge potential for Forth Valley College in helping schools, industry and stakeholders interpret and take advantage of the outcomes.

3.2 Following the appointment of Kenny MacInnes as the next Principal of Forth Valley College I was delighted, and hopefully not stealing Kenny's thunder, with the appointment of Sarah Higgins-Rollo as Vice Principal for Learning and Student Experience. Sarah has led on our University College Health Partnership and was the Director of Curriculum for Care, Sport and Construction. Both Kenny and Sarah will take up appointment on 1st May 2023.

Can I also repeat my thanks to all Board members, to those that Chair Board Committees and those involved in the bespoke Estates Project Board for the construction of the new Falkirk Campus, for their excellent support and encouragement over my time as Principal. In particular I'd like to put on record my thanks to my three Chairs, Hugh Hall, Ross Martin and Trudi Craggs for their belief in me and in the college and their wise advice and enthusiasm through good times and tough times. The reputation of our Board in Scottish Government and SFC for quality governance is well recognised and deservedly so.

3.3 Our Chair, Trudi Craggs, Kenny MacInnes as Principal Designate and myself met with Karen Watt, CEO of SFC and Alison Meldrum, our Outcome Agreement Manager in an introductory

face to face meeting in March. I'm pleased that Karen is making every effort to join the Board residential on the 27th April to talk about the role of SFC, Colleges and Universities in a tertiary education sector.

On Thursday 13th April we received notification from SFC of the anticipated flat cash settlement for 2023/24. Whilst recognising this is a rollover of the sums for 2022/23 it does not take into account inflation nor any future pay award and is in effect a real term cut. My LMT, under the leadership of Kenny MacInnes, have been working through a number of scenarios which have allowed us to balance the budget but with necessary reductions in staffing and volume of activity. The consultation document will be presented at the Board meeting.

- 3.4 On Tuesday 25th April I will be reporting to the College Principals Group on my successful negotiations with the School Leaders Scotland as the membership body to represent Principals and Vice Principals. This falls on the back of the difficult situation at South Lanarkshire College. School Leaders Scotland (SLS) is the Scottish arm of the Association of School and College leaders (ASCL).

4 Networking and Presentations

- 4.1 Since the last Board meeting mid-February I have chaired a CDN Expo event held at the Falkirk Campus on the subject of Professional Learning. This was the third time I had chaired the CDN Expo on Professional Learning, the first in 2021 on how Colleges had managed the pandemic, in 2022 on innovation post pandemic and this year on managing change. It was a hybrid conference with 40 individual's in the room and 60 on-line and received good recognition on social media.

In mid-March I was also a presenter on a CDN programme entitled, "Supporting economic development in a regional economy". The event was hosted by Ross Martin and was aimed at Scottish College Board members and was another successful event with 25 attendees from throughout Scotland.

- 4.2 Other events include giving a presentation and Q&A to new lecturers undertaking their TQFE, being key note speaker at Galashiels Academy and presenting Wellbeing Awards to over 150 recipients. This was an excellent evening and the Gala Skills was a really interesting take on SDS's meta-skills, recognising the value of self.

5. Key Meetings

- 5.1 As a Board member of SQA and the Board representative on the new Delivery Board for the new SQA I have had a busy couple of months with two SQA Board meetings, two meetings of the Qualifications Committee and an SQA Audit Committee, as well as three meetings of the Delivery Board.

I also chair the Institute of Directors National Education, Learning and Skills Round Table and have contributed to the Scottish Government Purpose and Principles of Post-16 education previously noted in this paper. I have also attended three meetings of the Independent Review Group meetings of the Hayward Review on Qualifications and Assessment.

- 5.2 Kenny MacInnes and I now attend weekly meetings with Trudi as part of Kenny's handover and induction to share intelligence, direction and support. I've also met twice with the Student Association.
- 5.3 Since the last Board meeting I have met with Jeremy Balfour MSP, in his capacity as a member of the Cross Party Group in the Scottish Parliament on Disability, in response to an issue over Gender Neutral toilets. I have also met with the Leader of Falkirk Council, Cecil Meiklejohn and Councillor Garner and Councillor Sinclair as Convenors of Education and Planning respectively. I have had a number of very pleasant meetings with key leaders across the region who wished me all the best in retirement and include Kenneth Lawrie, CEO Falkirk Council, Chris Kane, Leader of Stirling Council, Cathie Cowan CEO NHS Forth Valley; Linda Pooley, Deputy Director Colleges, SFC and Workforce and Pauline Radcliffe, CEO of Scottish Credit and Qualifications Framework (SCQF).

On College business I met and had lunch in the Gallery Restaurant with David Phillips, MD for McGills Buses who have recently taken over the Central Scotland bus routes. He was responding to a complaint from students over timetabling and was keen to highlight supportive changes they will be making to their routes to improve travel.

I also met with Stuart Collings, MD Ineos and Terry Banham, HR Director Ineos and Kenny MacInnes and I will also be meeting with Craig Arthur of SP Energy Networks on Monday 24th April.

6. Colleges Scotland (CS)

- 6.1 There has been two meetings of the College Principals Group (CPG) since the last Board meeting and a strategic session for Colleges Scotland Chairs and Principals which culminated in a dinner at the Gallery Restaurant, which received excellent reviews.

The Gallery Restaurant also hosted the farewell dinner for Jim Metcalfe who was moving from CEO of CDN to Principal of Fife College. Jim took up appointment at Fife College on 17th April.

7. Community Planning Partnership

- 7.1 There has been one meeting of the Falkirk Community Partnership since mid-February and one meeting of the Falkirk Growth Deal Board.

8. Financial Implications

None

9. Equalities

Assessment in Place? – Yes No

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

10. Risk

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

	Likelihood	Impact
Very High		
High		
Medium		
Low		
Very Low	X	X

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

Risk Owner – Ken Thomson

Action Owner – Ken Thomson

12. Other Implications –

Communications – Yes No

Health and Safety – Yes No

Paper Author – Ken Thomson

SMT Owner – Ken Thomson

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1. Purpose

To seek approval from Board of Management to submit a proposal to the Arm's Length Foundation to continue a portion of the Mental Health and Wellbeing Service in academic year 23/24.

2. Recommendation

That members consider the content of the paper and approve the submission so that it can progress forward to the Arm's Length Foundation.

3. Background

As part of the [Scottish Funding Council's Outcome Agreement Guidance](#), all colleges and universities were advised to create a Mental Health Plan to support the mental health needs of their students. The [Scottish Government's Mental Health Strategy 2017 – 2027](#) states that “students of further and higher education face some unique challenges, but we want to ensure a consistent level of support for mental health across the country. These education settings also provide opportunities to help address stigma and discrimination, and support efforts towards self-management.” This has become even more apparent as students move through and out of the pandemic and in October 2021, the College launched its [Mental Health Plan 2021 - 2024](#).

The number of students disclosing mental health conditions and general poor mental health has increased significantly over the last five academic sessions (see Appendix 1, Table 1). Previously, students requiring support could access the Learning Support, Support and Guidance and Counselling teams but there was a gap in the College's provision around supporting students with specific mental health needs where support needs to be tailored to sustaining at College, building capacity and developing coping strategies.

3.1. Mental Health – Academic Sessions 17/18 to 20/21

It is useful to understand the context that the college was operating in pre-pandemic because services to support students were already managing a high level of mental ill-health disclosures. Despite the increase in the number of students needing support, the College had mainly absorbed this support requirement into its core college staffing with very little adjustment. There were a few sources of funding that were awarded to support the mental health of students but these were time limited and normally only funded a small project or single post.

Inclusion and Student Services have worked hard over the last few academic sessions to hone services to meet the needs of students. Services have been streamlined to reduce the need for multiple disclosures, to ensure that students get the right support at the right time and to develop the College's support for specific groups, such as care experienced students. The new Access and Inclusion funding model has provided us with the flexibility to offer support to a wider range of students and over the last session, the College has also enhanced support to students through

academic teaching teams as the move away from the traditional Extended Learning Support model to a more inclusive model of support continues.

3.2. What additional funding did the College receive for mental health support?

3.2.1. Counselling

In session 2019/20, Scottish colleges and universities were awarded four years of funding from the SFC to facilitate the delivery of counselling to students (see Appendix 1, Table 2).

While this funding was felt much needed, the sector has fed back to the SFC that counselling, as a mental health intervention, is not for all students. This intervention requires commitment and a willingness to want to unpack the 'whys' around why someone may be feeling the way they are feeling. Not everyone is ready to do this and so a range of mental health interventions are required to support students in colleges and universities.

The College's mental health services were revised in session 21/22 to offer enhanced and timelier support to students. For counselling this meant that the College now used both employed counsellors and a bought in counselling service. This bought in service allowed for flexibility and the ability to scale up and down based on demand. Last session, the counselling service did not operate a waiting list. This was the first time in the last five academic sessions that this has happened. There was also no waiting list in session 22/23.

3.2.2. Wellbeing

Throughout academic sessions 17/18, 18/19 and 19/20, it became apparent, through feedback from staff and students, that services to support students still require a specific model to support students with their mental health as they move through their journey at College. This became even more apparent as students move to a post-pandemic environment.

In 21/22, the SFC awarded the sector additional funds to support mental health and wellbeing of staff and students in a more flexible way. The [guidance](#) had some requirements but institutions were allowed to use their own data and knowledge to shape their services. Forth Valley College was awarded £217,000 and this was spent on a new team to support students and a project to support staff mental health and wellbeing.

This funding was announced in June 2021 and was to be spent in session 21/22. This proved to be very challenging for all colleges however, despite the challenges around creating an outline of a service, designing job roles, recruiting and on boarding new staff, the new Mental Health and Wellbeing team were up and running in February 2022. This team currently consists of;

- 1 FTE Mental Health Co-ordinator
- 2.78 FTE Mental Health Mentors
- 0.5 FTE Counsellor

- An external counselling service
- 0.5 FTE Administration Assistant

This service continued into academic session 22/23 and was funded making use of the SFC mental health money that the College was allowed to carry over, counselling funding and a contribution from the Arm's Length Foundation.

4. Key Considerations

4.1. What is the proposal for mental health and wellbeing support for session 23/24?

Now that the counselling and mental health funding are both coming to an end at the end of session 22/23, there has been a review of our mental health provision in line with the College's current funding position.

It is important to note the context within which the College delivers support and what the ultimate aims of the organisation are. The College is an education provider and support should be designed in such a way that acknowledges that;

- The College is not a clinical setting or health provider
- Students need an active enrolment to access our services
- Students may be withdrawn or choose to withdraw at any point
- Funding for students is finite – they cannot stay with the College forever

Over the last few academic sessions, the Inclusion and Student Services team have been working towards a model of capacity building so that students do not become reliant on the support the College delivers. The Inclusion and Student Services team have also worked to build up strong links with external partners to ensure a scaffolding of support for students in need should they disengage from College. This is why both the counselling and Mental Health Mentor services have been designed as time-limited interventions where other, longer term support is explored as the service is coming to an end.

When reviewing our existing provision and the potential funding available, it was deemed that the Mental Health Mentor service aligns more with the goal of the College as an education provider and that other partners offer a counselling service that the College could signpost to (see Appendix 1, Table 3)

Therefore, it is proposed that for session 23/24, the College offer limited mental health support and request funding from the Arm's Length Foundation for £85,480 for 1.78 FTE Mental Health Mentors and 0.2 FTE Management Support only.

4.2. What do the Mental Health Mentors offer?

The Mental Health Mentor role was new to the College in session 21/22. This role was specifically designed when the additional funding was announced. The role was designed to fill the gap that

student support and teaching staff had identified around students being mentally ready and resilient to learn.

The Mental Health Mentors support students on a one to one basis. They tend to support students who are experiencing moderate to high levels of poor mental health or have a diagnosed mental health condition. The emphasis of this service is around supporting students to sustain and achieve at College while developing their personal resilience skills and capacity building to navigate life after college, in a mentally health context. This type of support is different from support in a therapeutic environment or support in a capacity that focuses solely on the educational needs of the student.

The Mental Health Mentors will assess any student who is referred to the service within three working days after a referral and will either make an appointment to create a Wellbeing Plan with the student that can last up to eight weeks or signpost on to a more appropriate service, either internally or externally.

While this service is supportive and confidential, the Mental Health Mentors work collaboratively with those also involved in supporting the student, including Curriculum Managers, teaching staff and members of the Inclusion and Student Services team to ensure a holistic support service is provided. This service does not replace support that a student may be receiving from the NHS but will seek to compliment it, with a focus on positive educational outcomes.

5. Resource Implications (Financial, People, Estates and Communications)

There is impact from moving to a reduced mental health support offering and this has been highlighted to the SFC by senior leaders across the sector, both in [the press](#) and in the form of a [letter from college principals](#). The sections below outline the impact of this proposal on the College and its staff and students.

5.1. Impact on Jobs

The initial impact will be for the Mental Health and Wellbeing service. The College will see the removal of;

- [REDACTED]
- [REDACTED]
- [REDACTED]
- [REDACTED]
- External Counselling Provision

5.2. Impact on Students

There will also be an impact on students moving forward (see Appendix 1, Table 2). The proposal is that the College no longer offers a counselling service and instead signposts students to the NHS and third sector counselling providers, like [Cruse Bereavement Support](#) and [Wellbeing Scotland](#). It is likely that all of these services will have a waiting list however, it is felt that, while counselling is a very worthwhile intervention, it is non-directive and not particularly focussed on supporting students to stay at College and achieve.

There will also be a reduced capacity of Mental Health Mentors. This means that the Mental Health Mentors will need to ensure that they are working within the parameters of the service; there will be no flexibility for additional sessions and the service may have to run a waiting list. Therefore, it is anticipated that the Mental Health Mentors will still be able to support the majority of referrals that come through to them in an effective way.

5.3. Impact on Inclusion and Student Services and the Wider College

The Mental Health Mentor service has worked collectively with other support areas, Learner Development Workers and lecturers to support students in a holistic way (see Appendix 1, Table 4 for numbers of students accessing multiple services). The reduction in counselling and Mental Health Mentors will potentially mean an impact on colleagues, especially Support and Guidance Advisors and Learning Support Advisors who have felt the benefits of the Mental Health mentor service most keenly, especially around workload pressures and safeguarding referrals.

Collaboration between Learning Inclusion Facilitators, Learner Development Workers, Support and Guidance Advisors, Learning Support Advisors and Mental Health Mentors will need to enhance further and become more effective to ensure that no one group of staff end up shouldering the burden of the removal of mental health support. There is not enough resource in the Support and Guidance Advisor or Learning Support Advisor roles to absorb any additional need for support from students and **all staff** must commit to understanding the support available at College and the support that students should be sign posted to externally.

However, it should be acknowledged that without any mental health support in place at the College, there would be an even more significant impact on staff workload and wellbeing.

6. Equalities

Assessment in Place? – Yes (see Appendix 2)

- 7. Communities and Partners** – The College will have to increase its mental health referrals to external partners. This will have an impact on our NHS and third sector partners' workloads.
-

8. Risk and Impact

Please complete the risk table below. Risk is scored against Likelihood x Impact, with each category scored from Very Low through to Very High. Risks should be robustly scored and, if the combined score (Likelihood x Impact) is higher than the Board Risk appetite for the risk category identified, additional justification must be provided on why this risk is necessary.

If the paper is an approval, please reflect on whether the approval will have any direct or indirect impact for any other areas of operational activity internally or externally within the College – Yes

	Likelihood	Impact
Very High (5)		
High (4)		X
Medium (3)	X	
Low (2)		
Very Low (1)		

Total Risk Score – 12

The College has a Strategic Risk appetite for categories of risk as defined by the Board of Management. Decisions being taken at LMT/SMT/Board level must have cognisance of this. Please indicate the single most relevant risk category in the table below.

BoM Risk Categories & Risk Appetite (Select one area only)			
Cautious <15	Open 15> <20	Eager >20	
Governance	Strategy	People	
Legal	Financial	Project/Programme	
Property	Reputational	X	
	Technology		

The main risks in not supporting this proposed funding application are;

- Retention and achievement rates will be negatively impacted by students' poor mental health and their ability to cope at College.
- There is an increased risk to students as demand on College support services and that of other staff increase.
- Staff mental health will be further impacted by the rates of disclosures around mental health and the lack of support available to manage these disclosures.

Is the score above the Board Risk Appetite level? No

Risk Owner – Kenny MacInnes

Action Owner – Anna Vogt

Paper Author – Anna Vogt

SMT Owner – Kenny MacInnes

Appendix 1 – Associated Data from Mental Health and Wellbeing Service

Table 1 - Mental Health Related Disclosures

	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23(YTD)
Mental Health - Learning Support	269	276	376	389	337	388	337
Safeguarding	39	71	56	55	90	136	152
Counselling	69	80	128	134	173	154	126
Mental Health Mentors						73	240

Table 2 – SFC Funding for Counselling

Year	Amount
19/20	£92,000
20/21	£92,000
21/22	£118,500
22/23	£62,000
Total	£364,500

Table 3 – Conversion Rates and Retention

Referral Type	Number Referrals	Number Engaged	Conversion Rate	Retention Rate (of students who engaged)
Counselling	126	77	61%	88%
Mental Health Mentor	240	161	67%	95%
Total	366	238	65%	93%

Table 4 – Multiple Interventions by Number with Retention Rates*

Intervention Type	Number	Retention
MHM Only	37	95%
with Counselling	1	100%
MHM and SGA	53	92%
MHM and LSA	57	97%
with Counselling	1	100%
MHM, SGA and LSA	14	100%
with Counselling	2	100%

*College wide retention for session 22/23 is currently 81%

Equality Impact Assessment (EqIA)

The purpose of this document is to ensure that decision makers consider the impact of their policies and procedures on those who share protected characteristics. An EqIA should be undertaken for new practices or changes to current practices that could directly or indirectly affect staff, students and stakeholders.

Title of the Action Considered:	Mental health Mentor Service
Impact Assessed by:	Anna Vogt
Signature(s) of assessor(s):	
Date of Impact Assessment:	14 th April 2023

Step 1: (a) Identify the aims of the action.

<ul style="list-style-type: none"> (i) What is the purpose of the action? (ii) Why has this action been come about? (iii) How does the action seek to achieve its purpose?
<ul style="list-style-type: none"> 1) The purpose of the action is to reframe the provision for supporting students' mental health at College. 2) Additional funding has come to an end therefore a funding bid to the Arms' Length Foundation is being made. 3) To seek additional funding in order to continue a portion of the Mental Health and Wellbeing Service to ensure some mental health specific support is available to students despite the College's financial position.

Step 1: (b) Identify who is affected by the action.

<ul style="list-style-type: none"> (i) Who benefits from this action? (ii) How does the group of people benefit from the action? (iii) Who does not benefit from the action? Is anyone disadvantaged either directly or indirectly? (iv) If so, how is the group of people disadvantaged by this action?
<ul style="list-style-type: none"> 1) All students could potentially benefit from the implementation of the plan as everyone has mental health that needs to be supported, much like physical health. Those suffering from poor mental health or a diagnosed mental health condition will be of particular benefit. 2) Students benefit by the development of systems and support services that are evidence based and needs-led. 3) No one is directly disadvantaged by the implantation of the plan as students can choose whether to engage with it or not. There may be some groups who are further than accessing support than others. 4) There are some societal barriers to some groups accessing mental health support.

Step 2: Consultation

Where an action is organisation specific, it can be useful to consult those that will be directly impacted. This may not always be appropriate or proportionate. It may be useful to explore other types of information available such as college data, Listening to Learners, cultural surveys etc.

Is a consultation required for any stage of this process?	
<input type="radio"/> Yes	<input checked="" type="radio"/> No
Detail why there is a need or no need for a consultation.	
This EqIA is around the impact of changing the Mental Health and Wellbeing Service because of financial constraints. Consultation will take place in other places and information will be gathered from there.	
Where a consultation was identified as being proportionate and appropriate	
(i)	Outline the analysis of the data gathered during the consultation
(ii)	The recommendations identified following this analysis
N/A	

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Step 3: Consider the evidence and assess impact by protected characteristic.

- (i) What data or evidence have you used to consider the impact of the action on each protected characteristic? For example student/staff demographic data; consultation responses; national data/reports. If you lack data/evidence, where else could you look for/gather data? Is this reasonable/proportionate to the change proposed?
- (ii) Referring to the evidence you do have available, would this policy positively or negatively impact on those who share protected characteristics?
- (iii) If there is an identified impact, where negative, detail the action required to mitigate this impact. Where positive or no impact, are there any other actions that could be identified to further enhance the positive impacts of the action?

Protected Characteristic	Evidence	Impact	Action Required
Disability	<p>There has been a dramatic increase of students disclosing poor mental health. This can be seen in the Learning Support disclosures, the Student Services numbers, and the number of referrals to the Mental Health and Wellbeing Service and the rise in Safeguarding incidents.</p> <p>Retention rates of those students accessing current mental health provision is higher than the College average.</p>	Positive	<p>The aim of this service is to continue to embed mental health support across the organisation. Despite the reduction in provision, it is anticipated the support will continue to improve retention and achievement of this group.</p> <p>The reduction in provision could potentially have an impact on this group. This will be mitigated by good quality relationships with partners and a structured approach to service delivery.</p>
Sex (man or woman)	<p>Men are underrepresented across the Mental Health and Wellbeing Service when compared to the College population.</p> <p>Across Scotland, men are less likely to access mental health support but are more likely than women to complete suicide.</p>	Positive	<p>Awareness raising of mental health and the support available will serve to normalise the need for staff and students to look after their mental health and seek support when they need it. This will lead to a destigmatisation of talking about and taking action around mental health on campus.</p> <p>The Mental Health Mentors will deliver workshops to groups that are predominantly men to try to open up conversations about mental health. These will take place at the start of the session when referrals have not yet started coming in.</p>
Race (refers to a group of people defined by their race, colour and	Those from Black and Minority Ethnic backgrounds can face <u>barriers</u> to accessing mental health support for many different reasons.	Positive	The Mental Health Mentors will continue to promote their service to the whole student population.

<p>nationality (including citizenship) ethnic or national origins)</p>	<p>BME students are more represented in the Mental Health and Wellbeing Service than in the general College population. These students are predominantly women.</p>		<p>The Inclusion and Student Services team have also established links with Shakti Women’s Aid and the Mental Health Mentors will work in partnership with them to provide the right support to students and to learn about barriers BME students may face.</p> <p>The Mental Health Mentors will deliver workshops to groups that are predominantly men (where BME men are predominantly represented) to try to open up conversations about mental health. These will take place at the start of the session when referrals have not yet started coming in.</p> <p>Inclusion and Student Services have developed an Anti-Racism training module that will be launched in session 23/24 to support staff to understand the barriers that BME people may face at College and in society. This should, hopefully, contribute to the reduction of BME students requiring mental health support where College environment is a factor.</p>
<p>Age</p>	<p>The majority of students accessing the Mental Health and Wellbeing Service are under 25. This is in line with the College population as are all of the other age groups.</p>	<p>Positive</p>	<p>The Mental Health Mentors will continue to monitor the age demographic of their service and to market their service to all students.</p>
<p>Gender Reassignment (the process of transitioning from one gender to another)</p>	<p>Trans students are more represented in the Mental Health and Wellbeing Service than in the College population. This could be for a variety of reasons.</p>	<p>Positive</p>	<p>The Mental Health Mentors will continue to ensure that Trans students feel supported to access mental health support at College.</p> <p>Inclusion and Student Services have developed a Trans Awareness training that will be launched in session 23/24 to support staff to understand the barriers that Trans people may face at College and in society. This should, hopefully, contribute to the reduction of Trans students requiring mental health support where College environment is a factor.</p>
<p>Sexual Orientation (whether a person's sexual attraction is towards their</p>	<p>The Mental Health and Wellbeing Service has not actively gathered data on sexual orientation.</p>	<p>Positive</p>	<p>The Mental Health Mentors will continue to ensure that students, no matter their sexual orientation, feel supported to access mental health support at College.</p>

own sex, the opposite sex or to both sexes)			Once support systems are better integrated and Power BI is functional, the service will be able to monitor uptake of support for this protected characteristic. That will inform further action as required.
Religion and Belief (including no belief)	<p>The Mental Health and Wellbeing Service has not actively gathered data on race however, there may be time when race and religion and belief intersect.</p> <p>There is also emerging evidence that Roman Catholic student's experience at College is different to those who report 'prefer not to say' or 'Church of Scotland' which constitute the majority of the College population.</p>	Positive	<p>The Mental Health Mentors will continue to ensure that students, regardless of their religion or belief, feel supported to access mental health support at College.</p> <p>Once support systems are better integrated and Power BI is functional, the service will be able to monitor uptake of support for this protected characteristic. That will inform further action as required.</p>
Pregnancy and Maternity	The College does not report on the characteristic for students but no impact is anticipated – only the positive benefits of the availability of a mental health service for all students.	Positive	
Marriage and Civil Partnership	The College does not report on the characteristic for students but no impact is anticipated – only the positive benefits of the availability of a mental health service for all students.	Positive	
Other Identified Groups (e.g. carers, care experienced, SIMD10 and 20)	The Mental Health and Wellbeing Service do not currently report on these groups but, anecdotally, these students are over represented in the service. These students are often over represented across Inclusion and Student Services compared to the College population because of the barriers that they face.	Positive	Once support systems are better integrated and Power BI is functional, the service will be able to monitor uptake of support for these groups. That will inform further action as required.

(iv) If it has been identified that more evidence is required, detail the action plan to collect that evidence and identify the timescale for this;

Step 4: Decision Making

Select an option below that identifies the next stage of the implementation stage;	
No amendment to the action is required. It has been concluded that the action is robust with no negative impact.	X
Adjustments the action are required to take steps to meet the general duty and reduce negative impact on those who share protected characteristics.	
Adverse impact has been identified but a decision has been made to implement the action without adjustment.	
Adverse effects have been identified and the impact cannot be justified or be considered reasonable or proportionate. The action will not proceed.	

Step 5: Publication:

It is best practice to publish Equality Impact Assessments. It may not always be appropriate to publish EqlAs at the time of development.

	Does this group need to be aware of this EqlA?	How will information be shared with this group?
Students	Yes	Website
Employees	Yes	Website
Partner organisations & stakeholders	Yes	Website
Other - please state:	No	
Are there any barriers to communicating with the groups identified?	Yes	
<p>If yes, how will any barriers to communication be overcome?</p> <p>Many of those accessing College services may not always be looking at the website for information. Therefore, if the funding is approved, the changes to mental health provision will be communicated to all staff and students once it is finalised and again throughout academic session 23/24.</p>		

Step 6: Monitoring and Review

Is monitoring required as part of the process of implementation?	Yes
If yes, how will this policy/decision be monitored to assess its impact on protected characteristics groups? E.g. will qualitative/quantitative data be collected? Survey, Student Council, Listening to Learners sessions?	Data on who is accessing the service will be integrated with existing College systems which will allow for better interrogation of data to ensure impact is as anticipated and, if it is not, action can be taken.
Staff member/designation responsible for ensuring monitoring/review takes place:	Anna Vogt
Review date:	June 2023

Please send the completed EqlA to equality@forthvalley.ac.uk

If you require any assistance in completing an EqlA, please contact equality@forthvalley.ac.uk

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1. Purpose

To seek approval from members to combine the remits of the Finance and HR Committee's as well as incorporating aspects of College estates infrastructure.

2. Recommendation

That members consider and agree the creation of the Committee and approve the attached draft remit for the new Committee which would come into effect in the 2023/24 academic year.

3. Background

Colleges are required by legislation to have certain Board Committees, with Finance being one of these.

Beyond the required committees (which include Audit, Remuneration and Nomination) Boards can establish as many committees as they feel necessary to support good governance.

4. Key Considerations

The College has been experiencing some issues with the HR and Finance committees in respect of quorum and some light agendas at certain points in the year.

The Chair, Principal and Board Secretary discussed steps to address this and it was agreed that a combined committee would increase the membership, enhancing the ability to be quorate, and also address those meetings with lighter agendas.

Consideration was also given to the desire expressed by the Board to formally recognise the use and maintenance of the College physical resources and it was felt that combining these was a natural fit given the interdependencies of these areas.

The attached remit is based on the existing Finance remit, with tracked changes showing where HR and Infrastructure would be added.

Should approval be granted, a paper will be brought to the next meeting of the Board outlining proposed Committee membership, including the new non-executive Board members.

5. Resource Implications (Financial, People, Estates and Communications)

The new committee structure will slightly reduce the overall number of Board Committee meetings whilst continuing to ensure key aspects of College governance are considered on a regular basis.

6. Equalities

Assessment in Place? – Not applicable, this proposed change does not reduce scrutiny or introduce new practices beyond the combination of committee business

7. **Communities and Partners** – No impact.

8. **Risk and Impact**

Please complete the risk table below. Risk is scored against Likelihood x Impact, with each category scored from Very Low through to Very High. Risks should be robustly scored and, if the combined score (Likelihood x Impact) is higher than the Board Risk appetite for the risk category identified, additional justification must be provided on why this risk is necessary.

If the paper is an approval, please reflect on whether the approval will have any direct or indirect impact for any other areas of operational activity internally or externally within the College – None

	Likelihood	Impact
Very High (5)		
High (4)		
Medium (3)		
Low (2)	X	X
Very Low (1)		

Total Risk Score – 4

The College has a Strategic Risk appetite for categories of risk as defined by the Board of Management. Decisions being taken at LMT/SMT/Board level must have cognisance of this. Please indicate the single most relevant risk category in the table below.

BoM Risk Categories & Risk Appetite (Select one area only)			
Cautious <15		Open 15 > <20	Eager >20
Governance	X	Strategy	People
Legal		Financial	Project/Programme
Property		Reputational	
		Technology	

There is a risk that, if meetings are cancelled due to not meeting quorum, key business of the Board may not be conducted via committees. The mitigation for this is to review and adapt the structure of Committees to reduce the likelihood of this happening.

Is the score above the Board Risk Appetite level? No

Risk Owner – Chair

Action Owner – Alison Stewart

Paper Author – Stephen Jarvie

SMT Owner – Alison Stewart

Finance, Resource and Infrastructure Committee

1 Committee Rationale

To contribute to good governance by providing ~~independent advice to the Board of Management on the financial management of the College, providing a strategic overview of the Colleges' financial direction while ensuring a position of financial security and that all relevant audit and legislative requirements are met.~~

- Independent advice on the financial management of the College
- A strategic overview of the College's financial direction whilst ensuring a position of financial security, including meeting all relevant audit and legislative requirements
- Oversight of human resources issues
- Oversight of Health and Safety and Equalities matters
- A strategic overview of the College's infrastructure utilisation to obtain best advantage of College facilities and contribute to the College's Strategic Plan ambitions

2 Purpose

- To help the Board of Management meet its responsibilities under the Further and Higher Education (Scotland) Act 1992 in relation to financial and property matters and to ensure compliance with the Financial Memorandum between the Scottish Funding Council and the Board of Management of the College of Further Education.
- To advise the Board of Management on finance related matters and make recommendation on the financial policy of the College.
- To assist the Board of Management to discharge its responsibilities under the Standing Orders and Operating Guidelines and to advise the Board on human resource (HR) related matters
- To consider equalities, health and safety and other relevant areas of College activity as they relate to staff and learners
- To consider College plans for the utilisation of physical resources

3 Membership

- The Committee shall comprise of at least 5-7 members of the Board of Management (including a Vice Chair of the Board of Management).
- The Chairman of the Board of Management and College Principal shall be ex officio members and are not eligible to vote on committee matters.

- The Chair of the Committee shall be appointed by the Board of Management and should not be the Principal. In the event that the Chair is unavailable to attend a meeting of the committee, a substitute will be nominated by the Committee members in attendance
- Committee members should possess an appropriate level of experience in finance, accounting, ~~or~~ auditing, HR or equalities and a professional qualification in one of these areas is desirable

4 Meetings

- The Committee will normally meet quarterly, though other meetings may be arranged as necessary
- The meeting shall be quorate if 43 or more members eligible to vote are in attendance
- Minutes will be kept of the proceedings and circulated after approval by the Chair. The minutes will be presented to the following meeting of the Committee for approval and to the next Board of Management meeting
- Meetings will be held in accordance with the Board of Management Standing Orders and Operating Guidelines
- Other members of College staff may be invited to attend meetings of the Committee

5 Specific Duties of the Committee

- To ensure compliance with the Financial Memorandum between the Scottish Funding Council and the Board of Management of the College of Further Education
 - To ensure preparation of annual revenue and capital budgets and to consider them prior to final approval by the Board of Management
 - To receive regular financial reports to allow the revenue and capital budgets to be monitored and the financial position of the College to be assessed. (For example, revenue/capital monitoring statements, cash flows, debtors, grant receipts etc)
 - To ensure that annual accounts are prepared within the timescale, and in the format, determined by the Scottish Funding Council
 - To consider the annual accounts in conjunction with the Audit Committee and prior to the Board of Management
 - To receive and review such regular reports on such key performance indicators as may be required by the Committee
-

- To consider and advise on the financial management and control systems within the College – including the approval of Financial Regulations
- To receive advice, and consider recommendations, from the Audit Committee
- To consider and advise on College systems for financial planning
- To consider and advise on all matters concerning the disposal, purchase or major alterations to land and buildings
- To consider and advise on proposals with significant financial implications to be met from within approved budgets, and to consider and advise on proposals not included in approved budgets
- To request reports or investigations on any matter related to the finances of assets of the College and/or matters with current or potential significant financial implications
- To advise on the development and implementation of the College's People Strategy
- To consider and advise on College systems and procedures for health and safety
- To consider and advise on College equal opportunities policies and to monitor College equal opportunities aspirations for staff and students
- To receive and review regular reports on such key performance indicators as may be required by the Committee
- To request reports or investigations on any HR issues, including sanctioning the use of external consultants
- To consider and advise on the College's Infrastructure utilisation plans

6 Authority

- The Committee is authorised by the Board of Management to approve all policies relevant to the Committee, or where appropriate refer to the Board of Management for final approval

To provide advice and monitor the arrangements, for

- Insurance
 - Procurement
 - Fundraising
 - Banking
 - Taxation
-

- To annually review and set the rates for tuition fees for further education courses and most part-time courses
- To act on behalf of the Board of Management in determining trade union recognition
- To review and approve the College's infrastructure utilisation plans

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1. Purpose

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

2. Recommendation

That members note the content of the report.

3. Background

To inform the board on FVSA activities

4. Key Considerations

Since the last Board of Management on the 2022 FVSA have conducted several activities.

Sabbatical Elections

In late February/early March we encouraged candidates to put themselves forward (posters, e-zine and staff promotion). This Year, we have incentivised voting with various prizes from local businesses and organisations to encourage a far greater turnout of Students than we have had over the last few years.

Prizes so far include football tickets, cinema tickets, food vouchers and golf memberships. We hope that through a combination of more candidates, improved voting system and incentives we will see considerably improved student participation.

A successful nomination period has brought five candidates forward.

Three candidates will be running for the Student President position. They are current Executive Officer & Science Student, Steve Kemlo, Hair & Beauty Student, Kellar McMorris and Working with Communities Student, Ewan Aiken.

Two candidates will be running for the Vice President position. They are, Adler Mota Velasco Flores who currently studies in Creative Industries and Kirsten Kennedy who currently studies Business.

Campaigning will be held over two weeks commencing from Monday 17th April. The winners will be announced on Friday 12th May at 12 noon.

Student President's Departure

Unfortunately Amber Little Resigned from her position as Student President, until the end of term Vice president Claire Green will lead the FVSA. Until the 30th of June, as of the 3rd of July there will be newly appointed president and Vice President.

Executive Committee

Executive Committee

Following a successful by-Executive Officer election. FVSA are pleased to announce four new members of the FVSA Executive Committee for 2022/23:

- Kirsten Kennedy - Diversity and Inclusion Officer
- Adler Flores – Education officer
- James Carroll – Welfare Officer

Unfortunately 2 Officers had to leave their positions they are:

- Jonah McCulloch - Diversity and Inclusion Officer
- Elizabeth Clark - Diversity and Inclusion Officer

Refreshers Fair

In February we hosted our annual refreshers fair with a movie and Film theme on all 3 campuses these went incredibly well and we had some brilliant engagement we worked directly with the support teams within the collage and some external partners, we were especially excited that Safari Sam the lion, mascot for Blair Drummond could also be with us for such an incredible event.

I have included some pictures of this event.

International Café

On Wednesday 1st of March 2023, The Vice President successfully planned & run an International Café event in the Antonine Suite, Falkirk Campus.

This event was created for a few reasons. Our ESOL groups have historically felt that they aren't a part of mainstream College studies and quite often keep themselves in their own nationality groups, choosing not to mix with mainstream "native" Students. It is also known that Students from ESOL groups are likely to join mainstream courses after their course ends. Other reasons for wishing to run this event was to let the Students tell their story through food, language and culture whilst breaking down barriers that they face.

The Vice President contacted an ESOL class through their lecturer, Duncan Carmichael, where as part of their studies, 16 students as well as another group of 8 refugees came along to share their stories & experiences of living in a new country and to possibly make new friends at College.

The Vice President ordered food through the College Catering department where there were 6 nationalities all chosen by Students through a Feedback Friday poll. The Countries included India, Spain, Italy, Japan, USA & our very own Scotland serving up 240 portions to 85 Students.

Food included the following dishes:

Vegetable & Mushroom Pakora's – India, Haggis Bon Bons – Scotland, Chicken Teriyaki – Japan, Spicy Chicken Wings – USA, Arancini - Italy .

I have included a few stories at the end of this paper from students that have moved to forth valley.

Student Mental Health Agreement

The launch of the mental health partnership agreement went well, we will continue to work on this document until the end of the year.

5. Resource Implications (Financial, People, Estates and Communications)

There are no implications

6. Equalities

Assessment in Place? –No

Not applicable, this is an information only report.

7. Communities and Partners

Not applicable, this is an information only report.

8. Risk and Impact

Please complete the risk table below. Risk is scored against Likelihood x Impact, with each category scored from Very Low through to Very High. Risks should be robustly scored and, if the combined score (Likelihood x Impact) is higher than the Board Risk appetite for the risk category identified, additional justification must be provided on why this risk is necessary.

If the paper is an approval, please reflect on whether the approval will have any direct or indirect impact for any other areas of operational activity internally or externally within the College – No

	Likelihood	Impact
Very High (5)		
High (4)		
Medium (3)		
Low (2)		
Very Low (1)	x	x

Total Risk Score – 1

The College has a Strategic Risk appetite for categories of risk as defined by the Board of Management. Decisions being taken at LMT/SMT/Board level must have cognisance of this. Please indicate the single most relevant risk category in the table below.

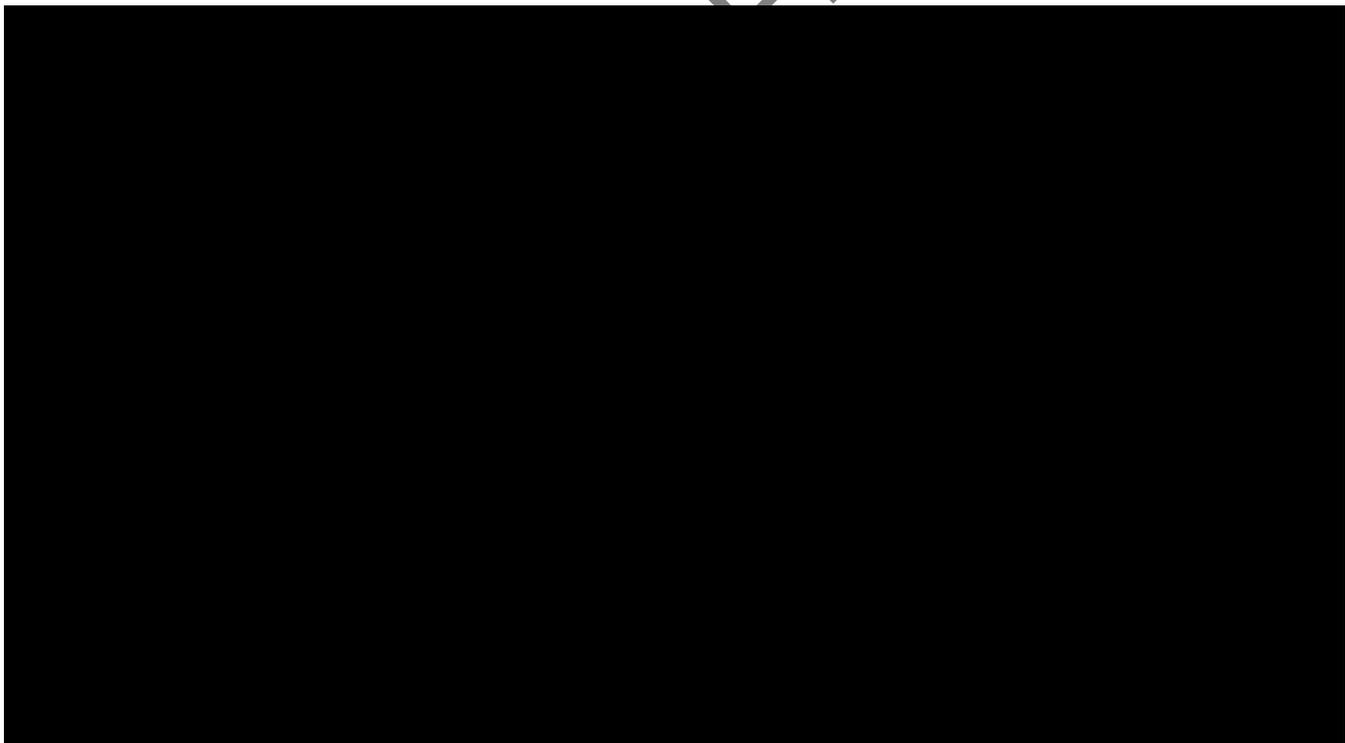
BoM Risk Categories & Risk Appetite (Select one area only)			
Cautious <15	Open 15> <20	Eager >20	
Governance	Strategy	People	X
Legal	Financial	Project/Programme	
Property	Reputational		
	Technology		

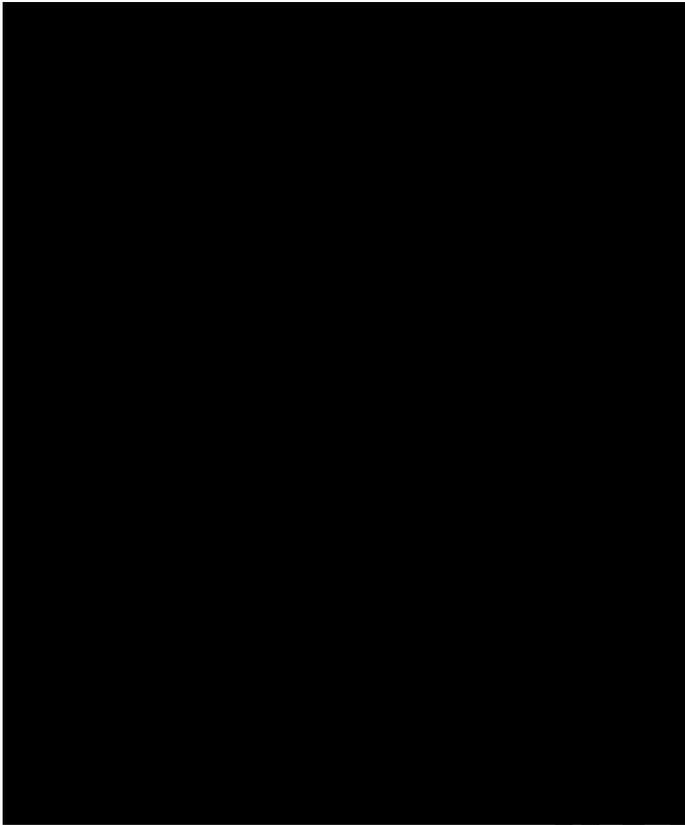
This is an information only report. There are no specific risks to mitigate.

Is the score above the Board Risk Appetite level? No

Paper Author – Claire Green

SMT Owner – Kenny MacInnes





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I came to Scotland on the Home from Ukraine scheme created by the UK Government. I was unsure, scared and lost about what was happening with my life at this moment of time after it was turned upside down. I fled Ukraine with my brother, Sasha. We went to Poland and stayed in various regions in the country.

I was told that there was no future for myself in Poland, due to the influx in volume of Ukrainians in the country. It meant there were lots of students and there weren't many jobs available. I was told that I should look at the US scheme and Irish scheme as well.

I decided to take the chance and created a profile for myself on Opora. A site created to help Ukrainians match with UK sponsors.

I had several interests: a man in London, a woman in England and another in Scotland. I decided to come to Scotland to the Glover family as they were more pushy which made me think they were more interested, serious and caring and wanted to help me.

Since I have come Scotland I have flourished in restarting my life. I go to college to help improve my English, a language I could hardly speak when I first came. I have a job in the field I worked in Ukraine, although I'm not a pharmacist, I am delighted I was able to continue in this area and didn't have to start all over again. I am also engaged and looking forward to my future in Scotland

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Living in Scotland

I came to Scotland to Falkirk from my home country- Poland in July 2015, because ex-husband worked here. We wanted to improve the standard of living. I came here with my daughter and a friend, who also came to her husband. We lived as two families in a rented property of my ex- husband's employer. We occupied two separate bedrooms.

When I came here, I didn't know anyone except a friend and her husband. I couldn't adapt to the weather conditions. Apart from that I missed my mum and my friends from Poland. At first it was hard for me, because I didn't speak English and I couldn't communicate with others. Together with my friend signed up for a local community group for Polish people to learn more about life in Scotland. At the beginning, we visited a lot, went on trips to get to know Scotland better- Scottish culture and customs.

When we managed to rent a property from the agency, I enrolled my daughter in school, GP, dentist. After a year in Falkirk, we get a property from the Council two bedrooms, and it was so much easier. I met many a nice and friendly people, who helped us, and they gave advice.

I think Scotland is a very beautiful multinational, tolerant and anti-racist country. I don't regret living here. My younger daughter was born in this country and my older daughter is studying very well and is making great progress.

Life in Scotland is different from life in Poland. Christmas are celebrated in Scotland with great pomp and in Poland Christmas are celebrated in religious terms. In Scotland learning also looks different, because children learn to think and draw conclusions and after school, they have free time. In Poland, children must learn encyclopaedic information and after school they have a lot of homework and have not time for pleasure. On Easter, people do not bless food in the church as in Poland. In Poland all people must pay for medicines prescribed by a doctor. In Scotland is not such obligation. In Scotland can get a property from Council faster and in Poland unfortunately, the process takes many years. Treatment in both countries is similar. To get to the doctor, we must make an appointment, waiting for a procedure or surgery is very long and in case of emergency we need to go to the hospital.

I am terrified of the way houses are built in this country which are usually built of cheap materials and are quickly destroyed. The presence of mild in houses due to high humidity is also a common case. In Poland it is possible to buy fresh vegetables and fruits from farmers in the markets and in Falkirk only in supermarkets. It is not good for me, because to buy healthy products we must go to remote farms.

Despite the cloudy days, I recommend living in Scotland, because gives of the opportunity to meet people from different countries, offers greater development opportunities than in Poland, gives the opportunity to discover new places, admire

My trip to Scotland

My journey to Scotland began with the outbreak of the war in Ukraine I didn't know much about this country. After the opening of the program "Home for Ukrainians". I got a visa and ended up in Scotland.

Scotland greeted me with rainy weather, which turned out to be the usual weather for this country. I was most impressed by the people who were very friendly and kind. Over time, after adaptation, I realized some things that I would like to change. Public transportation is not perfect. Some organizations work very slowly. Medicine is different from my country and children's education is also different.

I like Scotland and its nature, I feel safe here for me and my son, but to fully experience this country and people you need to know the language perfectly.

So my advice to other people is to learn and improve your English. Be kind and open to people and they will always help you.

Let me tell you a little about myself. My name is Natalia, I'm from Moldova. My family is small and I can say with confidence that my family are travellers.

My family and I have just moved to Scotland. I want to tell you how we arrived in Scotland.

The first move to another country was Italy. We learned the language, made friends. After living in Italy, we thought about moving to another country, because it was difficult to find a job. Our choice was the UK. We moved to live in London.

In London, I had to start all over again, learn the language, make friends, and get used to the new country.

One of our friends, whom we met in London, and then he moved to Scotland, invited us to visit him, and this was my first visit to Scotland.

We really liked Scotland, beautiful nature, many historical places, and buildings.

Then my husband was offered a job in Scotland, and this prompted us to move to this beautiful country. My husband came to Scotland, a couple of months later he rented a house and then my son and I moved to Scotland.

I can say that at first, I felt a lack of communication. I found a Russian-speaking group on social networks, where I found friends and a lot of information that I needed. Because of this, I learned about the college in Falkirk.

I entered college, here I met new friends, and also learned a lot of interesting things about Scotland.

The government here is very supportive of the people, but due to frequent strikes, public transport does not run on time, and I would like this problem to be solved.

1. Purpose

To provide members with the calendar of meetings for Board and Committees for academic years 2023/24 and 2024/25.

2. Recommendation

That members note the dates of the meetings for the Board and their respective Committees.

3. Background

In order to assist in planning, the College aims to have a set calendar of meetings in place for the coming academic years.

Finance and HR Committees have been combined on the presumption that the Board will approve the merger of these committees at the meeting of 28 April 2023. If such approval is not granted, an updated version of the calendar will be prepared.

4. Key Considerations

While the calendar is in place, there will remain flexibility on dates/additional meetings as required by circumstances at the time.

5. Resource Implications (Financial, People, Estates and Communications)

None other than College room accommodations for the meetings.

6. Equalities

Assessment in Place? – Not applicable, this paper is for information purposes only

7. Communities and Partners – None

8. Risk and Impact

Please complete the risk table below. Risk is scored against Likelihood x Impact, with each category scored from Very Low through to Very High. Risks should be robustly scored and, if the combined score (Likelihood x Impact) is higher than the Board Risk appetite for the risk category identified, additional justification must be provided on why this risk is necessary.

If the paper is an approval, please reflect on whether the approval will have any direct or indirect impact for any other areas of operational activity internally or externally within the College – Not applicable.

	Likelihood	Impact
Very High (5)		
High (4)		
Medium (3)		
Low (2)		
Very Low (1)	X	X

Total Risk Score – 1

The College has a Strategic Risk appetite for categories of risk as defined by the Board of Management. Decisions being taken at LMT/SMT/Board level must have cognisance of this. Please indicate the single most relevant risk category in the table below.

BoM Risk Categories & Risk Appetite (Select one area only)			
Cautious <15		Open 15> <20	Eager >20
Governance	X	Strategy	People
Legal		Financial	Project/Programme
Property		Reputational	
		Technology	

There are no risks associated with this paper. The calendar is based upon previous year's activity and there remains flexibility to adjust the calendar or hold additional meetings should circumstances require this.

Is the score above the Board Risk Appetite level? No

Risk Owner – Alison Stewart

Action Owner – Stephen Jarvie

Paper Author – Stephen Jarvie

SMT Owner – Alison Stewart

Meeting	Academic Year 2023/24				
Board of Management	Thursday 21 September 2023 Falkirk – Steeple Suite	Thursday 7 Dec 2023 Stirling – S1.18 and S1.19 (Morning Meeting and Xmas lunch)	Thursday 22 Feb 2024 Falkirk – Steeple Suite	Thursday 25 Apr 2024 Falkirk – Steeple Suite	Thursday 20 June 2024 Falkirk - Steeple Suite
Remuneration					
Audit	Thursday 7 Sept 2023	Tuesday 14 Nov 2023 5pm Falkirk – Steeple Suite			Thursday 16 May 2024
Finance & HR	Tuesday 12 Sept 2023	Tuesday 14 Nov 2023 4pm Falkirk – Steeple Suite		Tuesday 26 Mar 2024	Tuesday 11 June 2024
Learning & Student Experience		Thursday 26 Oct 2023	Thursday 8 Feb 2024		Thursday 6 June 2024
Nominations	As required				

28 April 2023

BOARD OF MANAGEMENT

Meeting	Academic Year 2024/25				
Board of Management	Thursday 19 September 2024 Falkirk – Steeple Suite	Thursday 5 Dec 2024 Stirling – S1.18 and S1.19 (Morning Meeting and Xmas lunch)	Thursday 20 Feb 2025 Falkirk – Steeple Suite	Thursday 20 June 2025 Falkirk - Steeple Suite	August/Sept 2025 (TBC) Strategic Session
Remuneration					
Audit	Thursday 5 Sept 2024	Tuesday 12 Nov 2024 5pm Falkirk – Steeple Suite			Thursday 15 May 2025
Finance & HR	Tuesday 10 Sept 2024	Tuesday 12 Nov 2024 4pm Falkirk – Steeple Suite		Tuesday 25 Mar 2025	Tuesday 10 June 2025
Learning & Student Experience		Thursday 24 Oct 2024	Thursday 6 Feb 2025		Thursday 5 June 2025
Nominations	As required				