



INVESTORS
IN PEOPLE

Human Resources
Committee
August 2017
Appendix J

Investors in Young People Project South Lanarkshire College

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INTRODUCTION

South Lanarkshire College is fully committed to enhancing the learning experience of students and this is demonstrated through attainment rates being amongst the highest in Scotland and continuing to rise. The successful results have been achieved through attracting, recruiting, motivating and engaging staff that can be supported, developed and retained to ensure all students have fair and equal access to the opportunities available to them. To continue to move forward the college is now at the final stages of developing a Workforce Planning Strategy for the period 2017 to 2022 and that will firmly align with the Strategic Plan 2014 to 2020. The key people strategies covered in the Workforce Planning Strategy are:

- Recruitment and retention.
- Skills and behaviours.
- Workforce development.
- Pay, reward and recognition.
- Health & wellbeing.

South Lanarkshire College has used the Investors in People Frameworks to continually review its people strategies to improve performance and through this has achieved Investor in People Platinum status and the Investors in People Health & Wellbeing Good Practice Award. The college is now seeking to review, and where possible improve its strategy for attracting and retaining young people and, while not yet at a stage for assessment, we agreed to do a 'light touch' activity with a view to establishing the current position and to develop a strategy for moving towards assessment.

APPROACH

In conducting this project I met with the Principal, Depute Principal, a Depute Head, Curriculum Manager, Head of HR and two Trade Union Representatives, people who had started as young people and been retained and who had moved to university and returned to secure posts in the college. I also took into account broader discussions during annual assessment visits for Investors in People 6th Generation Framework and the IIP Health & Wellbeing Good Practice Award.

I referred to the South Lanarkshire College Strategic Plan, the Workforce Planning Strategy, Management Charter, Outcomes & Impact document and Staff Newsletters April and March 2017 in preparation for my visit.

ACKNOWLEDGEMENT

I wish to record my sincere thanks to all who participated in this project for their valuable input and in making my visit a very enjoyable experience.

FINDINGS

Strategy

You are recognised by young people along with others as having an effective strategic planning strategy and this has been enhanced through the introduction of team and individual self-reviews. This will become further enhanced as the Workforce Planning Strategy is introduced.

Young people are actively involved in the development and review of the college strategies and plans through:

- All being involved in team self-reviews of performance and the development of operational plans aligned to the 20/20 Vision Strategic Plan.
- Young people self-reviews with performance objective setting and agreement of job related and aspirational learning and development needs.
- Opportunities to be involved in workgroups established to develop and review strategies, examples being the Academic Board, Health & Safety, Equality, Quality and Sustainability Groups.
- Involvement in workgroups at the all staff conference.
- Participation in Investors in people online assessments or during on-site assessment visits.
- Through staff surveys.

You have involved paid student representation on the Board of Management and workgroups, for example, the Academic Board and, while they are representatives of the student population their input also impacts on young staff.

Attraction and Recruitment

Your approach to attracting young people with regard to employment is considered effective. Attracting potential applicants through promotion of vacancies to college students, through the college web-site, through schools, other colleges and universities and S1 Jobs are all considered suitable routes to attracting young people. In discussing what makes the college appealing to young people responses were, good supportive leadership, the quality of learning and teaching, the focus on health & wellbeing and equality, diversity and inclusiveness being motivating factors that attract young people to the college. **Some people I spoke to had initially been students who then went on to complete their studies at university. They had then successfully applied for vacancies within the college and explained their reasons for wanting to come back was due to their observation of how the college is managed and the overall ethos.**

"Young people are conscious of health and appearance and the opportunities for health and wellbeing are motivational when seeking employment" - "I was attracted through the opportunities to learn and grow".

At the time of my visit you have apprentices within the Faculty of Construction with approval to recruit more within the Faculty of Care. I also noted that you are presently considering apprenticeships within the support functions including Finance, Human Resources and IT.

There were consistent views that the recruitment and selection strategy is effective and that it provides all people with an equal opportunity to demonstrate their skills and knowledge in relation to the requirements of the post. Reference was made to the Principal or Depute Principal taking an active role in interviews and through this demonstrating a commitment to the importance of young people to the college.

You demonstrate a commitment to removing barriers to work through, for example, your demonstrated commitment to the LGBT community and the range of activities you have in place to support young people and to your liaison with employers, schools, other colleges, universities, other education providers and South Lanarkshire Council to make sure that you are helping young people within the community to develop business and personal skills that meet community needs.

Leading young people

The College Values and Management Charter set the standards and behaviours that all managers are expected to demonstrate when leading, managing and developing their teams and most managers are considered to be successful in applying them with some opportunities for greater consistency.

Young people believe the leadership style demonstrated by managers is open, approachable, supportive and caring and during my discussions people referred to high levels of satisfaction and trust in the management and leadership approach. References were made to levels of support they receive from managers whether for development or other issues of a work or personal nature.

While young people understand what managers should be doing with respect to leading and managing all staff, there is an opportunity to focus people with responsibilities for leading and managing young people with related capabilities, for example, to understand the most effective approach in leading and managing young people and motivating through praise.

“Voice is important, I need to consider my language and tone when talking to the different age ranges”

Transition to work

Young people consider their induction into the college to be fair and effective and to support their transition to work. References were made to two days ‘classroom’ training with a tour of the college and introductions and then on-job training.

The roles and responsibilities of the post are provided to young people through person specifications and within their job descriptions that detail the key responsibilities and levels of decision making responsibility in relation to their job.

Young people along with the others I met were able to refer to the values and what they mean to them and there is also an awareness of the Management Charter and what managers should be doing to lead, manage and develop young people and others.

There is an opportunity to review the Management Charter to provide a clearer focus on what young people can expect from their managers. There is also an opportunity to raise an enhanced awareness of what managers expect from young people in relation to the values and related behaviours.

Support and guidance

As stated above young people have a job description that defines the role and responsibilities for their current post and all have the opportunity through their career review to discuss their objectives and development needs. It is generally felt that any requests will be given fair consideration. As previously mentioned the leadership and management style is considered to be open, approachable, supportive, and caring with a range of activities available to support people in their ongoing development and in being supported in breaking down barriers in line with a culture of equality, diversity and inclusiveness.

The career review process provides young people with the opportunity to consider where they want to be and what they need to get there. Ongoing support is provided by line managers and through colleagues. Work placement opportunities are provided for students and others in their ongoing development and this provides access to possible employment of the future.

Discussions highlighted that young people have the opportunity to be involved in decision making directly or by representatives through the range of activities that engage people including team and individual self - evaluation.

There is a very consistent view that leaders and most managers are role models for excellent leadership and management practice.

As stated above a more structured career path especially with regard to high potential would support higher achievers receiving higher levels of recognition.

Effective learning and development

You have an effective approach to support the ongoing learning and development of young people with reference made by people to the actions taken and to opportunities available to them. Consistent references were made to the four continuous professional development days and the mix of mandatory and optional programmes available to all. The people I met with referred to the programmes to be delivered at the days providing them with the opportunity to self-assess their needs and agree them with their line managers. Apprentices referred to their structured approach towards their qualification and to the support they receive from their managers and from other staff in the form of coaching. During my discussions references were also made to support staff being encouraged to undertake formal qualifications to help them progress in their careers.

Young people, as with others have career reviews when they are expected to self-assess their performance and consider performance objectives and development needs prior to discussions with their managers.

Apprentices have a structured learning programme to be achieved over a set timescale and I noted that support staff are encouraged to undertake relevant courses appropriate to their post including finance, human resources, IT or other relevant programmes. Additionally, all staff, whether full or part-time or temporary or permanent are encouraged to participate in continuous professional development days. All have the opportunity to participate in four CPD days held over the year with a 'menu' of programmes made available to allow people to consider their preferred needs in addition to the delivery of mandatory programmes such as health & safety and equality, diversity and inclusiveness.

While the college is supporting the ongoing learning and development of young people and providing the levels of support required there may be an opportunity to focus them on other learning and development activities that are of interest to young people in their current and planned future roles, for example, the Introduction to Learning and Teaching programme for those aspiring to become a lecturer or having responsibilities in relation to equality, diversity and inclusiveness and health and safety programmes.

Discussions highlighted that young people would value a more structured career plan in line with their aspirations and demonstrated capability and that would take into account current and future learning and development needs.

"At my curriculum review I was asked what I wanted and what would help".

Impact on the Organisation's Strategy

During my discussions with young people and the others I met with there was a considered view that it is important to have the right balance of young people and other age groups where all can learn from each other. The importance of having young people with newly acquired knowledge and skills with others having knowledge of established practices is recognised at all levels.

The young people I met with referred to their contributions and achievement being recognised by their line managers, at team meetings and career reviews, the annual conferences and at the achievements take place in the staff newsletter.

There is an opportunity to promote the impact that young people have on the bottom line.

"We are looking to have a student from each faculty on the Academic Board".

Impact on Young People

I found that support staff who have been recruited on a temporary basis have had the opportunity to secure a full-time permanent post. I also found that lecturing staff and others who had been students in the college and then progressed to university had returned to secure lecturing posts within the college.

At the time of my visit I did not have evidence of young people having progressed to senior roles although this is likely to become clear when the Workforce Planning Strategy becomes fully operational.

Discussions highlighted that the timescale for achieving qualifications and gaining sufficient work experience in relation to courses delivered restricts opportunities for people securing a lecturing post while in the young people age group.

Continuous Improvement

The values for continuous improvement and innovation set clear standards for the focus on continuous improvement throughout the college and that takes into account young people. There is student representation on the Board of Management and on the Academic Board and their views on the needs and expectations of young people impact on staff as well as students.

Staff representation on various workgroups such as the Quality, Sustainability and Equality Groups provide the opportunity for young people to take an active role, and in doing so, have the opportunity to further develop their own knowledge and skills in line with their aspirations.

Consider the value of encouraging more young people to take a representative role on workgroups, giving them a stronger voice for those they represent and at the same time enhancing their own skills and knowledge in line with their own aspirations.

Next Steps

We will meet on Tuesday 25th July 2017 when we will discuss the findings and discuss the plans and timescale for moving forward.

APPENDIX 1 Outcomes

Please note the undertnoted ratings are for guidance only and to provide a benchmark for moving forward. They may, or may not, be an accurate reflection of the outcomes if this was a full assessment.

Themes	Developed	Establsihed	Advanced
Ratiionale and Influence	Met	Met	Met
Alignment to organisational strategy.	Met	Developing	Developing
Attraction and recruitment strategy	Met	Developing	Developing
Recruitment process	Met	Met	Met
Engagement with youth organisations	Met	Met	
Engagement with education prpviders	Met	Met	Met
Learning & development strategy for young people	Met	Developing	Developing
Appropriate resources are available	Met	Met	Met
Defining capability	Met	Developing	Developng
Building capability	Met	Developing	Developing
Introduction to work	Met	Met	Developing
Introduction to job	Met	Met	Met
Introduction to learning	Met	Met	Developing
Effective and regular feedback	Met	Met	Developing
Role models	Met	Met	Developing
Involvement and participation	Met	Met	Met
Developing young people's careers	Met	Met	Developing

Managing talent	Met	Met	Developing
Impact of learning & development			
Impact on performance	Met	Developing	Developing
Sustained employment	Met	Developing	Developing
Progression	Met	Met	Developing
Involving young people	Met	Met	Met
Actions for improvement	Met	Met	Developing

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