West Yorkshire
Fire & Rescue Authority

Human Resources Activity Report
Human Resources Committee

Date: 5 April 2019

Agenda Item: **5**

Submitted By: Chief Employment Services Officer

Purpose	To inform Members of sickness absence to the end of December 2018 and personnel activity to the end of December 2018.
Recommendations	1. That Members approve the amendment to the establishment.
	2. That Members note the content of the report.
Summary	This report informs Members of the Authority's key areas relating to Human Resources for 2018/19.

Local Government (Access to information) Act 1972

Exemption Category: None

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Background papers open to inspection: None

Annexes: None

1. STAFF PROFILE (EMPLOYEE HEADCOUNT) - 1 JULY 2017 TO 31 DECEMBER 2018

Wholetime

	White British or Irish	Any Other White	Mixed	Asian or Asian British	Black or Black British	Chinese	Not Known	Female	Male	Total Staff
Jul 2017	929	8	21	16	4	1	0	48	931	979
Oct 2017	919	8	21	16	4	1	0	48	921	969
Jan 2018	908	9	20	17	4	1	0	49	910	959
Mar 2018	907	9	21	17	4	1	6	48	917	965
Jun 2018	912	10	19	17	5	1	6	52	918	970
Sep 2018	909	10	17	17	3	1	6	52	911	963
Dec 2018	899	10	17	17	3	1	6	52	901	953

Control

	White British or Irish	Any Other White	Mixed	Asian or Asian British	Black or Black British	Chinese	Not Known	Female	Male	Total Staff
Jul 2017	47	0	1	0	0	0	0	35	13	48
Oct 2017	47	0	1	0	0	0	0	35	13	48
Jan 2018	46	0	1	0	0	0	0	34	13	47
Mar 2018	46	0	1	0	0	0	0	34	13	47
Jun 2018	46	0	2	0	0	0	0	35	13	48
Sep 2018	48	0	2	0	0	0	0	36	14	50
Dec 2018	49	0	1	0	0	0	0	36	14	50

Retained

	White British or Irish	Any Other White	Mixed	Asian or Asian British	Black or Black British	Chinese	Not Known	Female	Male	Total Staff
Jul 2017	136	0	0	1	0	0	1	8	130	138
Oct 2017	133	0	0	1	0	0	1	7	128	135
Jan 2018	135	0	0	1	0	0	1	7	130	137
Mar 2018	134	0	0	1	0	0	1	7	129	136
Jun 2018	131	0	0	1	0	0	1	6	127	133
Sep 2018	124	0	0	1	0	0	1	6	120	126
Dec 2018	127	0	0	1	0	0	1	8	121	129

Green Book Staff

	White British or Irish	Any Other White	Mixed	Asian or Asian British	Black or Black British	Chinese	Not Known	Female	Male	Total Staff
Jul 2017	267	6	2	15	1	0	0	156	135	291
Oct 2017	278	7	3	18	2	0	0	164	144	308
Jan 2018	274	7	3	20	2	0	1	165	142	307
Mar 2018	278	8	3	22	2	0	2	170	145	315
Jun 2018	272	6	2	22	2	0	2	164	143	307
Sep 2018	274	6	2	22	2	0	3	168	141	309
Dec 2018	278	5	3	24	2	0	4	169	147	316

2. Sickness Absence

SICKNESS ABSENCE – WORKING DAYS LOST PER EMPLOYEE
1 OCTOBER 2017 – 31 DECEMBER 2018 PER MONTH

	Oct-17	Nov-17	Dec-17	Jan-18	Feb-18	Mar-18	Apr-18	May-18	Jun-18	Jul-18	Aug-18	Sep-18	Oct-18	Nov-18	Dec-18
Ops Response	0.59	0.54	0.57	0.56	0.51	0.60	0.47	0.46	0.37	0.53	0.54	0.55	0.65	0.69	0.61
Ops Support	0.00	0.32	0.43	0.00	0.58	0.74	0.70	0.65	0.00	0.02	0.23	0.73	0.45	0.33	0.00
Prev & Prot	0.73	0.48	0.34	0.22	0.65	0.54	1.04	0.70	0.16	0.71	0.45	0.42	0.42	0.46	0.84
Legal & Gov	2.70	2.78	2.13	1.88	1.44	1.67	1.04	0.45	0.52	0.32	0.00	0.05	0.09	0.86	0.57
Service Support	1.44	0.82	0.50	0.42	0.36	0.41	0.20	0.21	0.17	0.34	0.36	0.31	0.56	0.55	0.65
Emp Services	0.16	1.48	1.15	0.66	0.65	0.44	0.61	0.89	0.75	0.61	1.36	1.26	0.85	0.60	0.53
Finance	0.33	0.50	0.71	1.73	1.33	2.64	0.20	0.13	0.07	0.00	0.00	0.00	0.00	0.13	0.43
FSHQ	0.00	0.00	1.60	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Total	0.74	0.67	0.61	0.55	0.53	0.59	0.48	0.46	0.35	0.50	0.55	0.55	0.62	0.64	0.59
Target	0.50	0.50	0.50	0.50	0.50	0.50	0.58	0.58	0.58	0.58	0.58	0.58	0.58	0.58	0.58

SICKNESS ABSENCE – WORKING DAYS LOST PER EMPLOYEE
1 APRIL 2016 – 31 DECEMBER 2018 PER QUARTER

	Q1 16/17	Q2 16/17	Q3 16/17	Q4 16/17	Q1 17/18	Q2 17/18	Q3 17/18	Q4 17/18	Q1 18/19	Q2 18/19	Q3 18/19
Ops Response	1.37	1.31	1.60	1.47	1.35	1.46	1.70	1.67	1.29	1.63	1.95
Ops Support	4.04	0.86	0.71	0.53	0.88	0.29	0.75	1.32	1.35	0.98	0.79
Prev & Prot	5.46	3.76	2.18	1.68	1.21	1.45	1.56	1.41	1.90	1.58	1.72
Legal & Gov	2.22	0.56	3.18	5.67	5.82	8.07	7.61	4.99	2.02	0.36	1.53
Service Support	1.79	2.46	3.22	2.40	2.23	3.14	2.20	1.18	0.59	1.00	1.76
Emp Services	0.20	2.56	3.15	2.61	0.36	0.10	4.51	1.76	2.24	3.23	1.98
Finance	2.86	1.04	1.27	0.27	1.07	0.96	1.55	5.71	0.40	0.00	0.57
FSHQ	0.00	0.00	0.00	0.00	1.60	0.00	0.00	0.00	0.00	0.00	0.00
Total	1.61	1.55	1.87	1.67	1.50	1.79	2.02	1.68	1.29	1.60	1.85
Target	1.57	1.57	1.57	1.57	1.50	1.50	1.50	1.50	1.75	1.75	1.75

SICKNESS ABSENCE – MAJOR CAUSES 1 APRIL 2016 – 31 DECEMBER 2018

	Total Days Lost	Musculo Skeletal	Mental Health	Respiratory	Gastro Intestinal	Cardiovascular
Dec 2018	936.50	292.00	241.00	88.00	84.00	17.62
Nov 2018	1,005.00	391.00	263.00	64.50	104.00	7.00
Oct 2018	949.50	418.00	224.00	69.00	90.50	22.00
Sep 2018	850.50	321.00	175.00	91.00	88.50	20.00
Aug 2018	846.00	323.50	212.50	24.50	58.00	31.00
Jul 2018	767.50	240.00	147.00	30.50	50.50	17.00
Jun 2018	934.50	380.00	310.00	57.50	72.00	3.50
May 2018	774.50	451.00	87.00	65.50	36.50	15.00
Apr 2018	726.00	356.00	110.50	58.50	62.00	24.00
Mar 2018	930.50	385.50	143.00	122.50	70.00	31.00
Feb 2018	871.00	335.00	115.50	195.50	66.00	28.00
Jan 2018	877.00	305.50	119.00	249.50	55.50	31.00
Dec 2017	924.00	280.00	218.00	154.00	75.50	31.00
Nov 2017	1,076.00	443.00	185.00	146.00	70.00	30.00
Oct 2017	1,157.50	540.00	215.00	83.00	82.00	38.00
Sep 2017	1,010.50	484.00	199.00	52.50	96.50	30.00
Aug 2017	917.50	390.50	251.00	53.50	53.71	32.00
Jul 2017	865.50	354.50	211.00	52.50	78.00	57.00
Jun 2017	820.50	392.00	206.58	38.00	27.00	35.00
May 2017	769.00	400.00	144.00	59.50	48.50	32.00
Apr 2017	795.00	384.50	139.50	52.50	67.61	42.00
Mar 2017	902.00	353.00	121.00	119.00	76.00	56.50
Feb 2017	845.50	309.00	286.00	75.00	142.50	34.00
Jan 2017	895.00	255.00	303.00	133.50	107.50	31.00
Dec 2016	930.00	301.50	247.00	186.50	115.00	30.00
Nov 2016	1161.50	478.50	308.00	101.50	118.50	35.00
Oct 2016	918.00	343.00	241.00	111.50	65.00	2.00
Sep 2016	786.00	261.00	231.50	53.00	63.50	17.00
Aug 2016	822.50	271.00	260.00	66.00	30.00	26.00
Jul 2016	924.50	328.00	307.00	19.50	55.00	69.00
Jun 2016	970.50	331.00	314.00	35.00	63.50	45.00
May 2016	856.50	321.50	230.50	38.50	101.50	25.00
Apr 2016	810.50	294.50	190.00	97.50	92.50	24.00
Total	29626.50	11714.00	6955.58	2844.50	2466.82	968.62
Percentage	100.00%	39.54%	23.48%	9.60%	8.33%	3.27%

3. ESTABLISHMENT AND STRENGTH AS AT 31 DECEMBER 2018

Staff Group	Establishment			Employees			FTEs
	No. of Posts reported at HR Committee 11 Jan 2019	Amendments to Establishment	Number of Posts after amendments (New Establishment)	Enrolments 1 Oct to 31 Dec 2018	Leavers and Retirees 1 Oct to 31 Dec 2018	Number of People Employed (including Career Breaks)	
Whole Time	931	*	931	1	12	953*	925.7
Retained	120		120	6	3	129*	69.7
Control	43	1**	44	2	1	50*|	45.9
Green and Blue Book (Non-Operational) Personnel	304	2***	306	11	6	316	277.9
Total	1398		1401	20	22	1448**	

Further Information – Establishment

*	Removal of 4 x Whole-time WM (A) posts and add 4 x Whole-time CM posts
	No change to establishment
**	Add 1 x Training & Operational Guidance Officer WM (Control)
	Total Control increase = 1 post
***	Add 1 x Gd 8 Commercial Trainer, 1 x Gd9 Accounts Officer
	Total Green book increase = 2 posts

Further Information – Establishment

* These employee figures include 11 Whole-time, 3 Retained, 1 Control employee(s) who are on Career Break.

** The number of actual employees exceeds the number of establishment posts due to part-time employment and Firefighter recruitment.

Summary Figures – Establishment and Strength (April 2013 to December 2018)

	TOTAL ESTABLISHMENT	TOTAL STRENGTH	WHOLETIME ESTABLISHMENT	WHOLETIME STRENGTH	RETAINED ESTABLISHMENT	RETAINED POSITIONS COVERED*	CONTROL ESTABLISHMENT	CONTROL STRENGTH	GREEN BOOK ESTABLISHMENT	GREEN BOOK STRENGTH
12 Apr 2013	1719	1701	1244	1272	156	121	51	50	268	258
5 July 2013	1699	1681	1236	1256	144	117	51	49	268	259
1 Nov 2013	1689	1658	1226	1235	144	114	51	49	268	260
17 Jan 2014	1685	1647	1222	1220	144	118	51	46	268	263
4 April 2014	1657	1629	1202	1204	144	118	43	47	268	260
5 Sep 2014	1641	1608	1186	1193	144	112	43	44	268	259
14 Nov 2014	1624	1600	1166	1182	144	110	43	45	271	263
23 Jan 2015	1611	1579	1165	1164	132	103	42	42	272	270
27 Mar 2015	1587	1563	1153	1156	120	96	42	41	272	270
10 Jul 2015	1585	1536	1150	1124	120	101	42	45	273	266
25 Sep 2015	1561	1514	1126	1102	120	100	42	47	273	265
4 Dec 2015	1514	1496	1078	1079	120	99	42	47	274	271
26 Feb 2016	1511	1485	1074	1070	120	96	42	47	275	272
8 July 2016	1503	1452	1058	1040	120	94	42	48	283	270
7 Oct 2016	1493	1440	1048	1026	120	91	42	49	283	274
13 Jan 2017	1485	1438	1033	1010	120	91	43	49	289	288
31 Mar 2017	1483	1431	1032	994	120	94	43	49	288	294
31 May 2017	1416	1412	964	981	120	91	43	49	289	291
31 Aug 2017	1419	1415	964	972	120	91	43	48	292	304
30 Nov 2017	1421	1412	964	964	120	91	43	48	294	309
31 Mar 2018	1420	1414	963	965	120	87	43	47	294	315
30 Jun 2018	1393	1410	932	975	120	82	43	46	298	307
30 Sep 2018	1398	1400	931	963	120	79	43	49	304	309
31 Dec 2018	1401	1394	931	953	120	75	44	50	306	316
Reductions to date	318	307	313	319	36	46	7	0	-38	-58

* Retained strength shown as number of positions covered not people employed

4. HEALTH AND SAFETY PERFORMANCE 1 APRIL 2017 – 30 SEPTEMBER 2018

Lost time up to 3 days

Actual performance 2018/19	Target 2018/19
21	26

Lost time over 3 days

Actual performance 2018/19	Target 2018/19
14	24

RIDDOR Major injury/disease

Actual performance 2018/19	Target 2018/19
1	No target set

5. OCCUPATIONAL HEALTH KEY PERFORMANCE INDICATORS 1 OCTOBER 2018 – 31 DECEMBER 2018 (3rd Quarter)

Ref No.	KPI	Target	3rd Quarter 1st October – 31st December 2018	YTD 1st April 2018 – 31st December 2018	Target achieved for present quarter
1	Management referral to appointment date (3 weeks)	90%	100%	85%	Yes
2	AMA report to management within 48hr	90%	100%	100%	Yes
3	No. of Did Not Attends (DNA's) or cancellation <48 hr notice*		5	17*	
4	No. of physiotherapy referrals		26	84	
5	No. of counselling referrals		20	53	
6	No. of management referrals		15	40	
7	No. of health screenings		30	115	
8	No. of self-referrals		8	30	
9	No of AMA consultations		141	679	

*Total DNA'S for OH appointments year to date (5 AMA apts.)

6. DISCIPLINE AND GRIEVANCE CASES – 1 OCTOBER – 31 DECEMBER 2018

Disciplinary Cases by Directorate

Directorate	Total Received in Period	Total Completed		Current Live Cases	Average time to complete (Days)
FSHQ					
Service Delivery	4		1	3	21
Legal & Governance					
Employment Services					
Service Support			1		49

Oldest Live Case Commenced
14/11/2017
Green < 60 Days
Red > 60 Days

Grievance Cases by Directorate

Directorate	Total Received in	Total Completed		Current Live	Average time to complete
FSHQ					
Service Delivery	3		7		85
Legal & Governance					
Employment Services					
Service Support					

Oldest Live Case Commenced
-
Green < 8 Days
Red > 8 Days

Bullying and Harrassment Cases by Directorate

Directorate	Total Received in	Total Completed		Current Live	Average time to complete
FSHQ	0				
Service Delivery	0				
Legal & Governance	0				
Employment Services	0				
Service Support	0				

Oldest Live Case Commenced
Green < 45 Days
Red > 45 Days

Mediation Cases by Directorate

Directorate	Total in Period
FSHQ	0
Service Delivery	0
Legal & Governance	0
Employment Services	0
Service Support	0

7. RECRUITMENT STATISTICS – 1 OCTOBER – 31 DECEMBER 2018

External Recruitment by Directorate 1 October to 31 December 2018

Directorate	Total Received	Total Complete in Period	Total Complete Within Target	Total Complete Outside Target	Current Live Cases	Average time to complete (Days)	Vacancies not appointed to
Finance	1	1	1	0	0	29	0
Service Delivery	6	4	4	0	0	44	2
Legal & Governance	2	1	1	0	1	22	0
Employment Services	1	1	1	0	0	33	0
Service Support	3	1	1	0	0	56	2

Target Timescale
Green < 84 Days
Red > 84 Days

Internal Only Recruitment by 1 October to 31 December 2018

Directorate	Total Received	Total Complete in Period	Total Complete Within Target	Total Complete Outside Target	Current Live Cases	Average time to complete (Days)	Vacancies not appointed to
Finance	N/A						
Service Delivery	6	5	2	*3	1	28	0
Legal & Governance	N/A						
Employment Services	N/A						
Service Support	4	2	1	*1	0	*32	2

Target Timescale
Green <30 Days
Red > 30 Days

* Grey Book posts give a three week closing date and then following shortlisting and a week to give notice it is not always possible to hit this

Calderdale District Prevention Manager (DPM) Post

Human Resources Committee

Date: 5 April 2019

Submitted By: Director of Service Delivery

Agenda Item:

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Purpose	The purpose of this report is to seek approval to create a permanent District Prevention Manager (DPM) post in Calderdale
Recommendations	That Members approve making the current fixed-term Calderdale DPM post a permanent established Grade 8 post within WYFRS. That Members consider offsetting any additional costs by reducing the Grade 5 Prevention Assistant establishment in Calderdale by one post in addition to reducing the hours for the Calderdale district clerk post to 20 hrs per week.
Summary	The Calderdale DPM post is currently provided on a secondment/fixed term contract basis. The DPMs play a vital role in developing local partnerships and coordinating local prevention teams and plans in order to deliver the Safer Communities Prevention Strategy at a district level. The evolution of safe and well means that the demand for partnership work in every district is greater than ever. The demand placed on Calderdale's resources is not dissimilar to that of other districts. The current and predicted demand therefore warrants the permanent provision of a DPM and this will align the resources within Calderdale to that of other districts with similar risk profiles.

Local Government (Access to information) Act 1972

Exemption Category: None

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Background papers open to inspection: None

Annexes: District Prevention Manager Job Description

Making West Yorkshire Safer
www.westyorksfire.gov.uk

1   Introduction

1.1   In 2012, West Yorkshire Fire and Rescue Service (WYFRS) completed a Fundamental Review of support services. The recommendations from the Review led to WYFRS restructuring and reshaping Directorates, and reducing the number of Green Book posts. The review left Calderdale District with just one dedicated Prevention post, a Grade 5 District Prevention Advisor.

1.2   When the post of District Prevention Manager (DPM) was first introduced, Calderdale was the only district that did not receive a DPM. Instead, one of the Station Managers within the district was required to fulfil the requirements of the DPM role and when the Station Manager numbers within each district reduced, Calderdale lost the resource to allow a Station Manager to continue to fulfil this role.

1.3   The most recent restructure of the Prevention Team in 2017 provided Calderdale with a much healthier prevention capability. The temporary post of DPM was created to reflect the reduction of Station Managers and a number of staff were relocated from the central prevention team and placed within the districts. The District Team currently benefits from the following Prevention resources;

- 1x Temporary District Prevention Manager (Grade 8) – Non-establishment post *
- 3 x Fire Prevention Officers (Grade 3) – establishment posts *

1.4   The Calderdale DPM post is currently provided on a secondment/fixed term contract basis. The contract commenced on 3 April 2017 and was initially fixed for a twelve month period. Management Board sanctioned an extension to this and the post is due to end in July 2019.

1.5   The key proposal within this paper is to secure the post of District Prevention Manager within Calderdale so it is an established post. To support this proposal and to reduce the cost implications, it is also proposed to remove 1 x Fire Prevention Officer post from Calderdale and reduce the hours allocated to the District Administrator post. This can be achieved without any disruption to staff as there are vacancies within Calderdale for a Fire Prevention Officer and a District Administrator role. Should this proposal be approved, we will not backfill the Grade 5 District Prevention Officer vacancy and would only advertise the District Administrator post as a part-time post (20 hrs per week).

1.6   The resulting prevention structure in Calderdale would be:

- 1 X DPM - Grade 8 *
- 2 x DPO - Grade 3 *

2   Information

2.1   A copy of the DPM Job Description is provided at Annex 1. The key purpose of the post is to; "*ensure the effective delivery of the Prevention strategy on District, and the Service Plan objectives, by working with partners to deliver a reduction in fires, road traffic incidents, arson and anti-social fire related behaviour.*"

following assimilation to the new nationally agreed pay spine on 1.4.19 as considered by this Committee in September 2018. These posts were formerly Grade 10 and Grade 5 respectively.

2.2 Developing and nurturing effective partnerships is fundamental to delivering the Safer Communities Strategy and making West Yorkshire Safer. Our current partnerships are presenting WYFRS with new and exciting opportunities. For example, the safe and well agenda is supporting Public Health England and the NHS to tackle social problems and improve the quality of life for people with chronic conditions. The DPM role is fundamental to ensuring we have effective partnership arrangements across the 5 districts.

2.3 The safe and well concept has certainly stimulated fresh appetite for several organisations to work in partnership with WYFRS. Such partnerships now run in tandem with longer-standing arrangements and commitments. The partnership opportunities and demand on Districts to resource joint initiatives has therefore never been greater. The District therefore welcomes the additional Prevention resources and the DPM provision to develop local plans and partnership work.

2.4 Calderdale District is extremely proactive in its approach to partnerships and prevention activities. The DPM provision has greatly assisted the District to develop partnerships which are necessary to progress with the six safe and well strands; fire safety, falls and frailty, affordable warmth, doorstep crime, smoking cessation, and winter isolation. The post has also provided capacity for the District to focus on other areas of community safety; including road safety, water safety, and reducing the incidence of arson. More recently, the individual in the temporary post was nominated for an award alongside members of Together Housing at the prestigious National Excellence in Fire and Emergency Awards in London in December 2018.

2.5 Despite enjoying good recent performance, the District acknowledges that some communities within Calderdale are still at significant risk from fire and other emergencies. It is also alert to the increased demand placed on its staff to resource partnership initiatives. The District's commitments are therefore not remarkably different from that of Wakefield and this proposal will deliver a consistent level of resources within each district that aligns to the risk profile.

3 Financial Implications

3.1 Providing the DPM on a permanent basis rather than via the current secondment/fixed-term contract commits WYFRS to increasing the establishment of DPMs. The annual salary associated with this post is £43,150 including on costs.

3.2 The additional cost of providing the DPM post could be offset by removing a Grade 3 Fire Prevention Officer post from the District's establishment, realising a saving of £29,487. The additional saving created by reducing the Calderdale District Administrator post to 20 hours per week will generate annual savings of £13,663. **This proposal would be cost neutral** as the increased cost of the grade 8 post of £43,150 is offset in full from the savings realised from the reduction in Grade 3 posts.

4 Legal Implications

4.1 The Chief Legal & Governance Officer has considered this report and has no observations to make at the time of submission of this report but may provide legal advice at the committee meeting and/or respond to any requests by members for legal advice made at the meeting.

5 Human Resource and Diversity Implications

5.1 Appointing a permanent DPM will be subject to an internal and external recruitment process.

5.2 The proposal has no impact on existing staff members in relation to them being at risk.

5.3 The individual currently in the temporary post as DPM for Calderdale has a substantive post as a Fire Prevention Officer (FPO) in Calderdale. If approval is given to make the Calderdale DPM post an established post, then there would be an internal and external selection process and should the current postholder not be successful, she would return to her substantive post as a FPO within Calderdale.

6 Health and Safety Implications

6.1 The work associated with this post is undoubtedly contributing to improving the safety and well-being of local communities.

7 Your Fire and Rescue Service priorities

7.1 The report aligns to the Service Plan Priority:

- Reduce the risks to the communities of West Yorkshire.
- Work smarter at our fire stations and departmentally

8 Conclusions

8.1 Partnerships are fundamental to delivering the Safer Communities Strategy. The DPMs play a vital role in developing these partnerships and coordinating local plans associated with them.

8.2 The current and predicted demand for partnership working warrants the permanent provision of a DPM in each District.

Annex 1 – DPM Job Description

POST TITLE: District Prevention Manager

GRADE: 8

RESPONSIBLE TO: District Commander

RESPONSIBLE FOR: Management of the District Prevention Assistant, Fire Prevention Assistants and Fire Prevention Advisors working permanently on District and supervision of those working temporarily on the District.

PURPOSE OF POST: To ensure the effective delivery of the Prevention strategy on District, and the Service Plan objectives, by working with partners to deliver a reduction in fires, road traffic incidents, arson and anti-social fire related behaviour.

MAIN DUTIES AND RESPONSIBILITIES

1. First Area: -

1.1 To represent WYFRS as the Prevention lead for the respective District, showing an active commitment to the values of the Service and to promote the organisation in a positive manner.

1.2 Manage, develop and supervise all staff within area of authority including any seconded staff from partner agencies.

1.3 Responsible for HR performance management across respective areas of responsibility including compliance with health and safety practices.

1.4 Support the District Commander (DC) in the development, implementation and review of the District Annual Action Plan with regard to all areas of prevention activity.

1.5 Manage the delivery of Prevention priorities against the Safer Communities Strategy, Service and District Action Plans, and work closely with Central Prevention.

1.6 Lead on and ensure a co-ordinated approach to the delivery of Prevention Strategy across the District and, where appropriate, the County.

1.7 Commission resources through Central Prevention to develop specific training programmes, leaflets and activities as required by District priorities and the District action plan.

1.8 Lead and support the development and delivery of local plans and projects working in partnership with statutory, voluntary and community organisations.

1.9 To manage all aspects of safer communities activity and performance, with a specific focus on partner agency referrals, whilst ensuring active risk assessment and prioritisation of cases.

1.10 To use internal data and recording systems to monitor and analyse performance and trends, combining with other external data and intelligence systems from partner agencies where available.

1.11 In accordance with data protection policy, share information and intelligence with partner agencies, to prioritise and manage identified community safety and wellbeing issues,

whilst actively promoting opportunities for joint delivery of objectives. Data to be accurate, current and compliant with WYFRS Information Management policies.

1.12   To prepare and deliver reports to a variety of internal and external boards and committees.

1.13   To convene and chair the Serious Incident Review (SIR) meetings following a fire fatality or serious near miss. Act as an independent member of review panels as required by partners for circumstances such as SCR (Serious Case Reviews) or DHR (Domestic Homicide Reviews).

1.14   Manage and oversee a small District Prevention budget and, when appropriate, prepare funding bids.

1.15   Responsible for the management of safeguarding concerns raised on District, and ensuring relevant agencies, e.g. Multi Agency Safeguarding Hubs (MASH), are alerted as laid out in the Safeguarding Procedure. Be the professional advisor on auditing of Safeguarding cases to ensure consistency and compliance to Local Authority Safeguarding Boards requirements.

1.16   Effectively manage and support WYFRS involvement with the MAPPA (Multi-agency Public Protection Arrangement) and MARAC (Multi-agency Risk Assessment Conference) across the District.

1.17   Support and work with the Youth Intervention Team in delivering targeted intervention programmes to children and young people.

1.18   Manage delivery of Service & District based social media accounts to promote effective community engagement and spread safety messages. Provide media interviews.

1.19   Produce and deliver the Prevention Performance Management Visit, including targeted learning areas, and produce performance management information for use by the District Commander and Assistant District Commanders.

1.20   Support the implementation of change management programmes across the District.

1.21   Work collaboratively with other District Prevention Managers and Central Prevention to share resources, ideas and best practice.

1.22   Develop and deliver local innovation with partners including sitting on and chairing meetings involving partner organisations to target and lead on activity that reduces risk for vulnerable people / areas.

1.23   To engage with diverse communities to ensure resources are directed to where they add greatest value.

1.24   To carry out other tasks as may be directed by the District Commander, commensurate with the grade of the post, including deputising for the District Commander on community safety matters when necessary.

2.   Second Area: -

2.1   To implement and promote the Authority's:

a)   Fire Prevention policies
b)   Service Delivery Plan
c)   Equality and Diversity Policies

d)   Health and Safety policies
e)   Lone Working and Violence at Work Policy
f)   Information Security Management System polices
g)   Safeguarding policies
h)   Business continuity policy and contingency arrangements

2.2   To demonstrate and uphold the service values and to promote the organisation in a positive manner.

2.3   Responsibility to ensuring any data produced in relation to the post is accurate and current.

2.4   To undertake any Fire Prevention projects as directed by line management.

West Yorkshire
Fire & Rescue Authority

Diversity and Inclusion Policy

Human Resources Committee

Date: 5 April 2019   Agenda Item: **7**

Submitted By: Gill Cockburn

Purpose	Updated Diversity and Inclusion Policy
Recommendations	To approve amended policy
Summary	The Diversity and Inclusion policy update incorporates amendments to the objectives of the Diversity and Inclusion team. The update improves the language, accessibility and tone of the policy to reflect West Yorkshire Fire and Rescue Service (WYFRS) values.

Local Government (Access to information) Act 1972

Exemption Category: None

Contact Officer: Gill Cockburn, Diversity and Inclusion Manager
                                                Gillian.cockburn@westyorksfire.gov.uk

Background papers open to inspection: Click here to enter text.

Annexes: Annex 1: Diversity and Inclusion Policy

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1   Introduction

1.1   The Diversity and Inclusion Policy sets out the commitment from WYFRS in promoting and ensuring that diversity and inclusion principles are embedded and adhered to. The responsibilities of the service, managers and employees are listed, along with the importance of diversity and inclusion, service provision, employment and training.

2   Information

2.1   The policy has been updated after feedback that the previous policy was inaccessible and difficult to follow. The content has remain unchanged, however the readability has been improved, along with appearance and accessibility. The previous document focussed heavily on the values of the organisation and was confusing for the reader on what the policy was actually for.

2.2   The policy has been updated with the purpose of being available for Her Majesty's Inspectorate of Constabulary and Fire & Rescue Services (HMICFRS) document collation exercise. An accelerated consultation with the Unions was conducted so it could be approved at this committee and the document can be live within inspection timelines.

3   Financial Implications

3.1   None identified

4   Legal Implications

4.1   The Chief Legal & Governance Officer has considered this report and has no observations to make at the time of submission of this report but may provide legal advice at the committee meeting and/or respond to any requests by members for legal advice made at the meeting.

5   Human Resource and Diversity Implications

5.1   The policy states: 'WYFRS will ensure our employment policies comply with this policy. These include conditions of service, recruitment and selection, training and development, progression and retention'. Any updates to HR policy will need to refer to the Diversity and Inclusion Policy.

6   Health and Safety Implications

6.1   None identified

7   Your Fire and Rescue Service priorities

8   To provide a workforce that serves the needs of a diverse community and /or to fulfil our statutory responsibilities and legal duties under the Equality Act 2010

9   Conclusions

9.1   That the policy be approved and shared across the Service and on-line.

Diversity and Inclusion Policy

Revision and Signoff Sheet

Change Record

Date	Author	Version	Comments
09/12/13	KL Brearley	1.0	
16/04/2014	KL Brearley	1.1	Updated following feedback from Service Support Management
08/04/2015	KL Brearley	1.2	Front cover picture changed
10/07/2018	CP Davey	1.3	Refreshed policy appearance and updated with values-based format
04/02/2019	G Cockburn	1.4	Updated to reflect changes to the team and objectives

Reviewers

Name	Version Approved	Position	Organisation	Date
Pauline Braisher		HR Team Leader	HR Department	06/12/13
Service Support Management	1.1	Service Support Management	Service Support	06/01/14
MT	1.2	Management Team		April 2014
Emily Davis	1.3	Diversity, Engagement and Inclusion Manager	Employee Services	06/07/2018
Ian Stone	1.4	Organisational Development Manager	Organisational Development	06/02/2019

Distribution

Name	Position	Organisation
All employees		WYFRS

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The Importance of Diversity and Inclusion

Diversity and inclusion are central to our core values and bring many benefits to our organisation. Having a diverse and inclusive workforce improves team performance, communication, innovation and wellbeing. An inclusive workforce creates individuals who feel confident, valued and able to deliver the best service to our communities and each other.

WYFRS promotes equality of opportunity for all by fostering good relations. We work under the Public Sector Equality Duty to eliminate illegal behaviour such as discrimination, harassment and victimisation.

We have an organisational and moral responsibility to promote equality and diversity across all of the protected characteristics: race, sex, disability, age, sexual orientation, religion or belief, gender reassignment, marriage and civil partnerships and pregnancy and maternity.

All employees are entitled to be treated with dignity and respect and work in an environment that is free from any form of inappropriate behaviour by managers, colleagues, Partners, contractors and service users.

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Service Provision

This policy highlights both organisational and individual commitments and responsibilities. The Authority accepts it is responsible for inclusion as an employer to ensure the implementation and monitoring of this policy. It is expected that all employees fulfil their role in implementing this policy. Breaches of this policy will not be tolerated and disciplinary action may be taken at any level of the organisation.

Our Equality Action Plan explains how we will deliver on these policy commitments. We monitor progress and report to the Corporate Driving Diversity Board regularly, and annually to the Authority. We will continue to progress with the Fire and Rescue Service Equality Framework and contribute to improving outcomes for our people and the diverse communities of West Yorkshire.

Employees will:

- Treat everyone fairly and with respect, promoting a climate in which people can feel safe to be who they are.
- Challenge inappropriate behaviour.
- Build and maintain a positive work environment.
- Be inclusive in the workplace and when delivering services in the communities of West Yorkshire.

Leaders will:

- Lead by example and ensure all employees apply the principles of this policy.
- Be responsible for ensuring this policy is implemented in their area of service delivery.
- Be expected to treat employees with dignity and respect and make sure individuals feel valued and rights are protected under the policy.
- Promote diversity and inclusion and challenge inappropriate behaviour, including peer pressure at all times.
- Take ownership and responsibility for promoting our values and behaviours

WYFRS Commitment

Our Service Plan ensures that:

- The Authority ensures specific work is directed at the most vulnerable members of our diverse communities where risk is highest.
- Service delivery is supported by meeting the varied needs of our teams.
- We support work to attract a more diverse workforce to enrich the Service.
- We consult and involve our employees and service users to ensure continued improvement and access to services.
- Establish appropriate communication channels for employees and our communities to be involved in decision making processes.
- We will continue to work with key partner agencies to identify at risk and disadvantaged groups, improve service delivery, access to services, social integration and community cohesion.
- We will continue to work in partnership with representative bodies to support the implementation of the policy.

Employment and Training

WYFRS will ensure our employment policies comply with this policy. These include conditions of service, recruitment and selection, training and development, progression and retention.

We will continue to develop and train our employees to make sure they understand inclusion and value difference. We will remove all forms of discrimination and take positive steps to address inequality.

Further Information

Diversity and Inclusion Team

Telephone: 01274 655828

Email: equalityanddiversity@westyorksfire.gov.uk

Firespace: http://wyfirespace/teams/corporate-diversity/default.aspx

The Diversity and Inclusion team is a support and advisory service to all colleagues. We are available to provide guidance with Policy, Equality Impact Assessments, Positive Engagement and Awareness raising. Please contact us with any queries, concerns, ideas or good news stories.

West Yorkshire
Fire & Rescue Authority

Staff Network Update

Human Resources Committee

Date: 5 April 2019

Submitted By: Chief Employment Services Officer

Agenda Item:

8

Purpose	To provide an update on the implementation of the individual staff networks following a decision to re-structure the Inclusion Action Group (IAG).
Recommendations	That Members support the implementation of staff networks and encourage and promote their work.
Summary	Staff networks are currently being formed under the areas of Gender, LGBTQ+, Disability & Wellbeing and Race & Belief. This report provides a brief update of work completed so far and how they will move forward.

Local Government (Access to information) Act 1972

Exemption Category:	None
Contact Officer:	Gill Cockburn, Diversity and Inclusion Manager Gillian.cockburn@westyorksfire.gov.uk
Background papers open to inspection:	None
Annexes:	None

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1   Introduction

1.1   The Inclusion Action Group (IAG) was formed in 2016 and was successful in promoting change, celebrating diversity and raising awareness. The IAG executive was made up of key personnel who fed into the Corporate Driving Diversity Board (CDDB).

1.2   Following a presentation from Anna Button (West Yorkshire Police), which detailed their approach to staff networks, it was agreed that WYFRS would reframe the IAG to reflect sector best practice. Staff networks were agreed under the areas of:

- Gender
- LGBTQ+
- Disability and Wellbeing
- Race and Belief

1.3   The individual networks will have chairs or co-chairs who will form the IAG chairs forum and executive committee, alongside senior champions / allies**. The committee will report to the CDDB where the chairs or co-chairs will be invited to attend.

The table below shows the new structure:

Gender (sex, gender identity, pregnancy & parenting)	Race and Belief (race, nationality, culture, religion & belief)	Disability and Wellbeing (dyslexia, age, reasonable adjustments, mental health)	LGBTQ+ (lesbian, gay, bisexual, transgender, questioning)

Inclusion Action Group Chairs Forum and exec

Corporate Driving Diversity Board

2   Information

2.1   The Diversity & Inclusion (D&I) team promoted the forming of the new networks on Firespace and through email. The Chief Fire Officer wrote a piece for Burning Issues to encourage membership. We received expressions of interest as follows:

- Gender: 8
- LGBTQ+:6
- Disability and Wellbeing: 13
- Race and belief: 5

2.2   Each network area has at least one member interested in leading the network and have been given the names of the interested staff members. Initial steps have been taken to hold a first meeting and launch the networks. Membership has shown to increase after the networks are formed and active.

Initial meetings of all the network groups have been held in March and early April..

2.3   A Diversity Project Officer will lead on the formation of the networks and provide support to each network with their initial meetings and events.

3   Financial Implications

3.1   The staff networks will need their own individual budgets in order to fund branding, events, merchandise and attendance at relevant events or conferences.

3.2   An IAG fund has been agreed at £3K for the financial year. Each network will be assigned £500.

4   Legal Implications

4.1   The Chief Legal & Governance Officer has considered this report and has no observations to make at the time of submission of this report but may provide legal advice at the committee meeting and/or respond to any requests by members for legal advice made at the meeting.

5   Human Resource and Diversity Implications

5.1   The timing of meetings and events will need to take into consideration the shift pattern of operational staff who want to be involved.

5.2   In order for staff networks to be successful, staff need allocated time to attend meetings and complete the work of the networks. Chairs and co-chairs are typically afforded a number of hours each month to complete network activity. This will need to be agreed by line management and Human Resources Business Partners.

5.3   Forming staff networks is key to helping us meet the requirements of the Public Sector Equality Duty by advancing equality of opportunity and fostering good relations.

5.4   The power of staff networks is well-documented and research has shown that organisations who promote the work of networks have improved team work, effectiveness and public perception.

6   Health and Safety Implications

6.1   None identified

7   Your Fire and Rescue Service priorities

7.1   To provide a workforce that serves the needs of a diverse community and /or to fulfil our statutory responsibilities and legal duties under the Equality Act 2010

8   Conclusions

8.1   The formation of staff networks and the subsequent work they complete should have a positive and promotional effect on the organisation and demonstrates our commitment to pushing the diversity and inclusion agenda. It also works towards the requirements of the Her Majesty's Inspectorate of Constabulary and Fire and Rescue Services (HMICFRS) inspection around 'people' and its expectation that Fire and Rescue Services should have active staff networks.

Retained Duty System (RDS) review

Human Resources Committee

Date: 5 April 2019

Agenda Item:

9

Submitted By: Chief Employment Services Officer

Purpose	To seek authority to implement the changes to the Retained Duty System (RDS) detailed in this report.
Recommendations	It is recommended that the report is approved.
Summary	This report sets out a number of proposed changes to the way that the RDS service is currently managed, particularly in the way that staff are remunerated. The changes are designed to better match resource to demand as well as making the RDS service more flexible and attractive to potential recruits

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1   Introduction

1.1   This report sets out a number of proposed changes to the way that the RDS service is currently managed, particularly in the way that staff are remunerated. The changes are designed to better match resource to demand as well as making the RDS Service more flexible and attractive to potential recruits

2   Information

2.1   Human Resources (HR) Committee considered a report on this matter on 6 July 2018. That report recommended a number of changes to the RDS service to make it both more responsive to the needs of local communities by improving appliance availability and to make the role of RDS firefighter more attractive to staff and potential new recruits. The main changes were:

1. Paying enhanced rates for cover during the hours that are hardest to fill;

2. Allowing shorter contracts by paying staff pro-rata to the hours of availability offered;

3. Making an advance payment to staff based on average numbers of call outs to allow the payment to be consolidated in base salary.

2.2   Following consideration of the previous report, HR Committee agreed:

a. *That approval be given to the implementation of the review recommendations on a six-month trial basis as detailed in the annex to the report now submitted; and*

b. *That a report be submitted to an appropriate Committee (dependent upon committee cycles) with regard to progressing the Retained Duty System trial on a permanent basis.*

2.3   The agreed trial commenced on 17 September 2018. Following agreement with the Fire Brigades Union (FBU), the trial has been extended until the end of April 2019 as it was not felt to be in the interest of either the service or the affected staff to revert to the previous method of working. Any further extension is subject to the decision of the HR Committee.

2.4   The trial has been successful with key performance indicators detailed in the table below:

	Pre Trial	Post Trial
Staffing	118	139
Contracted Hours	8,408	10,239
Pump unavailability	July – Sept 18 40%	Oct – Dec 18 32%

2.5   Alongside the RDS Review, there has been an increased focus on recruitment and a new microsite has been developed (https://oncall.joinwyfirefighters.com/) Recruitment processes and training delivery have also been revised to ensure that they are as flexible as possible to meet the needs of potential RDS recruits.

3   Financial Implications

3.1   The retained budget was increased permanently by £234k in 2018/19 and going forward to fund the changes to the remuneration for retained firefighters. Budget monitoring in 2018/19 has proved that this is adequate budget provision for the review.

4   Legal Implications

4.1   The Chief Legal & Governance Officer has considered this report and has no observations to make at the time of submission of this report but may provide legal advice at the committee meeting and/or respond to any requests by members for legal advice made at the meeting.

5   Human Resource and Diversity Implications

5.1   The trial has been subject to regular joint reviews with the FBU and the FBU have indicated their agreement for the trial to become the substantive method of working. Feedback from staff has been positive with no particular concerns arising.

5.2   The new method of working offers opportunities for more flexible employment contracts and should make the work more attractive to groups currently under-represented in the service.

6   Health and Safety Implications

6.1   None arising from this report.

7   Your Fire and Rescue Service priorities

7.1   The report aligns to the Service Plan Priority:

- Reduce the risks to the communities of West Yorkshire.
- Work smarter at our fire stations and departmentally

Talent Management and Succession Planning

Human Resources Committee

Date: 5 April 2019

Submitted By: Chief Employment Services Officer

Agenda Item:

10

Purpose	To seek approval for a Talent Management and Succession Planning Policy
Recommendations	It is recommended that the Policy is approved.
Summary	This report recommends the adoption of a policy to develop a systematic approach to talent management and succession planning within the organisation.

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1   Introduction

1.1   Succession planning is the process of identifying and developing potential future leaders or senior managers, as well as individuals to fill other business-critical positions, either in the short- or the long-term. As well as training and development activities, succession planning programmes typically include the provision of practical, tailored work experience relevant for future senior or key roles. The aim is for the organisation to be able to fill key roles effectively if the current post holder were to leave the organisation.

1.2   Talent management is the systematic attraction, identification, development, engagement, retention and deployment of those individuals who are of particular value to an organisation, either in view of their 'high potential' for the future or because they are fulfilling business/operation-critical roles. Talent consists of those individuals who can make a difference to organisational performance either through their immediate contribution or, in the longer-term, by demonstrating the highest levels of potential.

1.3   The proposed policy seeks to provide a systematic process to ensure that the organisation's talent is managed appropriately and that risk is mitigated by having a pool of talent available to fill key roles should individuals choose to leave the organisation.

2   Information

2.1   The organisation is successful in attracting individuals to work for the organisation with high numbers of applications being received for the majority of posts. However, developing, managing and retaining them as part of a planned strategy for talent is equally important, as well as adopting systems to measure the return on this investment.

2.2   Talent management programmes can include a range of activities such as formal and informal leadership coaching and or mentoring, secondment, networking events as well as traditional development programmes.

2.3   We need to develop a strategic approach to talent management that suits our business and gets the best from our people. A tailored, organisation-wide talent management strategy provides a focus for investment in staff and places managing talent high on the corporate agenda. It can also contribute to other strategic objectives, including:

- building a high performance workplace
- encouraging a learning organisation
- building our reputation as an 'employer of choice'
- contributing to diversity management
- increasing productivity levels.

2.4   Management training and development activities alone cannot provide the hands-on experience that is crucial in making future leaders. Succession planning is an important way to manage the delivery of that experience, complemented by management training and development activities, and aligned with business needs. We need to ensure that we continually review and develop our succession plans to meet current and future skills, capability and behavioural needs and to ensure that succession planning is closely aligned with evolving business priorities.

2.5   A first step is to identify the business-critical positions or roles in the organisation for which potential successors are needed. It is possible to include individual senior or key positions or to take a more generic approach targeting a 'pool' of positions for which similar skills are required. One example could be non-leadership technical roles that could leave an organisation vulnerable, if not filled promptly.

2.6   Management Board will begin the process of identifying the business critical posts, using the process described at Appendix 1 of the policy.

3   Financial Implications

3.1   The policy and its associated interventions will be delivered within existing budgets.

4   Legal Implications

4.1   Local Government appointments are subject to regulation. Section 7 Local Government and Housing Act 1989 requires that all appointments are made on merit which effectively means the best person for the job should be appointed without regard to connections and without bias. An objective system of assessment during the process would help to comply with that requirement. Provided there is no unlawful discrimination in the process of identifying future best prospects for appointment and no-one is excluded from consideration for improper reasons a process of forward planning and identification and nurturing of potential future senior managers is permissible.

5   Human Resource and Diversity Implications

5.1   Employees need to understand the succession process. Transparency should be given to the methods used to judge potential successors and the kinds of jobs that are considered suitable for each individual.

5.2   With openness should go fairness; objective assessments of all available candidates need to be made, and the Establishment Planning Group will review and challenge key talent and succession plans and to examine how to improve the process.

5.3   All employees need to feel empowered to grow or they may opt out of the succession process. We need to ensure that diverse talents are properly developed and that diversity considerations are built into our strategy.

6   Health and Safety Implications

6.1   None arising from this report

7   Your Fire and Rescue Service priorities

7.1   The report aligns to the Service Plan Priority:

- To provide a workforce that serves the needs of a diverse community and /or to fulfil our statutory responsibilities and legal duties under the Equality Act 2010

- Work smarter at our fire stations and departmentally.

8   Conclusions

8.1   It is recognised that we will have to further develop this approach and tailor it to our specific way of doing things. Therefore, reviewing the document and the approach annually needs to be undertaken. The information and methodology in the appendices needs to be joined up with our PDR process which will also be reviewed as part of the implementation of our new HR System, "Access".

8.2   Further revision may also be necessary to ensure that the approach continues to complement our emerging leadership development strategy.

8.3   As part of the initial implementation, it is essential to identify critical roles and establish who is immediately available to back fill those roles from a business continuity point of view. This should be based on skills, knowledge and experience. If no one is immediately available then this is where we need to identify people and provide them with the skills and competencies that they require, assuming that the people exist within the organisation. If the role and skill set is very specialised, then we need to identify that and how that role would be fulfilled in the short term e.g. an external interim appointment.

Talent Management and Succession Planning

OFFICIAL
Ownership:
Status Draft

Revision and Signoff Sheet

Change Record

Date	Author	Version	Comments
01/03/2019	Ian Brandwood	1.0	

Reviewers

Name	Version Approved	Position	Organisation	Date

Distribution

Name	Position	Organisation

Document Properties

Item	Details
Document Title	Talent Management and Succession Planning
Author	Ian Brandwood
Creation Date	01 March 2019
Last Updated	28th February 2019

Talent Management and Succession Planning

Introduction

Talent is about those individuals who can make a positive difference to organisational performance, either through their immediate contribution or in the longer-term by demonstrating the highest level of potential.

Talent management is the systematic attraction, identification, development, engagement, retention and deployment of those individuals who demonstrate talent in our organisation.

All individuals require development and should be valued; however certain individuals displaying high potential can be supported to achieve their potential in a systematic and timely way.

Talent and career development is necessary for the retention of staff, no matter what their level in the organisation. Research has shown that structured career paths may be necessary for some staff, for job satisfaction and feeling valued within an organisation, hence job retention.

This definition underlines the importance of recognising that it is not sufficient simply to attract individuals with high potential. Developing, managing and retaining those individuals as part of a planned strategy for talent is equally important, as well as adopting the means for the Board to understand the utilisation of this investment.

Talent management aims to consider the individual in relation to the organisation using two dimensions, one of which takes into account their performance to date, the other their assessed potential. The two measures should also take into consideration an individual's personal aspirations and motivations.

We need to compete for talent and create resilient, agile and high performing leaders for now and the future by:

- Investing now to develop future talent

- Aligning talent to organisational goals

- Nurturing talented leaders

- Identifying talent gaps

- Retaining and developing talent.

WHAT IS TALENT DEVELOPMENT?

Talent development leads on from talent management. By identifying and managing talent, we not only have an informed picture of the development needs of the individuals within the organisation, but also the future skills, styles and behaviours needed to take the organisation forward and effectively deliver against its priorities.

A talent development plan will be the output from the yearly cycle conducted for appraisal and objectives setting with individuals and the departments within the wider organisation. By having an accurate annual position statement of who we have, where they are, what their strengths are, what they aspire to be and do (mapped against their performance and potential), we can implement the plan to deliver the development needs of the organisation.

By being part of an annual cycle there is the opportunity for learning from this process to consistently feed the development of the organisation and the staff that work with it.

Being explicit with the staff from the outset about who the process is aimed at ensures expectations are not inadvertently raised and individuals understand if the process is to include or exclude them. This in turn helps staff to understand what they can expect from the system, both if they have the performance, potential and aspirations to further develop, and also what they can expect if their performance and potential falls below organisational expectations.

This clear definition of talent management and development can enhance motivation of all staff, knowing that their contribution and input is valued and there is an avenue to being recognised and developed within the organisation.

Talent development supports the concept that 'leadership' should not just sit with those traditionally seen as 'leaders' but that there is a need for leadership characteristics, culture and attributes across staff at all levels of the organisation.

The leader needs to be able to:

- **Engage** with people in a way that is reciprocal – give things away and trust that they will get more in return
- **Influence** without authority
- **Motivate** to inspire
- **Be strategic** – use resources and capitalise to get what is needed or wanted
- **Deal** with volatility, uncertainty, complexity and ambiguity
- **Understand** the need to cooperate, utilising diplomatic skills and working for a 'win/win' outcome

3

- **Recognise** talent and identify solutions for people at all levels who demonstrate drive, ambition and capability based on objective criteria.
- **Have moral clarity** – the courage and capacity to understand others

A successful leader recognises their own strengths (talent) and has the self-awareness to recognise the limits in their knowledge and skills, working either to develop this within themselves and/or look for it in those who support them.

WHY DO TALENT MANAGEMENT AND DEVELOPMENT?

Evidence suggests that performance will drop during times of organisational change. Therefore organisational resilience is crucial when transforming the Service. Managing our talent develops a pipeline of internal talent. This ensures sustainability and succession planning for the future of the organisation.

As well as managing the talent already available, we must also ensure we are attracting the best in the first place and are then able to retain them. This may necessitate a further review of:

- Internal and external recruitment strategies
- Internal and external recruitment and selection processes
- Retention incentives
- Organisational culture, ensuring it is developmental and supportive, working towards a diverse leadership workforce (in line with our internal equality and diversity policies and principles)
- Organisational morale – ensuring it is positive.

Talent management should happen at all levels of the organisation. All or part of this document and appendices can be used for all levels of staff within the organisation.

WHAT ARE WE LOOKING FOR?

TALENT SPOTTING

Traditionally, organisations rely on people self-nominating or promoting themselves to know who may be their rising stars. There is however a bigger organisational responsibility to drive and own this, and make it a systematic, objective process.

In order to support those with the most talent to progress, it is essential that leaders are able to identify and signpost these individuals to the most appropriate developments within our talent management and development process.

As well as the two dimensions previously mentioned, performance and potential, aspiration/ambition to progress is a key element. Although an individual may be high

performing in their current role and have the ambition to progress, it is their potential for more complex working that needs to be assessed, and also the speed with which they can convert potential into actual performance supported by development, indicating ready soon or ready later. It should be noted that some people with talent are happy in their existing roles and have no desire to move to a more demanding role. This is something we understand and will look at ways in which people can be developed 'in role' if they wish to grow and develop their talent but are not ready or interested in the next career steps.

AMBITION

(What I want to do)

POTENTIAL

(What I can become through learning)

Not equal in all of us (as some suggest

BALANCE

Speed of Conversion

COMPETENCE

(What I do now)

What employers want/buy.
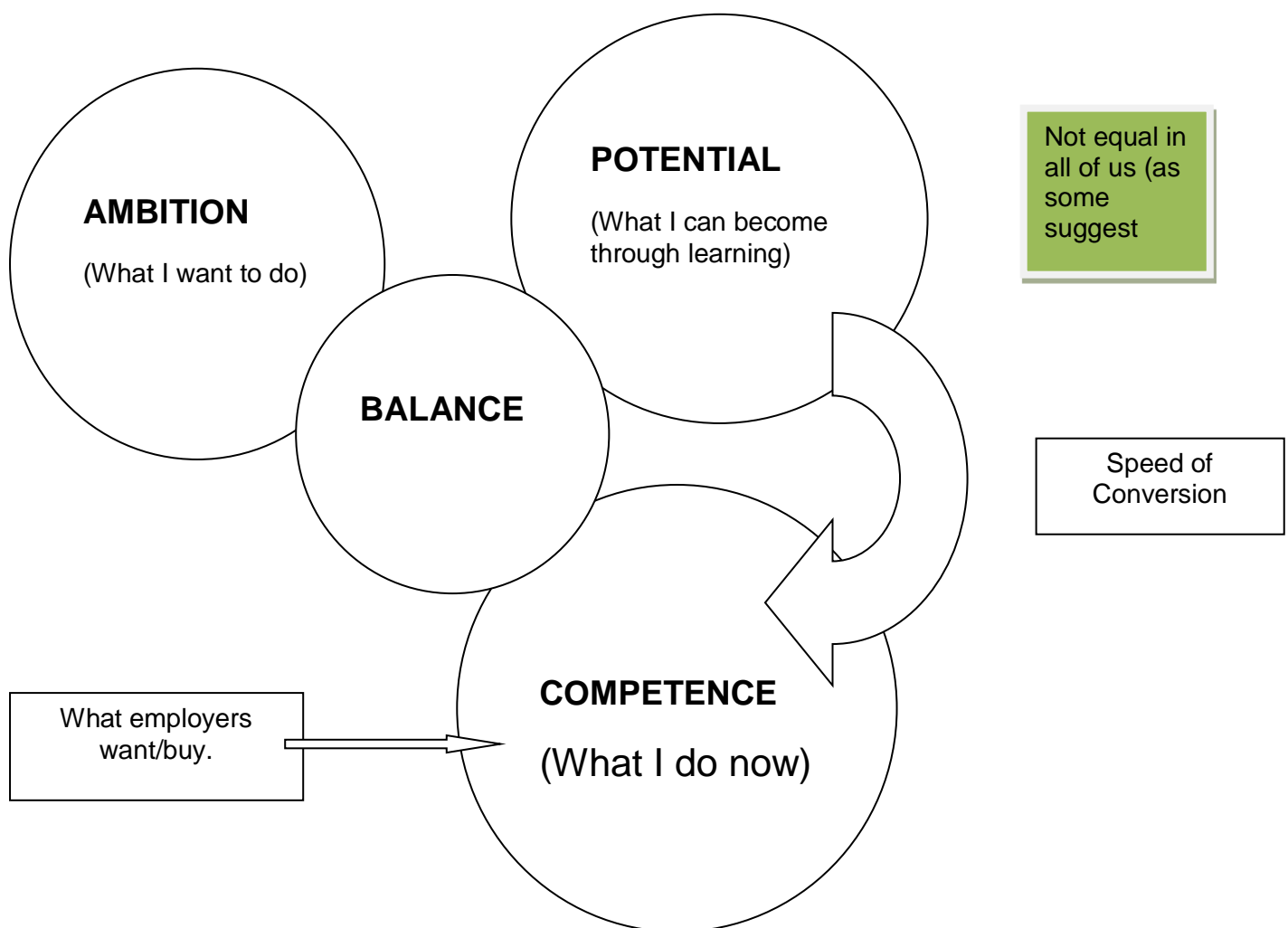
In spotting talent we must consider the following:

- Current performance in role
- An individual's aspirations for their future
- Personal motivation to progress
- Potential to progress

5

- Speed of conversion
- Future role suitability.

When an individual makes a career move, they may transition to:

- A more senior post
- A portfolio requiring new expertise/knowledge
- A completely different discipline/sector.

We also need to spot leaders who demonstrate:

- Ability to exploit inner drive. To build and grow things, as well as connect with others in the making. The 'maker instinct' is basic to leadership in the future, as leaders make and remake organisations

- Ability to see through messes and contradictions to a future that others cannot yet see. Leaders need to be very clear about what they are making, but very flexible about how it gets made

- Ability to turn dilemmas into advantages and opportunities

- Ability to calm tense situations - where differences dominate and communications have broken down, bringing people from divergent cultures toward constructive engagement

- Ability to be open and authentic about what matters to them

- Ability to create quick early versions of innovations with the expectation that later success will require early failures. Leaders will need a learn-as-you-go style of leadership that knows how to learn from early setbacks and fail in interesting ways

- Ability to create, engage with and nurture purposeful business - social networking through intelligent use of electronic and other media

HOW DO WE ASSESS AND IDENTIFY TALENT?

WHAT ARE THE KEY TALENT REQUIREMENTS?

ROLES

As well as identifying talented individuals, we need to be clear about business critical posts - those posts that if suddenly unfilled would cause most risk to the organisation. When considering those in the talent pool, what roles are they talented for?

Once identified, these roles should be reviewed annually by Management Board.

As a start to this process, a high-level exercise should be conducted to ascertain what the key requirements of the organisation are now, soon and in the future, to ensure our talent development plans meet the needs of our evolving organisation. The following are broad questions to determine if a role is "key "or not, and to prompt consideration of the skills needed to lead the organisation in the future:

- Is this a significant leadership role?
- Is there a known scarcity of people in the pipeline to fill this role?
- Is the role integral to current operational activity?
- Is there a significant people/team management aspect?
- Is this role accountable for the delivery of key strategic priorities?
- Is the role a bridge between the organisation and other key partners?
- Is there a known increase in demand for this role based on planned retirements?

In addition to these questions, following transformation of services, consideration also needs to be given to:

- What are our key roles and skills needed in the next 3-5 years?

Appendix 1 can be used to help in ascertaining if a role is key or not.

WHAT HAVE WE CURRENTLY GOT?

IDENTIFICATION

It is important to identify which group of employees constitute our talent pool. It is critical that we monitor our talent in some way, to ensure that the talent is not 'leaking' away at certain career stages and that the pools have enough entry points to ensure they are replenished as necessary. It is also essential that this is an inclusive process that considers a richness of diversity for optimal organisation performance.

Career development status based on **performance and potential** needs to be done in agreement with the individual and their line manager. This ensures a true reflection of their aspiration and potential to achieve and that the process is transparent.

By using the potential and performance tool, **Appendix 2**, allows for the assessment of potential staff. Any manager feeling that a member of his / her team may have high potential should assess him /her against this tool. An individual that feels he /

she meets the high potential criteria may also request an assessment by his / her manager.

The process can facilitate a shared sense of ownership for the organisational talent pool and identified development needs.

Sponsoring managers should explain the rationale for their assessment by asking lots of whys and triangulating agreement should be reached. This first assessment can be then used as a benchmark for all future assessments to compare against. If there is disagreement in perception, agree any change of decisions based on new feedback.

This process will enable us to assess the performance and potential of individuals and test the consistency of the information gathered. It provides an indication as to the readiness of an individual to progress to the next level; as well as a consolidated picture of the pool of people likely to progress within a given time frame.

This is supported by **Appendix 3** that guides the user through a range of potential interventions, once the performance and potential has been plotted on the grid in **Appendix 2** supporting the open and honest conversation with the employee, identifying development interventions that can be delivered via the organisation's local activity.

Equality of opportunity for all needs to be considered within the process.

Research suggests we tend to promote based on current performance, rather than determination of future potential. We also often 'hire' on IQ (Intelligence Quotient) and then occasionally need to 'fire' on EQ (Emotional Quotient). We need to understand what we are looking for in the future and assess based on future need, rather than current status. By achieving a richness of diversity across the organisation and its leaders, we will further strengthen the collective engagement and leadership. The embedding and mainstreaming of diversity and inclusion does not eliminate the need for specific focused governance, any more than this is the case for other strategic priorities such as finance or safety.

Progress towards diversity and inclusion objectives can be improved and enhanced by:

- Exploration of what steps can be taken to shift the balance of diversity and inclusion leadership, so that all staff can play a more equal part
- Regular and visible prioritisation by the Board of the effectiveness of service delivery to diverse groups

- Diversity and inclusion as a standing item on the Board's agenda, supported by adequate time for discussion, debate and decisive action
- Effective, outcome-driven challenge of the diversity and inclusion agenda being encouraged and undertaken by all Board members
- A collective acknowledgement at Board level of the diversity and inclusion vision and priorities, with explicit linkage being made to organisational objectives.

WAYS TO ASSESS TALENT

Along with spotting talented individuals (which may be subjective), other methods can be used to triangulate findings more objectively.

A **personality test** is a questionnaire or other standardised instrument designed to reveal aspects of an individual's character or psychological makeup. The first personality tests were developed in the early 20th century and were intended to ease the process of personnel selection, particularly in the Armed Forces. Since these early efforts, a wide variety of personality tests have been developed. Today, personality tests are used in a range of contexts, including individual and relationship counselling, career planning and career development.

Psychometrics is the field of study concerned with the theory and technique of psychological measurement of knowledge, abilities, attitudes, educational measurement (and includes personality traits). The field is primarily concerned with the construction and validation of measurement instruments such as questionnaires and tests. These tests are constructed of instruments and procedures for measurement.

An Assessment Centre is a place at which a person, such as a member of staff, is assessed to determine their suitability for particular roles. The candidate's aptitude determined by a variety of techniques including interviews, examinations, role-plays, scenarios and tested against agreed criteria and competencies.

360 degree feedback is a multi rater, multisource assessment and is feedback that comes from all around an employee. '360' refers to a circle, with an individual figuratively in the centre of the circle. Feedback is provided by direct reports, peers, and supervisors. It also includes a self-assessment.

Stretch opportunities with robust support, give an individual the opportunity to enhance their experience and act at a higher level than their substantive post currently allows. Stretch opportunities should be targeted at addressing areas for development identified with the individual as part of their performance and potential discussion. Clear objectives and milestones should be built into the period of the

stretch opportunity to measure the progress towards meeting these development needs, as well as the availability of a mentor to support the individual to ensure maximum value is achieved by the individual and the organisation.

Formal assessment is great and informative, but changes in performance and future development will be directly correlated to the quality of the feedback of any assessment or development intervention. Feedback should be undertaken by a competent mentor, coach, facilitator or assessor.

In ensuring we have a multi-level succession plan, there should always be at least one potential successor identified for each key role in the organisation.

HOW DO WE MANAGE ORGANISATIONAL RESILIENCE AND SUCCESSION ASSURANCE?

By having an effective internal talent management strategy and process, we will be prepared to respond to any future reforms and structure.

In ensuring we have a multi-level succession plan, there should always be at least one successor identified for each key role in the organisation. By identifying these individuals well in advance of any specific need, they can be supported in targeted development and stretch opportunities to ensure they are fully prepared to take on the role and challenge when it arises. This ensures we avoid any panic situations by a key post holder handing in their notice and no successor identified, or a potential successor not being at a stage where they are ready to step into the role.

This may only be a temporary solution but provides resilience at all times. By having an effective internal talent management strategy and process, we will be prepared to respond to any future challenges. Identifying those individuals, who, if not retained would have major impact on the organisation ensures a robust system without the loss of future talent, organisational-memory and professional expertise in difficult and challenging times.

Open and honest conversations about temporary cover should be had to avoid the situation of staff assuming they will naturally 'succeed'.

Identifying at what stage an employee is in their current career or post can aid succession planning within departments and an organisation.

Potential stages could be:

1. Being **ready** to do the next job **now (0 – 12 months)**
2. Being **ready** for a stretch position **within 1 – 3 years**
3. Being **ready** for a stretch position **within 3 – 5 years;**

4. Being **ready** for **job rotation/stretch at the same level**
5. Being **ready** for **lateral assignments on a temporary relief or project work.**

The introduction of a 'talent panel' supports the embedding of a robust talent management system. This panel would ideally be made up of senior or Board level individuals tasked with:

- Championing the implementation of a talent management and development process within the organisation
- Overseeing the talent pools
- Sense checking the sources of information within their organisation
- Ensuring consistency and equality of opportunity and identification
- Actively managing career movements.

This role could be discharged by the existing "Establishment Planning Group."

HOW DO WE ACTIVELY SUPPORT AND CONTINUOUSLY DEVELOP TALENT?

Talent alone is not always enough to guarantee success. It may be perceived that talented people act like the proverbial cream and automatically float to the top of their organisations. Research tells us that no matter how gifted, talented people need to work in organisations which nurture their talents and provide them with an increasingly larger stage upon which to test their abilities and potential.

By working with individuals to support their continuous personal development and learning journey, and helping them to be the best they can be, we can develop and nurture our future leaders. These leaders understand and uphold the culture of development and support with constructive challenge, to drive the organisation forwards and upwards to achieve its key outcomes of services and support to the local population.

By enhancing development discussions, development plans become more comprehensive and specific. Open conversations around future aspirations and suitability to move into other roles, need to be part of these development plans and discussions. This could include taking a more flexible approach to opportunities for learning and talent development – e.g. opportunities for a higher level apprenticeship, or training outside the 'norm' for someone in a specific job linked to aspirations.

Our most talented people are also most likely to be actively testing the job market, and are most desirable to our competitors. By understanding the supply, potential and aspirations at all levels of our organisation, this informs the talent pipeline that supplies our organisation. This pipeline needs to be supported, refreshed and

revisited so that people in the talent pool are aware of the opportunities and process to support them in their learning journey.

By identifying the potential gaps in an individual's experience and knowledge, it is easier to understand how these gaps can be addressed. When considering development needs, aspirations and future career plans, consideration should be given to the benefits of sideways moves as well as upward progression. Sideways moves and stretch opportunities within the organisation are another way for an individual to experience new challenges and ways of working, therefore expanding their portfolio. By setting clear objectives that underpin the stretch opportunity or sideways move, the individual and their internal sponsor can monitor the achievement against these objectives and the progress and value of the opportunity.

We should consider how these sideways moves can be promoted and facilitated as short term projects with specific aims, objectives and outcomes. This will require managers working together, to identify potential placements and opportunities coming up within their workstreams or departments that would benefit from a new perspective, and facilitate an internal colleague developing in their skills and experience that may not be readily available in their current role.

Talent initiatives send a clear message to our employees – this is an organisation committed to investing in people and where talented individuals can flourish. Recognition for recruiting and developing talent also strengthens our employer brand and attracts new talent to the organisation.

However, not all talented people will have jobs to 'rise' into, therefore a range of motivation, retention and job enrichment strategies need to be considered:

- Expand the job to include new, higher level responsibilities and re-assign responsibilities that our talent feels are routine and not stimulating
- Provide more authority for our talent to self-manage and make decisions
- Invite our talent to contribute to more important, department or organisation wide decisions and planning and provide more access to important and desirable meetings
- Provide more information by including our talent on specific mailing lists, in briefings and coach/mentor them personally
- Support our talent to undertake projects or personal and team stretch.
- Undertake personal development and personal awareness interventions.

Appendix 1

IDENTIFICATION OF KEY ROLES

Working through the seven questions below, will aid in the identification of whether a role is 'key' or not:

1. Is this a significant leadership role?
2. Is there a known scarcity of skills in this role?
3. Is the role integral to current operational activity?
4. Is there a significant people / team management aspect?
5. Is this a role accountable for the delivery of strategic priorities?
6. Is the role a bridge between the organisations and "external stakeholder"?
7. Is there a known spike in demand for this role based on planned retirements?

In addition to these questions, following transformation of services, consideration also needs to be given to:

What are your key roles and skills needed in the next 3-5 years?

ROLE TITLE	YES/NO IN RESPONSE TO THE 7 QUESTIONS ABOVE
	1. YES ☐ NO ☐ 2 YES ☐ NO ☐ 3. YES ☐ NO ☐ 4. YES ☐ NO ☐ 5. YES ☐ NO ☐ 6. YES ☐ NO ☐ 7. YES ☐ NO ☐
	1. YES ☐ NO ☐ 2 YES ☐ NO ☐ 3. YES ☐ NO ☐ 4. YES ☐ NO ☐ 5. YES ☐ NO ☐ 6. YES ☐ NO ☐ 7. YES ☐ NO ☐
	1. YES ☐ NO ☐ 2 YES ☐ NO ☐

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	3. YES ☐ NO ☐
	4. YES ☐ NO ☐
	5. YES ☐ NO ☐
	6. YES ☐ NO ☐
	7. YES ☐ NO ☐

Appendix 2

PROFILE – PERFORMANCE AND POTENTIAL GRID

	Not likely to be ready (NL) Shows limited potential to develop at current level within 3 – 5 years or shows no motivation or aspiration to want to progress.	**Emerging Talent (ET)** Shows potential and motivation to develop at current level in some respects. Shows future promise and expected to progress within 3 – 5 years.	**Developing Talent (DT)** Demonstrates the potential and motivation to develop at current levels to progress within 1 – 3 years.	**Ready Now (RN)** Demonstrates the Potential motivation and experience to perform at next level. In next 12 months, should focus on developing leadership behaviours at next level.
Exceeds Expectations Outstanding performance against objectives and behaviours required at level.	**NL1 - Expert (peak performance)** • Continuous high performance • Limited upward potential • Usually possesses special experience / Technical knowledge that would be difficult to replace • Significant value to the organisation	**ET1 – Deep Professional (in own field)** • High performance in own field • Consistent results • Shows upward potential • Emergent skills	**DT1 – Key Generalist (pivotal and flexible)** • High performance with consistency of results across a variety of assignments • Moderate potential Secondary pool to fill critical positions; perhaps move one level; likely to shift to key or high professional roles over time	**RN1 – Consistent Talent** • High performer with lots of potential and capacity for immediate advancement • Highest levels of performance and potential • Demonstrates mastery of current assignment • True organisation asset • First call to fill critical positions
Meets Expectations Meets the expectations for performance against objectives and behaviours required at level	**NL2 – Pace Setter (stable/critical)** • Satisfactory performance • Limited upward potential – may	**ET2 – Future Professional (narrow field)** • Satisfactory Performance • Showing upward potential	**DT2 – Solid Generalist (solid and adaptable)** • Satisfactory performance with moderate potential over time	**RN2 – Future Talent emergent – capacity for key Roles)** • Individual with high potential • Satisfactory

	be related to aspirations • Great value to Organisation Stable and delivers	• Meets experience	• Meets expectations	performance • Has the capacity to be a consistent talent
Partially Met Expectations Below 'met expectations' against performance objectives and behaviours required at level	**NL3 – Take action to address (issue).** • Low level of performance • Limited upward potential (may be related to aspirations • Individual will need to change results and behaviour quickly	**ET3 – Challenge Professional** • Showing potential but low performance	**DT3 – Future Generalist in Training (needs stretching)** • Low performance but showing moderate potential over time • Needs pushing and stretching, may be bored or under-used	**RN3 – New Role (budding talent)** • Have yet to demonstrate results, or high potential in a new position / development assignment • New to post or assignment

Appendix 3

PERFORMANCE POTENTIAL IDENTIFICATION AND DEVELOPMENT GUIDE

READY NOW TALENT (0-12 MONTHS)

RN 1 Consistent Talent

High performer with lots of potential and capacity for immediate advancement

Definition

- Highest levels of performance and potential
- Demonstrates mastery of current job / assignment
- Aspires to progress
- True organisation asset
- First call to fill critical or emergency positions

Development Considerations

- Future role, exposure to 'acting / step up' posts
- Identify 'appropriate' career path
- Immediate move and longer term view
- Stretch assignments, giving depth and breadth of experience
- Reinforce value of individual to organisation, use praise and recognition appropriately
- Raise profile and exposure

Possible Interventions

- 360 degree feedback / other self-awareness exercises
- Mentoring (self and others)
- Secondments (external)
- High profile presentations / exposure
- Stretch outside of comfort zone
- Placement outside of organisation
- Develop skills / knowledge – next role
- Leadership programmes
- Exposure to multi-cultural, multibusiness, teams or groups where an outcome is needed with no direct authority
- An understanding of organisational development, interventions and techniques
- Further education
- Coaching
- Action Learning Set

RN 2 – Future Talent

Satisfactory performer with the ability and potential to be a consistent talent.

Definition

- Individual with high potential
- Satisfactory performance
- Has the ability and potential to be a consistent talent
- Aspires and has ambition

Development Considerations

- Current role development
- Increase current performance/delivery
- Discuss future ambition/aspirations
- Specific competencies, experience and learning needed for future roles

Possible Interventions

- Managing personal growth
- 360 degree feedback
- Secondments / stretch opportunities
- Mentoring (as mentee) or as mentor
- Coaching 1:1
- Job rotations / exposure to broader Trust agenda and priorities
- Skills / knowledge – next role
- Projects – working outside functional expertise; working on a failed project in a recovery phase

RN3 – New Role (budding talent)

High potential in new job or underperforming.

Definition

- Have yet to demonstrate results, or high potential in a new position / development assignment / loss of motivation.

Development Considerations

- Current role skills and behaviours
- Direction and support
- Motivate, mentor and coach
- Development plan to improve performance and demonstrate potential over the next 12 months
- With evidenced performance could move to RN2 or RN1 swiftly

Possible Interventions

- Coaching / buddying on the job
- Monthly contact to assess / re-assess and keep on track
- Induction (culture / systems / processes)
- Basic knowledge and skills training
- Encouragement to keep on going and gain organisational acceptance

- Realistic management of time scales and expectations
- Possibly some career diagnosis – would need to be carefully handled in terms of raising expectations
- Reassess in next cycle of planning / performance management
- Challenge with clear expectations
- Clear and stretching objectives with regular review

DEVELOPING TALENT (READY IN 1 – 3 YEARS)

DT1 – Key Generalist (pivotal and flexible)

High performance in a variety of areas.

Definition

- High performance with consistency of results across a variety of assignments
- Flexible, and could fill short term gaps
- Moderate potential
- Could fill critical positions; perhaps move one level; likely to shift to key or high professional post over time

Development Considerations

- Motivational stretch to enhance fulfilment
- Further developments in role giving both breadth and depth of experience
- Identify 'appropriate' career path
- Reinforce value of individual to organisation, use praise and recognition appropriately

Possible Interventions

- Managing personal growth
- Further education
- 360 degree feedback
- Mentoring (as mentee)
- Coaching 1:1
- Develop skills / knowledge / competencies
- Projects to develop competencies and develop further depth and breadth of experience
- Secondments into development assignment to stretch
- Projects – using existing strengths with some future orientation
- Develop skills / knowledge / competencies – current role
- Diagnosis of career options may be appropriate
- Future leader programme
- Engage in training others
- Add in your own local development activity

DT2 – Solid Generalist (Solid and adaptable)

Satisfactory performance with moderate potential.

Definition

- Satisfactory performance with moderate potential over time
- Meets expectations
- Solid, steady team member

Development Considerations

- Current role and development opportunities e.g. acting-up arrangements
- Enhance current performance
- Future career considerations
- Discuss future aspirations and ambition
- Consider developmental assignment
- Identify factors which motivate or de-motivate individual and affect performance

Possible Interventions

- Managing personal growth
- Further education
- 360 degree feedback
- Secondments into development assignment to stretch (with support)
- Mentoring (as mentee)
- Coaching 1:1
- Projects / development areas
- Develop skills / knowledge / competencies – current role
- Diagnosis of career options may be appropriate
- Development to improve current performance
- Add in your own local development activity /processes

DT3 – Future Generalist in Training (needs stretching)

Moderate potential but underperforming.

Definition

- Low performance but showing moderate potential over time
- Needs pushing and stretching – may be bored or under used
- Could be in the wrong job

Development Considerations

- Current role and factors that could motivate the individual more
- Ambition discussion
- Understanding barriers
- Current performance and future improvements

Possible Interventions

- Identify interventions to motivate and engage
- Swift action on improvement plan with tight timescales
- Open conversation and role review.
- Challenge with appropriate level of support (high support and regular contact)
- Coaching for performance
- Career counselling
- Quick remedial targeted development activity
- Formalised performance management-dependent upon timescale

EMERGENT TALENT (READY IN 3 – 5 YEARS)

ET1 – Deep Professional (in own field)

High performance in own field with consistent results.

Definition

- High performance in own field
- Consistent results
- Shows upward potential
- Emergent skills

Development Considerations

- Current role
- Stretch opportunities out of field
- Aspirations and exposure
- Reinforce value to organisation, use praise and encouragement
- Incremental progression plan

Possible Interventions

- Managing personal growth
- 360 degree feedback
- Job rotations
- Build skills / knowledge required for current role
- Further professional qualification to enhance role e.g. accountancy, management etc.
- Manage current performance
- Ensure feedback is given
- Mentoring
- Coaching
- Exposure
- Robust development planning
- Add in your own local development activity

ET2 – Future Professional (narrow field)

Satisfactory performance and showing upward potential.

Definition

- Satisfactory performance
- Showing upward potential
- Meets experience

Development Considerations

- Current role development
- Improve strengths and motivation

- Increase current performance in role
- Stretch projects to evidence ability

Possible Interventions

- Managing personal growth
- 360 degree feedback
- Job rotations
- Build skills / knowledge required for current role
- Professional qualifications e.g. management, baseline requirements for current role
- Managing current performance
- Mentoring
- Coaching
- Exposure/ experience
- Add in your own local development activity

ET3 – Challenge Professional

Showing potential but low performance.

Definition

- Limited drive or motivation
- Showing potential, but low level performance
- Occasional sparks of brilliance
- Bright, new ideas and creative solutions

Development Considerations

- Current role development
- Use appropriate performance improvement plan
- Understand aspirations, motivators and work importance

Possible Interventions

- Appropriate skills, knowledge and attitude development in current role
- Interventions related to de-motivators or 'de-railers' (if there is evidence that these will result in improving performance)
- Action taken quickly for remedial and targeted development
- Projects (use as measure of competencies for next role as well as playing to strengths)
- Managing personal growth
- Further education
- 360 degree feedback
- Mentoring (as mentee)
- Secondments – internal
- Coaching 1:1
- Career counselling
- Clearly define the areas of poor performance, measured against criteria technical procedures, Leadership Framework etc.
- Develop agreed plan with individual with key actions and timescales for delivery

- Have monitoring process in place for delivery plan
- Manager to give regular feedback on performance
- Formalised performance management dependent upon time scale – the appropriate formal procedure should be applied

NOT LIKELY TO BE READY

NL1 – Expert / Peak Performance

Continuous high performance with limited upward potential.

NOT IN A POSITION TO PROGRESS DUE TO:

- Aspiration
- Personal decisions
- Motivation
- Limited potential

Definition

- Continuous high performance
- May have limited upward potential though this may relate to the desire/aspiration to progress
- Usually possesses special experience / technical knowledge that would be difficult to replace
- Usually has excellent relationships with internal and external stake holders
- Significant value to the organisation

Development Considerations

- Current role development
- Utilise strengths / motivate / excite
- Work with individual to reduce barriers that prohibit progress
- Retrain in position / wider portfolio
- Reinforce value of individual to organisation, use praise and recognition appropriately

Possible Interventions

- Managing personal growth
- 360 degree feedback – to look at other competencies beyond their role profile
- Mentoring (as mentor) – maybe external
- Secondments- external to consider other alternative work methods
- Coaching 1:1 – external
- Develop skills / knowledge / competencies for a potential other role
- Transferrable skills in different work environment
- Stretch projects – this could then be utilised to assess potential to progress
- Utilise as 'subject matter expert' in wider forums

NL2 – Pace Setter (stable/critical)

Satisfactory performance with limited upward potential.

Definition

- Satisfactory performance

- Limited upward potential though this may relate to the desire/aspiration to progress
- Great value to organisation, stable and delivers

Development Considerations

- Current role development
- Utilise strengths/motivate/excite
- Increase current performance
- Check learning styles and motivators

Possible Interventions

- Appropriate skills, knowledge and attitude development in current role, including those new skills necessary for the new NHS
- Interventions related to de-motivators or 'de-railers' (if there is evidence that these will result in improving performance)
- Career counselling
- Action taken for targeted development
- Formalised performance management- the appropriate formal procedure could be applied

NL3 – Take action to address (issue).

Low level of performance with limited upward potential

Definition

- Low level of performance
- Limited upward potential though this may relate to the desire/aspiration to progress
- Individual will need to address performance and behaviour quickly

Development Considerations

- Current role mismatch
- Identify issues related to poor performance
- Set clear targets for individual with maximum contact
- Ensure individual owns their need to improve performance
- Use informal performance improvement plan
- Use internal formal procedure if appropriate

Possible Interventions

- Clearly define the areas of underperformance, measured against criteria e.g. technical procedures, Leadership Framework etc.
- Develop agreed plan with individual with key actions and timescales for delivery
- Have monitoring process in place for delivery plan
- Manager to give regular feedback on performance
- Quick remedial development activity
- Career counselling
- If no improvement, formalised performance management procedure

Skills For Justice - Quality Assurance Framework

Human Resources Committee

Date: 5 April 2019

Agenda Item:
11

Submitted By: Ian Stone

Purpose	This report provides an update following an Audit of compliance against the Skills for Justice Awards FRS Quality Assurance Framework.
Recommendations	To note the report and commend the work of the learning and development team in ensuring WYFRS continued compliance with the qualification and award framework.
Summary	West Yorkshire Fire & Rescue Authority is an accredited qualifications centre for Skills for Justice (SFJ). A regular audit is carried out to ensure we are compliant with the standards set and our assessment and achievement decisions are appropriate, add value and are consistent.
	Skills for Justice carried out a detailed external compliance audit in late October of 2018, auditing our systems and practices to establish whether we remain compliant with standards expected of SFJ accredited centres.
	The auditor praised our drive for continuous improvement, including our qualifications offer and highlighted a strong focus on continuous improvement, quality of delivery and assessment, quality of development programmes and materials for people in operational roles.

Local Government (Access to information) Act 1972

Exemption Category: None

Contact Officer: Ian Stone – Organisational Development Manager☐

Background papers open to inspection: None

Annexes: Annex 1 - FRS Quality Assurance Framework - Audit Summary Report 25 October 2018

Making West Yorkshire Safer
www.westyorksfire.gov.uk

1 Introduction

1.1 West Yorkshire Fire and Rescue Authority have a great track record of supporting and delivering qualifications and developmental activities designed to embed knowledge and support skills to deliver excellent services.

1.2 WYFRS is an approved centre to deliver qualifications, assessments and development on behalf of Skills for Justice.

1.3 Skills for Justice Skills for are a not-for-profit organisation committed to the development of an improved and sustainable workforce across the UK's Justice, Fire and Rescue, Local Government and Armed Forces sectors. Skills for Justice (SFJ) Awards are approved by the Qualification Regulators to provide qualifications in England, Wales and Northern Ireland.

1.4 This report provides a summary of the audit which took place in late October of 2018 and confirms that standards in place across our development books, portfolios and qualifications are appropriate and assessment carried out is robust, objective and accurate.

1.5 The report itself is attached as Annexe i. This is in table form and covers the areas WYFRS needs to demonstrate compliance with to maintain centre status with Skills for Justice Qualifications and accreditation and covers our good practice and any areas for development identified during the audit.

1.6 The audit report covers the criteria laid down by SFJ Awards and highlights how we meet, or exceed the requirements. The report itself covers individual portfolios, and names people going through development, assessors, etc.; names have been redacted to ensure confidentiality.

2 Summary of Audit Report Findings

2.1 There is a clear process for identifying assessor, IQA (Internal Quality Assurer) and the roles is verifying the individual is demonstrating the underpinning knowledge and products to achieve the standard required.

2.2 There is sufficient resilience in the number and range of assessors and IQAs to deliver programmes in line with organisational requirements.

2.3 There is an ongoing commitment to staff development in respect of assessing and quality assurance with formal qualifications being offered.

2.4 The policies and version controlling were identified as a strength / best practice.

2.5 The auditor highlighted a key strength is that the programme manager and team have a strong focus on continuously improving development programmes to the benefit of learners and WYFRS.

2.6 The report highlights a pass rate of 50% for the March 2018 IFE (Institute for Fire Engineers) examination.

2.7   WYFRS has a good track record of achievement and our results are usually in line with, or slightly better than the national average. The tables below are included to show a comparison between the WYFRS and National results for the three sets of IFE examinations.
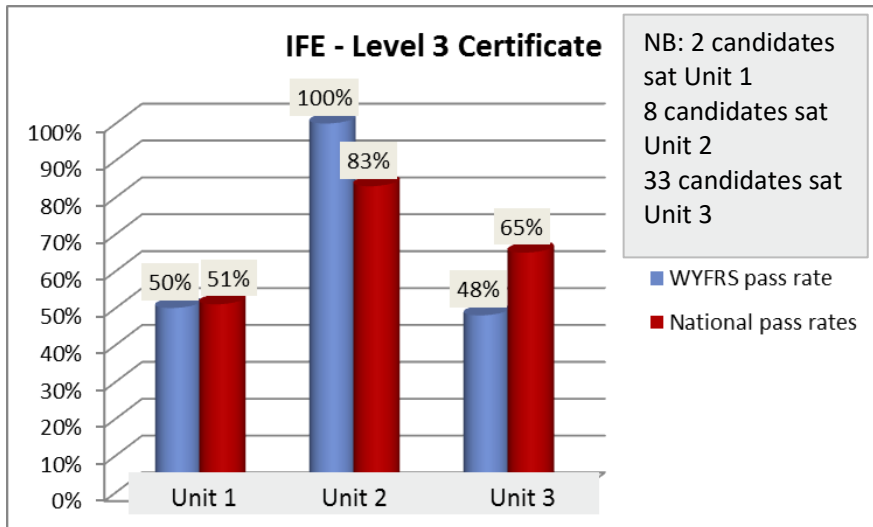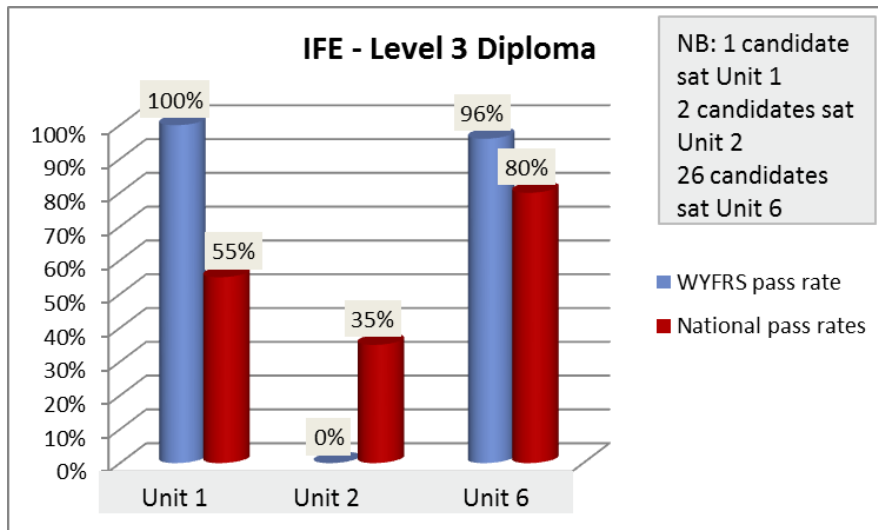
IFE - Level 3 Certificate

NB: 2 candidates sat Unit 1
8 candidates sat Unit 2
33 candidates sat Unit 3

■ WYFRS pass rate
■ National pass rates

Unit 1: WYFRS 50%, National 51%
Unit 2: WYFRS 100%, National 83%
Unit 3: WYFRS 48%, National 65%

Figure 1: Data showing IFE Level 3 Certificate pass rates

IFE - Level 3 Diploma

NB: 1 candidate sat Unit 1
2 candidates sat Unit 2
26 candidates sat Unit 6

■ WYFRS pass rate
■ National pass rates

Unit 1: WYFRS 100%, National 55%
Unit 2: WYFRS 0%, National 35%
Unit 6: WYFRS 96%, National 80%

Figure 2: Data showing IFE Level 3 Diploma pass rates

IFE - Level 4 Certificate

NB: 1 candidates sat Unit 2
22 candidates sat Unit 3

■ WYFRS pass rate
■ National pass rates

Unit 2: WYFRS 0%, National 42%
Unit 3: WYFRS 41%, National 28%
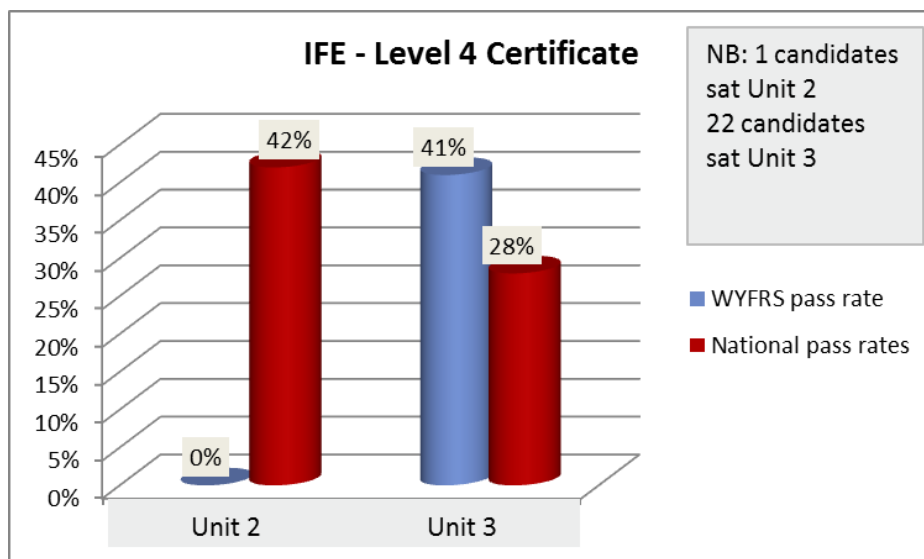
Figure 3: Data showing IFE Level 4 Certificate

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2.8   The report highlights as best practice that WYFRS Assessors are making safe judgements based upon the assessment of sufficient evidence. A range of evidence streams are used by assessors to prove a learner's competency, in particular the use of work product. This provides a reassurance that the learning programmes in place are robust and support continuous improvement.

2.9   Feedback on all development programmes is obtained from learners and the new CM programme requires the learner to complete a feedback questionnaire at the end of each phase. The Centre continues to identify opportunities to improve the quality of the programmes they deliver. The new CM programme has been well received.

2.10   In summary, the report identifies as best practice a strong focus on improving the development programmes for all roles that benefits both the learner and West Yorkshire FRS, in addition the assessor highlighted our on-going commitment to staff development in respect of assessing and quality assurance, with formal qualifications being offered.

3   Financial Implications

3.1   The investment in electronic portfolio systems is under review and may reduce if we are able to move this to the eLearning system currently being upgraded. The financial implications are minimal.

4   Legal Implications

4.1   The Chief Legal & Governance Officer has considered this report and has no observations to make at the time of submission of this report but may provide legal advice at the committee meeting and/or respond to any requests by members for legal advice made at the meeting.

5   Human Resource and Diversity Implications

5.1   The integration of learning, evidence based portfolio development and objective assessment provides a reassurance that the standards in place are robust and appropriate.

5.2   The revised approach to develop before recruitment takes place is an important step in widening access to development opportunities in a fair and transparent way.

5.3   Where people are required to write a portfolio or sit an examination, steps are in place to screen for neurodiversity and learning difficulties, such as Dyslexia; appropriate reasonable adjustments including 'speak and type' software (such as Dragon), extra time for examinations, a reader and/or scribe are all options we consider and have deployed to ensure equality of access and opportunity.

6   Health and Safety Implications

6.1   The integration of robust assessment of competence and the input from assessors and internal verifiers to carry out standardisation meetings and ensure all assessments are consistent and appropriate helps support our drive to reduce risk. People going through the development route and/or qualification programmes are well trained and objectively assessed against a set of externally accredited standards. This external accreditation helps ensure the standards in place within WYFRS are appropriate, robust, stretching and in line with the best occupational practice.

7   Your Fire and Rescue Service priorities

7.1   The report aligns to the following Service Plan Priorities:

- Be more efficient across all areas of the service to make savings.

- Work smarter at our fire stations and departmentally.

- To provide a workforce that serves the needs of a diverse community and /or to fulfil our statutory responsibilities and legal duties under the Equality Act 2010

8   Conclusions

8.1   The robust and effective deployment of examinations, NVQ's and development programmes in WYFRS development and promotions process ensures everyone from trainee Firefighter to senior managers are not only trained to a high standard, but that their training is measured against external standards.

8.2   The report from Skills for Justice highlights the impact of having robust training and assessment in place; having highlighted significant good practice measures in place.

8.3   The accreditation from Skills for Justice, deployment of IFE (Institute of Fire Engineers) qualifications and use of National Vocational Qualifications demonstrates a significant investment in our operational colleague's skills and knowledge.

8.4   The objective and robust audit procedure the Skills for Justice audit has delivered confirms our compliance with their high expectations and helps reduce risks. Accreditation provides an assurance to the Fire Authority that our people are equipped with the required skills, knowledge and behaviours to deliver our ambition to Make West Yorkshire Safer.

SFJ AWARDS

FRS Quality Assurance Framework

Audit Summary Report

Service: **West Yorkshire Fire and Rescue Service**

Auditor: **Paul Emerson**

Report Date: **25 October 2018**
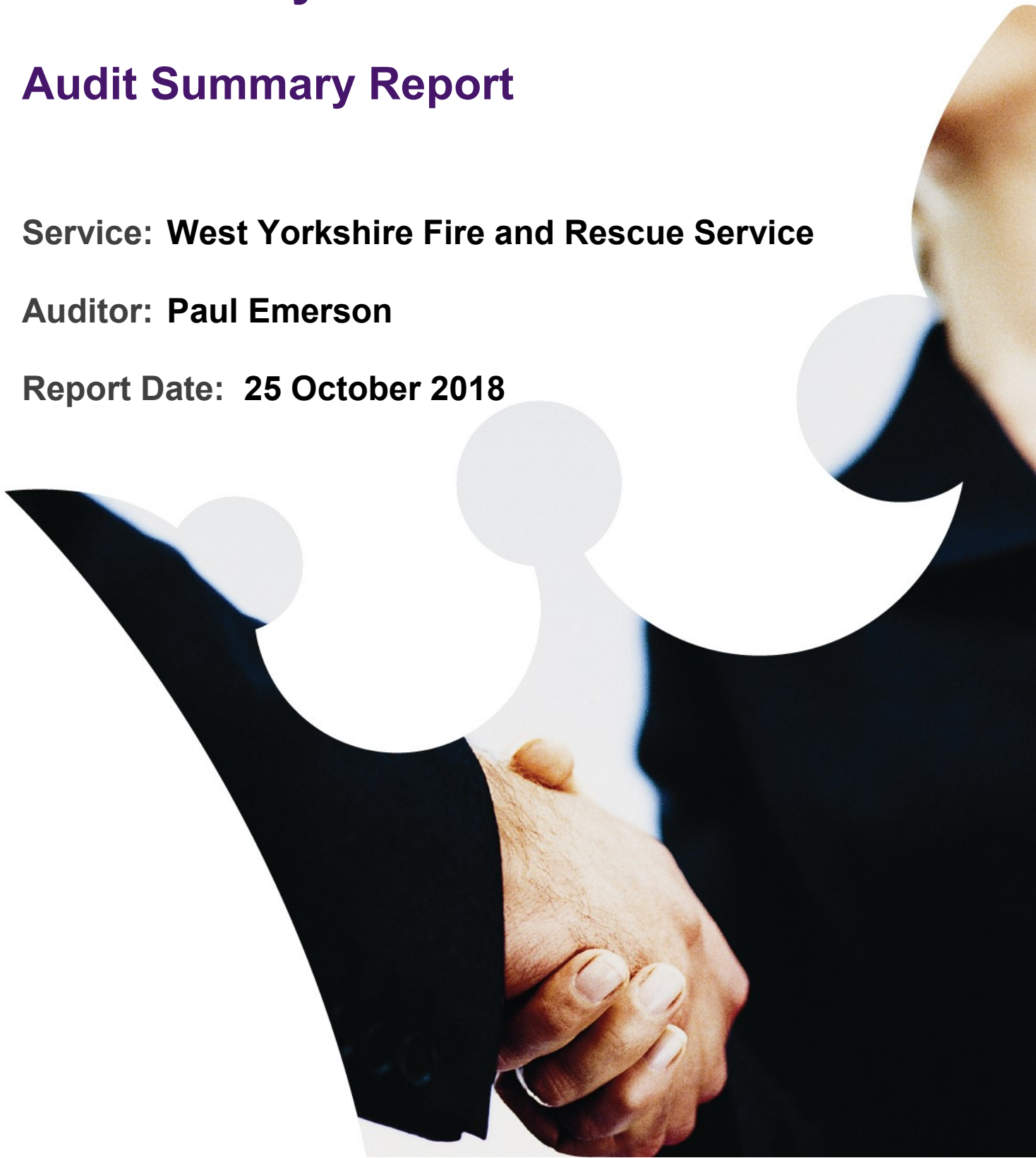
About this Report

This is a report on the findings of an audit of Development Programmes against the criteria within **SFJ Awards FRS Quality Assurance Framework**.

The audit is mapped to the standards shown in the Criteria section (pages 9-17) of the FRS Quality Assurance Framework Handbook, a copy of which can be obtained from info@sfjawards.com

Report for:

FRS Name	West Yorkshire Fire and Rescue Service (WYFRS)		
FRS Address	Oakroyd Hall, Birkenshaw, Bradford		
FRS Post Code	BD11 2DY		
Service Key Contacts	**Name(s)**	**Tel**	**Email**
Head of Development Programme	Ian Stone	01274 473877	ian.stone@westyorksfire.gov.uk
Programme Coordinator	Michaela Hill	01274 473877	Michaela.Hill@westyorksfire.gov.uk
Date of Audit	25 October 2018		
Duration of Audit Visit *(hours)*	5.5 hours		

Resources

Summary of Criteria: For full criteria and guidance please refer to section 4.1 of the Framework Criteria	Accepted as meeting the standards criteria? (Y/N) *(if 'No' please add to Action Plan)*	Auditor Comments: *(please use this section to provide additional information)*	Summary of Evidence Seen *(list)*
4.1.1 The core content of development programmes must be mapped to the National Occupational Standards (NOS) and the Role Maps for the following roles (a) Firefighter (b) Crew Manager (c) Watch Manager (d) Firefighter (Control) (e) Crew Manager (Control) (f) Watch Manager (Control) (g) Station Manager/Station Manager (Control) (h) Group Manager/Group Manager (Control) (i) Area Manager	Y	Currently there are: • 12 learners undertaking the "old" Crew Manager programme • 43 learners undertaking the "new" Crew Manager programme • 17 learners undertaking the Watch Manager programme • 5 learners undertaking the Station Manager programme • 3 learners undertaking the Group Manager programme	• Learner portfolios – both electronic and paper based

4.1.2	The organisation must have the staff, resources and systems necessary to support the assessment of competence.	Y	Ian Stone is now in role as Organisational Development Officer, Michaela Hill remains the Workforce Development Team Manager assisted by the following staff: • Gill Wilson • Joanne Dodge • Jayne Ogier	• Staff interviews
4.1.3	The roles, responsibilities, authorities and accountabilities of the assessment and verification teams across the organisation are clearly defined, allocated and understood.	Y	Each programme clearly identifies assessor and IQA roles and responsibilities	• Assessment and Quality Assurance Policy document • Learner Portfolios
4.1.4	A staff development programme is established for the assessment and verification teams in line with identified needs.	Y	The Centre continues to work with Leeds City College to allow staff to obtain assessor, quality assurance and education and training qualifications.	
4.1.5	There are sufficient competent and qualified Assessors and Verifiers to meet the demand for assessment and verification activity.	Y	There are 53 assessors involved in the programme and 26 IQAs, which allows for resilience and meet the demand of all programmes.	• Development spreadsheet

Resources Audit Findings						
Criteria Met? *(please tick)*	**Yes**	Y	**No** *(if 'No' please add to Action Plan)*		**Partially** *(if 'Partially' please add to Action Plan)*	

Any Identified Strengths/Best Practice

An on-going commitment to staff development in respect of assessing and quality assurance, with formal qualifications being offered.

Auditor Additional Comments

The Workforce Development Team (WDT) continues to conduct learner inductions, co-ordinate standardisation activities and ensure Centre systems, processes and procedures are adhered to.

Policies and Procedures

Summary of Criteria: For full criteria and guidance please refer to section 4.2 of the Framework Criteria		Accepted as meeting the standards criteria? (Y/N) *(if 'No' please add to Action Plan)*	Auditor Comments: *(please use this section to provide additional information)*	Summary of Evidence Seen *(list)*
4.2.1	The Service's aims and policies in relation to development and assessment are supported by senior management and understood by the verification and assessment team, including policies for dealing with malpractice, appeals and conflicts of interest.	Y	All policies are version controlled, show a date of issue and are appropriate for all programmes.	• Assessment and Quality Assurance Policy document • Process Guidance on the Development and Promotion Process • Development and Promotion Policy FF to CM • Development and Promotion Policy CM to AM
4.2.2	The Service's access and fair assessment policies and practices are understood and complied with by Learners and Assessors.	Y	This is contained within the Assessment and Quality Assurance Policy document, learner induction and in the Process Guidance Document	• Assessment and Quality Assurance Policy document • Process Guidance Document • Examination of portfolios • Discussion with WDT, learners, assessors and IQA.

| 4.2.3 | The organisation must have an appeals procedure in place to effectively resolve any disagreement about assessment decisions or the way in which an assessment has been conducted. The procedure must include the timescales for responding to an appeal. | Y | The Assessment and Quality Assurance Policy was revised and Version 3 issued on 3 February 2018, which includes the amended appeals procedure that provides information regarding the appeals process, the composition of the appeals panel and emphasises their decision is final

The recommendation from the previous report is therefore complete.

The appeals procedure is discussed at induction and the learner signs a document to acknowledge this. A copy of the appeals procedure is held in their portfolio. Staff interviewed during the visit were aware of the appeals procedure.
There have been no complaints or appeals in the previous 12 months. | • The Assessment and Quality Assurance Policy
• Learner Portfolios
• Discussion with WDT and learners, assessors and IQA |

4.2.4	The organisation must have a written policy and procedure for dealing with potential or alleged malpractice or maladministration. The process should include: (a) Written procedures for dealing with allegations of actual or potential malpractice or maladministration by Assessors, employees or Verifiers (b) Arrangements for conducting an investigation into alleged malpractices or maladministration (c) Procedures for recording: • Investigations into alleged malpractice or maladministration • The origin of the compliant or mode of discovery of the alleged irregularity • The investigation process • The evidence adduced • The conclusions drawn • The recommendations for action and resolution of the matter Actions to prevent further occurrence of the matter	Y	This is contained within the Assessment and Quality Assurance Policy document	• Assessment & Quality Assurance Policy document
4.2.5	The organisation must have a process to manage conflicts of interest in assessment that will: a) Identify any conflict of interest b) monitor and manage any conflicts of interest in assessment outcomes	Y	This is contained within the Assessment and Quality Assurance Policy document	• Assessment and Quality Assurance Policy document

Policies and Procedures Audit Findings

Criteria Met? *(please tick)*	Yes	Y	No *(if 'No' please add to Action Plan)*		Partially *(if 'Partially' please add to Action Plan)*	

Any Identified Strengths/Best Practice

All policies are version controlled, show a date of issue and are appropriate for all programmes.

Auditor Additional Comments

Learner Support

Summary of Criteria: For full criteria and guidance please refer to section 4.3 of the Framework Criteria		Accepted as meeting the standards criteria? (Y/N) *(if 'No' please add to Action Plan)*	Auditor Comments: *(please use this section where you have responded 'N' OR to provide additional information)*	Summary of Evidence Seen *(list)*
4.3.1	Learners' development needs are matched against the requirements of the development programme and an agreed individual assessment plan is established.	Y	See additional auditor comments below.	• Portfolios • Learner Interviews • Assessor interviews • IQA interviews
4.3.2	Learners have regular opportunities to review their progress and goals and to revise their assessment plan accordingly.	Y	See additional auditor comments below.	• Portfolios • Learner Interviews • Assessor interviews • IQA interviews
4.3.3	Learner records and details of achievements are accurate, kept up to date, securely stored and are available for external quality assurance and auditing.	Y	See additional auditor comments below.	• Portfolios • Learner Interviews • Assessor interviews • IQA interviews

Learner Support Audit Findings

Criteria Met? (please tick)	Yes	Y	No (if 'No' please add to Action Plan)		Partially (if 'Partially' please add to Action Plan)	

Any Identified Strengths/Best Practice

A strong focus on improving development programmes that benefits learners and West Yorkshire FRS.

Auditor Additional Comments

The new FF-CM programme commenced in March 2018 with a greater uptake up by staff than originally expected.

The programme includes:
- A 90 minute induction session involving the learner, their assessor and the IQA.
- All learners complete an individual needs analysis which allows an individual development plan to be formulated.
- All learners can choose a mentor, which is usually their SM.
- Monthly grading to show progress.
- Quarterly progress report by the SM.
- 3 Phases:
  - Phase 1 assesses 5 core competency skill areas.
  - Phase 2 assesses 7 core competency skill areas plus course completion.
  - Phase 3 assesses 5 core competency skill areas.

The Centre uses FIRESPACE electronic portfolio.
- There is an open forum page that gives prospective learners information on what the programme entails and also access to a guidance booklet that provides detailed information on the whole process i.e. details on each stage, the learner agreement, the mentoring agreement, induction, the three phases, the final interview and appeals procedure.
- Once they commence on the programme then they are provided with a personal secure account.
- Each competency area requires the learner to complete a set number of practice sessions prior to the assessed activity.
- A learner cannot proceed to the next phase unless they have completed the previous one.
- A learner feedback questionnaire is completed after each phase.

Steve Holt and Gill Wilson are the programme leads and were interviewed during the visit.
- At the time of the visit three learners have completed the programme, three are in Phase 3, six in Phase 2 and thirty in Phase 1.
- Learners seem more confident at interview.
- They are not sure why the take up rate has been so high - perhaps because the programme provides a protected learning phase that allows a learner to gain skills and experience prior to substantive appointment to the role.
- Tweaks planned:
  - Re-formatting of some portfolio documents.
  - Use of hyperlinks.
  - Re-wording to improve clarity and understanding.
  - Some learners need IT assistance – 1-2-1 sessions with IT assistant.

Written feedback completed by _____ was inspected during the visit and she was also interviewed (details below).

The following portfolios were sampled during the visit:

Crew Manager Programme (old)

[REDACTED] - Evidence obtained through personal statements and work product with assessment conducted by [REDACTED]. Regular reviews and assessment planning. Excellent feedback provided that is supportive and developmental. Quarterly reviews completed by [REDACTED]

Crew Manager Programme (new)

[REDACTED] - Evidence obtained through personal statements, work product and reflective accounts with assessment conducted by [REDACTED]. Good assessor feedback and monthly reports are being completed other than in August and September due to leave commitments, which was recorded. Good feedback by assessor with clear reviews and planning. [REDACTED] has conducted a review on 8 October 2018 and provided good feedback.

[REDACTED] – The learner struggled with IT requirements and has been provided additional assistance by WDT and IT staff. Evidence has been obtained through personal statements, work product and reflective accounts with assessment conducted by [REDACTED], who identifies two assessment criteria are required to complete the core skill area of Taking a Parade that will be addressed through professional discussion. The IQA [REDACTED] reviewed the portfolio on 25 June and 4 October 2018 and provided feedback to the assessor pointing out signatures were missing and raising concerns about the slow progress in submitting evidence. Clear actions were set to the assessor and learner.

Watch Manager Programme

[REDACTED] - Evidence obtained through personal statements and work product with assessment conducted by [REDACTED]. Once again clear evidence of regular reviews and constructive feedback. IQA [REDACTED] signed off the portfolio on 7 February 2018.

[REDACTED] - His assessor is [REDACTED] and evidence has been obtained through provision of personal statements and questioning.

[REDACTED] - Evidence obtained through personal statements and work product with assessment conducted by [REDACTED] Product was redacted to remove confidential information.

Station Manager Programme

[REDACTED] – Evidence obtained through personal statements and work product with assessment conducted by [REDACTED] with IQA conducted by [REDACTED].

Group Manager Programme

[REDACTED] - Evidence obtained through personal statements with assessment by [REDACTED].

Personal statements are more detailed and supported by product evidence, which is sanitised where appropriate to ensure confidentiality.

Following the last visit Michaela Hill spoke to managers and highlighted the importance of completing monthly reports. These reports are now set out as a proforma for each programme to ensure a standardised approach in their completion. Some managers did raise concerns in respect of the time demands arising from completing the reports therefore the Centre are looking at innovative ways of undertaking them, for example exploring the possibility of digitally recording meetings with the recordings being stored on "Virtual College". It was also agreed that completed portfolios only need to be "signed off" by the IQA and there is no requirement for additional comments by senior line managers.

The recommendations from the previous report have been addressed.

Interviews were held with the following learners undertaking the new CM programme:

▭▭▭▭▭▭ - She completed the programme within six months and whilst completing the portfolio was "intense" she found obtaining evidence very easy as she works at a busy station. She found writing up accounts and completing the e-learning packages time consuming. She met with her assessor most days and received regular feedback on her progress. She found the core competency areas relevant to the CM role. She was aware of the appeals procedure.

▭▭▭▭▭▭ - He commenced the programme in March 2018 and to date has completed Phase 1 and is close to completing Phase 2. He works in a specialist training role so has encountered some difficulties in obtaining evidence for the operational competency areas. This has required him to seek out operational opportunities, for example he arranged with his old watch to deliver some fire safety talks. He queries why he needs to complete this programme as it is of little relevance in his current role as a specialist rescue instructor. If he returns to operational duties in the future he will need to update his skill base and believes it would be more pertinent to complete the programme then. He was aware of the appeals procedure.

Institute of Fire Engineers Examination
The Centre continues to support learners undertaking the IFE examinations. There are two WYFRS staff now volunteering to mark IFE papers and the Centre can draw upon their knowledge and expertise to help prepare staff for the exams. They have also invited the IFE to hold a workshop for staff to share good practice in exam techniques, how to research and prepare for the exam and how to compose answers. The Fire Safety exam only achieved a 50% pass rate this year.

Assessment

	Summary of Criteria: For full criteria and guidance please refer to section 4.4 of the Framework Criteria.	Accepted as meeting the standards criteria? (Y/N) (if 'No' please add to Action Plan)	Auditor Comments: (please use this section where you have responded 'N' OR to provide additional information)	Summary of Evidence Seen (list)
4.4.1	Assessment procedures and activities must be clearly documented, to ensure the following: (a) the quality and consistency of assessment in terms of validity, authenticity and sufficiency of evidence produced by Learners (b) wherever possible assessment forms part of everyday workplace activities (c) open and honest feedback is given to Learners so that they are clear on future development needs and what is expected from them	Y	Sampling of portfolios clearly showed that safe assessment decisions are being made with supportive and constructive feedback to learners by assessors.	• Learner Portfolios
4.4.2	Assessment materials must be clear and unambiguous and differentiate only on the basis of a Learner's skills, knowledge or understanding.	Y	As above.	• Learner Portfolios
4.4.3	Where relevant, the Service should ensure that adequate mechanisms are in place to ensure the consistency of assessment decision across different languages.	N/A		

4.4.4	Assessment should be conducted by appropriately qualified and occupationally expert staff.	Y	The Centre continues to work with Leeds City College to allow staff to obtain assessor qualifications.
4.4.5	Assessors must have sufficient time, resources and authority to fulfil their roles and responsibilities effectively.	Y	Interviews with assessors confirm they have sufficient time to undertake their assessment activities.

Assessment Audit Findings							
Criteria Met? *(please tick)*	**Yes**	Y	**No** *(if 'No' please add to Action Plan)*		**Partially** *(if 'Partially' please add to Action Plan)*	

Any Identified Strengths/Best Practice

Assessors are making safe judgements based upon the assessment of sufficient evidence.

A range of evidence streams are used by assessors to prove a learner's competency, in particular the use of work product.

The recommendation from the previous report has been addressed.

Auditor Additional Comments

The following assessor was interviewed:

▒▒▒▒▒▒ – He is assessing on the new CM programme. He finds the qualification straightforward to assess but admits he has an advantage as he was involved in the conception stage of the programme. He believes the new programme allows the learner to develop new skills in a safe learning environment unlike the old programme which he undertook where "you were dropped into the role and it was turmoil". He finds some of the phrasing not always easy to understand and it could be re-worded to improve clarity, which he has fed back to the WDT. Also not all learners are involved in HR issues so may have difficulty in addressing this module. He is currently responsible for three learners and doesn't encounter any issues with accommodating assessment demands with his normal duties. He receives positive feedback from his IQA who he describes as meticulous, very good and very thorough. Standardisation activities involve speaking to other WM together with meetings and guidance from WDT staff.

Assessor standardisation meetings have traditionally been hosted by Leeds College as part of their assessor qualification but from December 2018 the WDT will assume responsibility for holding them.

Internal Verification

Summary of Criteria: For full criteria and guidance please refer to section 4.5 of the Framework Criteria.	Accepted as meeting the standards criteria? (Y/N) (if 'No' please add to Action Plan)	Auditor Comments: (please use this section where you have responded 'N' OR to provide additional information)	Summary of Evidence Seen (list)
4.5.1 Internal verification procedures and activities must be clearly documented and ensure the quality and consistency of assessment.	Y	The portfolios sampled during the visit confirmed IQA sampling activities are being conducted with constructive and, where appropriate, developmental feedback being provided to assessors. Clear actions are set.	• Learner Portfolios • Interview with assessors and IQAs
4.5.2 Internal verification should be conducted by appropriately qualified and experienced staff.	Y	The Centre continues to work with Leeds City College to allow staff to obtain quality assurance qualifications.	
4.5.3 Assessment decisions and practices must be regularly sampled and the findings acted upon to ensure consistency and fairness.	Y		• Learner Portfolios • Interview with assessors and IQAs
4.5.4 Records of internal verification activity must be maintained and made available for the purposes of auditing.	Y		• Learner Portfolios • Interview with assessors and IQAs
4.5.5 Internal Verifiers must have sufficient time, resources and authority to fulfil their roles and responsibilities effectively.	Y		• Interview with assessors and IQAs

Internal Verification Audit Findings

Criteria Met? *(please tick)*		Yes	Y	**No** *(if 'No' please add to Action Plan)*		**Partially** *(if 'Partially' please add to Action Plan)*	

Any Identified Strengths/Best Practice

- Risk based sampling.
- Regular standardisation meetings and activities.
- IQA conducting observations of assessors working with learners.
- Good feedback with constructive, supportive and developmental feedback.

Auditor Additional Comments

The following IQA's were interviewed during the visit in respect of the new CM programme:

_____ - He ensures he can commit time to his IQA activities by scheduling events and meetings into his electronic diary and carefully adhering to his sampling plan. He has encountered issues with some of the terminology used and queries why it is necessary to be so prescriptive with the number of practice attempts required before the learner can be formally assessed. He holds monthly meetings with his assessors to review progress, examine the quality of assessment and feedback and discuss future expectations. Standardisation consists of quarterly WDT activities. His sampling is risk based and all assessors are currently sampled at 100% due to their involvement in the new programme. Once he is satisfied with their assessment practices then he will adjust his sampling activities accordingly. He conducts IQA observations with his assessors at least once per year but more frequently if possible, which are recorded in their eMOC record.

_____ - He is currently responsible for 8 assessors and can manage the demand by careful planning although at times it is difficult. He believes the core skill areas of managing people, administrative duties and organisational skills are relevant to the CM role but queries the "Take a Parade", which in his opinion is not a key skill for a CM. He conducts quarterly standardisation activities with his assessors, which link into the quarterly WDT standardisation events. He observes his assessors every two months, which are recorded on their eMOC together with their CPD activities. He praises the new programme which he states moves away from the old system that was "historically designed for the benefit of the Service and not the new individual" to a system that provides a better balance with the new CM learning the role as opposed to "ticking boxes".

IQA standardisation meetings are now held quarterly within Districts with one main event every year.
There is a set agenda:
- Update on current programmes.
- The expectations required of assessor.
- Unit Sampling activity – this uses evidence from a learner's portfolio from the district where the meeting is being held. It also investigates themes in assessment.
- Best practice.
- Centre Updates.

Minutes of meetings are recorded and were seen during the audit.

Review

Summary of Criteria: For full criteria and guidance please refer to section 4.6 of the Framework Criteria		Accepted as meeting the standards criteria? (Y/N) *(if 'No' please add to Action Plan)*	Auditor Comments: *(please use this section where you have responded 'N' OR to provide additional information)*	Summary of Evidence Seen *(list)*
4.6.1	Learner feedback should be obtained from all development programmes and used to evaluate the quality and effectiveness of learning and assessment provision.	Y		• Feedback questionnaires complete by ▓▓▓
4.6.2	Improvements should be made to learning programmes and assessment policies and practices as a result of learner feedback.	Y		• Interviews with assessors and IQA's
4.6.3	Achievements should be evaluated and reviewed, and used to inform future development activity.	Y		• Interviews with ▓▓▓ ▓▓▓
4.6.4	The effectiveness of the internal verification and assessment strategy must be reviewed and corrective measures implemented.	Y		• Standardisation minutes • Interviews with IQA • Interviews with WDT staff

4.6.5	SFJ Awards must be notified of any changes which may affect the organisation's ability to meet the criteria within SFJ Awards FRS Quality Assurance Framework and the NJC Code of Practice for Assessment of Competence in Relation to Pay. In addition, an action plan must be submitted giving the corrective actions to be taken and the associated timescales.	Y		
4.6.6	Actions identified by external audit visits should be disseminated to appropriate staff and corrective measures implemented.	Y		• Standardisation Minutes

Review Audit Findings						
Criteria Met? *(please tick)*	**Yes**	Y	**No** *(if 'No' please add to Action Plan)*		**Partially** *(if 'Partially' please add to Action Plan)*	

Summary of Evidence Seen *(list)*

As shown above.

Any Identified Strengths/Best Practice

Feedback on all development programmes is obtained from learners and the new CM programme requires the learner to complete a feedback questionnaire at the end of each phase.

The Centre continues to identify opportunities to improve the quality of the programmes they deliver.

The new CM programme has been well received.

All recommendations set out in the previous audit report have been addressed.

The Centre is aware of the support and guidance available from SFJ Awards.

Auditor Additional Comments

An invite was issued to meet FBU and FOA representatives but none requested an interview.

Persons Interviewed During Audit

Work Area	Name	Job Title
Management	░░░░░ ░░░░ ░░░░	Workforce Development Manager Station Manager, Employee Resources Workforce Development Team Member
Operations	░░░░░ ░░░░░	New FF-CM programme
Assessor	░░░░	Crew Manager
Internal Verifier	░░░░ ░░░░	Station Manager Station Manager
Union	N/A	

(please add additional rows as appropriate)

Action Plan

Action Ref No	A = Action R = Recommendation	Action Required / Recommendation	FRSQA Framework Standard Criteria Ref No (if applicable)	By Whom	By When	Does the Action affect FRSQA Accreditation being recommended – (Y/N)	If 'Y' date when Action reviewed and completed
1	R	It is recommended that a standardisation event is held as soon as possible for the new CM programme to obtain assessor and IQA feedback, identify good practice, address any areas of concern and begin the standardise assessment and quality assurance practices.	N/A	Michaela Hill	Next audit	N	
2							
3							
4							
5							

(please add additional rows as appropriate)

Audit Outcome

Audit Result Decision: *Please tick* ✓	✔	**Fully**	The Service fully meets the FRS Quality Assurance Framework Standards
		Partially	The Service meets the FRS Quality Assurance Framework Standards but with areas for improvement *(Actions to be addressed)*
		Not at this time/Declined	The Service does not meet the FRS Quality Assurance Framework Standards and there are areas for improvement *(please explain below)* *(Actions to be addressed)*

Audit Result Decision - Auditor Comments/Feedback to Service:

A strong focus on improving the development programmes for all roles that benefits both the learner and West Yorkshire FRS.

An on-going commitment to staff development in respect of assessing and quality assurance, with formal qualifications being offered.

Date of <u>next</u> FRS Quality Assurance Framework Review: *(Provisional date to be agreed with staff during visit)* *Must be within 18 months to retain FRS Quality Assurance Framework Accreditation*	To comply with FRSQA requirements a further audit visit will be required within 12 months.

Auditor Declaration

☑ I confirm that I have carried out a robust, thorough and accurate audit of the Service and my decision recommendation is based on FRS Quality Assurance Framework Standards Criteria.

Signed:	
Auditor Name: *(in block capitals)*	Paul Emerson
Date:	31 October 2018

Completed reports must be returned electronically to SFJ Awards' Quality Assurance Officer within 5 working days of the activity taking place.

 Email: qateam@sfjawards.com

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West Yorkshire
Fire & Rescue Authority

Equality Data Monitoring report

Human Resources Committee

Date: 5 April 2019

Agenda Item:

12

Submitted By: Chief Employment Services Officer

Purpose	To present the annual Equality Data Monitoring Report.
Recommendations	That Members approve publication of the report.
Summary	Each year West Yorkshire Fire and Rescue Service (WYFRS) are required to publish the equality data of their workforce. This report provides a succinct overview of the gender, ethnicity, age and disability data within the staff profile. It highlights the gaps in data and provides commentary on the figures, including information of the work in progress to improve the diversity of our workforce.

Local Government (Access to information) Act 1972

Exemption Category:	None
Contact Officer:	Gill Cockburn, Diversity and Inclusion Manager T: 01274 655815 E: Gillian.cockburn@westyorksfire.gov.uk
Background papers open to inspection:	Previous report available on D&I webpage
Annexes:	Equality Data Monitoring Report

Making West Yorkshire Safer
www.westyorksfire.gov.uk

1 Introduction

1.1 Every year West Yorkshire Fire and Rescue Service (WYFRS) are required to publish the equality data of our workforce. This should include gender, ethnicity, age, disability, religion, sexual orientation and gender reassignment.

2 Information

2.1 WYFRS currently collate comprehensive data on gender, ethnicity and age. We have data on disability also, however the figures are unlikely to be a true reflection of the actual staff disability profile. This is due to low rates of disclosure and the understanding of disability definitions.

2.2 WYFRS do not have comprehensive data on religion, sexual orientation or gender reassignment and these figures are not included in the report. It is anticipated that this will be improved after the introduction of the new Access HR system where staff will be able to self-declare their equality data. It is also anticipated that disclosure of disability will improve following a role modelling campaign and awareness raising project led by the Diversity and Inclusion Team.

3 Financial Implications

3.1 None identified

4 Legal Implications

4.1 The Chief Legal & Governance Officer has considered this report and has no observations to make at the time of submission of this report but may provide legal advice at the committee meeting and/or respond to any requests by members for legal advice made at the meeting.

5 Human Resource and Diversity Implications

5.1 HR and the Diversity & Inclusion Team will need to work together to ensure staff understand why they are required to share their equality data. It is anticipated that a project will run after the launch of Access HR which will give staff confidence to share their data and bring their 'whole self' to work.

6 Health and Safety Implications

6.1 None identified

7 Your Fire and Rescue Service Plan priorities

7.1 To provide a workforce that serves the needs of a diverse community and /or to fulfil our statutory responsibilities and legal duties under the Equality Act 2010

Annual Equality Monitoring Report (2018/19)

Our Diverse County

There are 2.2 million people living in the five metropolitan districts of Bradford, Calderdale, Kirklees, Leeds and Wakefield, within an area of 800 square miles. WYFRS provides fire cover 24 hours a day, every day of the year from its 40 stations and Control Centre.

According to the 2011 Census, 18% of West Yorkshire citizens are BAME (Black, Asian, Minority Ethnic). The majority of this population reside in the Bradford region of West Yorkshire which has an Asian population of 20%.

Approximately 18% of the West Yorkshire population are disabled or live with long term illnesses.

The 2011 census indicated that 59.5% of the population of West Yorkshire reported they were Christian. This was followed by those who reported no religion (25.4%). 6.2% of the West Yorkshire population reported that they are Muslim.

1.8% of people in West Yorkshire identify as Lesbian, Gay or Bisexual.

As with most other counties West Yorkshire has gender parity in its population.

WYFRS has a responsibility to serve our communities, but also to reflect the diversity of the population. Understanding the vulnerabilities and related fire risks facing these diverse groups is paramount in meeting these twin obligations.

Why is Diversity and Inclusion important?

Diversity and inclusion are central to our core values and bring many benefits to our organisation. Having a diverse and inclusive workforce improves team performance, communication, innovation and wellbeing. An inclusive workforce creates individuals who feel confident, valued and able to deliver the best service to our communities and each other. A host of research indicates that diversity at all levels of the organisation, and crucially in key decision making roles leads to more innovation, empathy and ultimately increased organisational performance.

We have an organisational, moral and legal responsibility to promote equality and diversity across all of the protected characteristics: race, sex, disability, age, sexual orientation, religion or belief, gender reassignment, marriage and civil partnerships and pregnancy and maternity.

WYFRS promotes equality of opportunity for all by fostering good relations. We work under the Public Sector Equality Duty to eliminate illegal behaviour such as discrimination, harassment and victimisation.

Why do we collect Equality data?

WYFRS aspires to reflect the diversity of the distinct communities it serves. In order to demonstrate that we are working towards this, we collect equality data and analyse it. We produce this annual report to present the most recent equality data of the WYFRS workforce.

Why is there some data missing?

WYFRS has a lack of equality data for sexual orientation, gender reassignment and religion or belief. In April 2019 the Service is introducing a new HR database (Access HR) which will allow staff to self-declare their equality information. In order to ensure we collect more accurate data to reflect our staff make-up, the Diversity and Inclusion team will be running a campaign and dispelling myths around the reasons for data collection. The priority will be to encourage staff to bring their 'whole self' to work and allow us to demonstrate that our workforce diversity reflects that of the community we serve. Our aim is to report on this data in more detail in 2020.

Summary

This paper presents the equality data of WYFRS' workforce in 2018. Reported information includes workforce profiles by age, gender and ethnicity for both operational (Firefighters) and FRS Staff (Administration, Professional and Support Staff).

As of November 2018, WYFRS employs 1448 staff, 5% identify as Black and Asian Minority Ethnic (BAME) and 18% as female. For wholetime firefighting staff (including Control) this proportion is at 5% BAME and 9% female and for retained staff the figures are 2% BAME and 5% female. Within the Support Staff there is 9% BAME representation, however there is gender parity, with 54% of women in these roles.

Whilst women and BAME colleagues remain significantly underrepresented in the service, women in management roles, from Station Manager to Crew manager has increased from 2015; with four females now in Station Manager roles (three within Wholetime and one in Control). Moreover, at strategic decision making levels there is now 25% female representation on WYFRS's "Management Team". At the most senior level, there is a 17% gender split on WYFRS "Management Board". However, BAME individuals remain significantly underrepresented at this level.

The organisation continues its diversity, inclusion and equality agenda, including a renewed focus on gender equality. Currently the organisation has a 10.7% gender pay gap, which is well below national average and a reduction on our previous years pay gap of 12%. WYFRS has invested in developmental training for current female staff members and will be hosting the Women to Work course in collaboration with WFS (Women in the Fire Service).

We are working with our neighbouring Yorkshire and Humber brigades on a pilot regional mentoring scheme through Women in the Fire Service and supported by the National Fire Chiefs Council, subject to evaluation measures this is likely to be rolled out nationally over time.

We are also taking part in mentoring schemes and working with IODA training services to create a bespoke role modelling and ally course for our male operational staff to help them better support under represented staff.
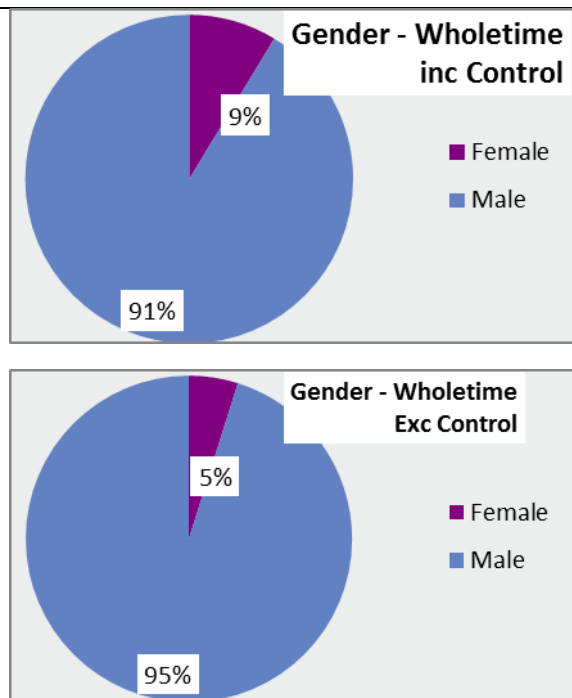
The proportion of staff declaring they have a disability is low (Operational – 1%, Support Staff - 8%). WYFRS continues its work to reduce stigma about
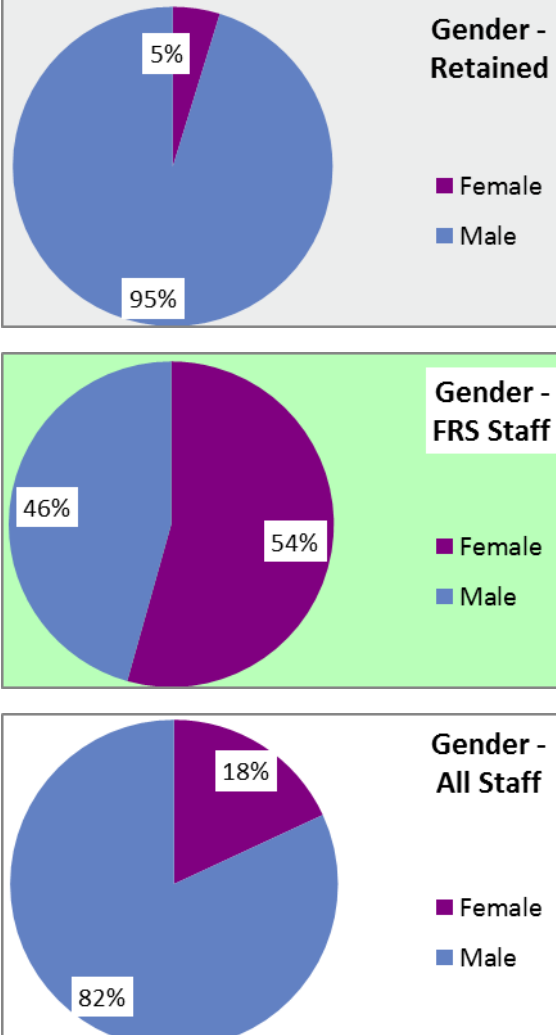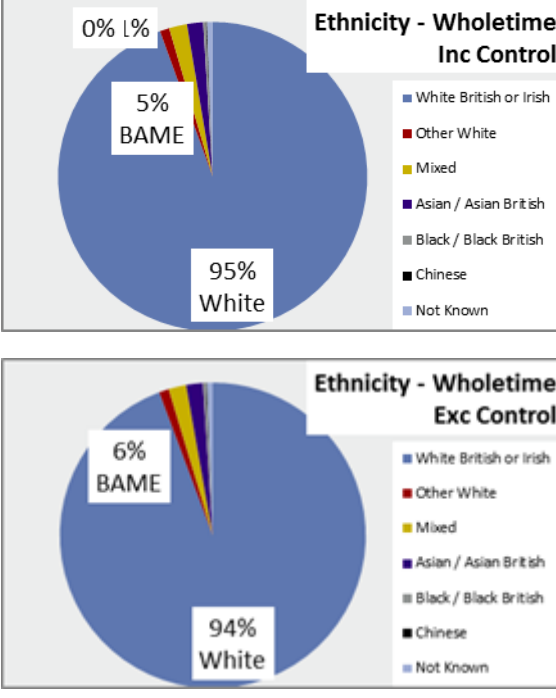
mental health and other "non-visible" disabilities including specific learning differences. A new process for identifying and assessing Specific Learning Differences (SpLD) is being introduced in April 2019, alongside a renewed Reasonable Adjustment Policy and Procedure. Training courses will run in 2019/20 covering dyslexia awareness, disability etiquette and deaf awareness (to include BSL for operational firefighters).
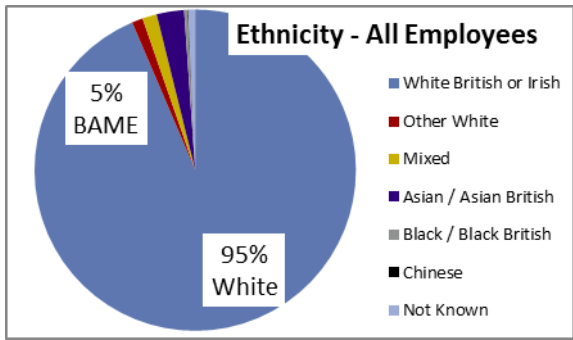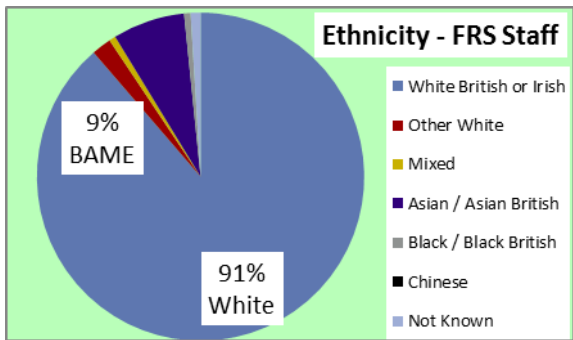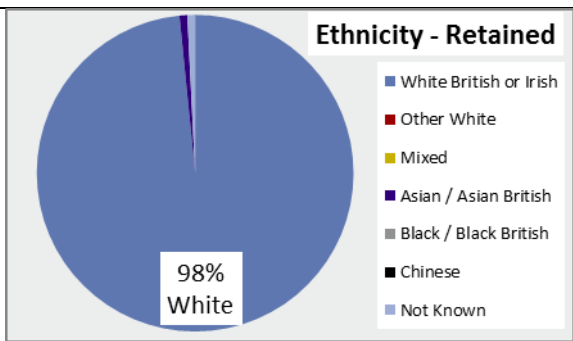
Staff Networks

WYFRS are in the process of introducing individual staff networks under the headings of LGBTQ+, Disability & Wellbeing, Religion & Belief and Gender. Research has demonstrated that active staff networks improve the confidence of staff in sharing their whole self and their equality data. It is anticipated that network members will push this agenda and encourage the workforce to be proud of their individual characteristics.

Workforce Diversity

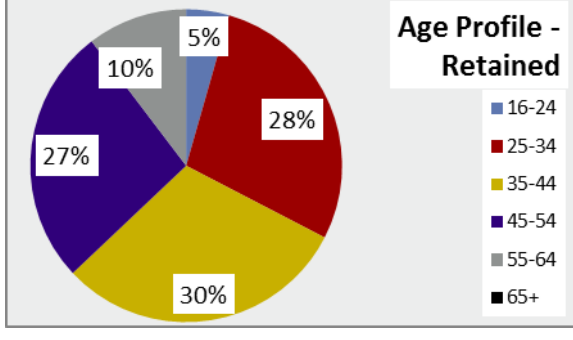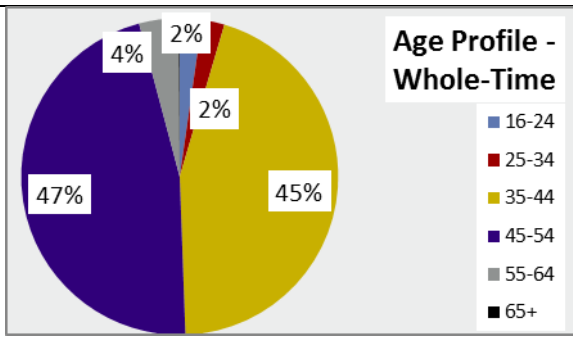|	Workforce Profile	Commentary
	Totals	1448 Employees in post
Gender	Gender - Wholetime inc Control: 9% Female, 91% Male. Gender - Wholetime Exc Control: 5% Female, 95% Male.	Across our Wholetime operational roles (including Control), women make up 9% of employees, which compares favourably with 2017 England data showing 5.2% of operational firefighters were women. Wholetime roles, excluding Control, are made up of 5% of women. Work is underway to promote opportunities for retained firefighters in communities where we have vacancies; within this initiative we are encouraging

	Gender - Retained 5% 95% ■ Female ■ Male **Gender - FRS Staff** 46% 54% ■ Female ■ Male **Gender - All Staff** 18% 82% ■ Female ■ Male	women to consider a career as a retained firefighter. The most equal gender split is within our support staff. Across our organisation and across all roles, women make up 18% of our workforce. We recognise that this needs improvement and strategies are in place, such as positive action initiatives and training programmes, to address the imbalance. WYFRS is committed to achieving a gender balance across all of its staff categories.
Ethnicity	**Ethnicity - Wholetime Inc Control** 0% 1% 5% BAME 95% White ■ White British or Irish ■ Other White ■ Mixed ■ Asian / Asian British ■ Black / Black British ■ Chinese ■ Not Known **Ethnicity - Wholetime Exc Control** 6% BAME 94% White ■ White British or Irish ■ Other White ■ Mixed ■ Asian / Asian British ■ Black / Black British ■ Chinese ■ Not Known	Our wholetime workforce, including Control staff are 95% White. The BAME data shows that mixed race and Asian staff are the majority within this category. The ethnicity data for Retained staff shows a 98% White demographic. This is due to the location of the retained stations and the population who live within the 5 minute radius. The representation of BAME staff improves within our support function, however it still does not

Ethnicity - Retained

- White British or Irish
- Other White
- Mixed
- Asian / Asian British
- Black / Black British
- Chinese
- Not Known

98% White

Ethnicity - FRS Staff

- White British or Irish
- Other White
- Mixed
- Asian / Asian British
- Black / Black British
- Chinese
- Not Known

9% BAME

91% White

Ethnicity - All Employees

- White British or Irish
- Other White
- Mixed
- Asian / Asian British
- Black / Black British
- Chinese
- Not Known

5% BAME

95% White

reflect the community and research into this is planned.

The ethnicity data demonstrates a gap in our workforce diversity, especially considering our diverse community data. WYFRS have responded to this by implementing a Race Staff Network which will research and highlight the issues we are encountering. It is also a key priority on our Equality Framework Action Plan.

Age

Age Profile - Whole-Time

- 16-24
- 25-34
- 35-44
- 45-54
- 55-64
- 65+

2%, 4%, 2%, 45%, 47%

Age Profile - Retained

- 16-24
- 25-34
- 35-44
- 45-54
- 55-64
- 65+

5%, 10%, 28%, 27%, 30%

The majority of our workforce are aged between 35 and 54.

Within wholetime staff the age profile reduces after the age of 55, which is due in part to the low retirement age of firefighters after 30 years for many. There is also a lower number of younger staff as recruitment was significantly pared back for a number of years.

There is a more even spread of age profiles amongst retained staff. Recruitment for retained staff is

	Age Profile - FRS Staff 3%, 3%, 14%, 23%, 25%, 32% (16-24, 25-34, 35-44, 45-54, 55-64, 65+) **Age Profile - All Staff** 2%, 7%, 1%, 17%, 38%, 35% (16-24, 25-34, 35-44, 45-54, 55-64, 65+)	ongoing and regular which allows for a wider representation of ages. The figures for support staff represent all ages. We employ apprentices in some roles which supports our aim to improve the number of 16-24 year olds.
Disability	**Disability - Wholetime inc Control** 1%, 99% (Y, N*) **Disability - Retained** 1%, 99% (Y, N*) **Disability - FRS Staff** 8%, 92% (Y, N*)	The numbers for people who declare a disability are low across all of the workforce. This is due to the physical requirements of the operational role, but also due to a lack of disclosure of hidden impairments, such as mental health issues or dyslexia.

Work is underway to identify role models in the organisation who are happy to share details of their disabilities as part of a campaign to promote 'bring your whole self to work'. |

Disability - All Staff

- 3%
- 97%

Y
N*
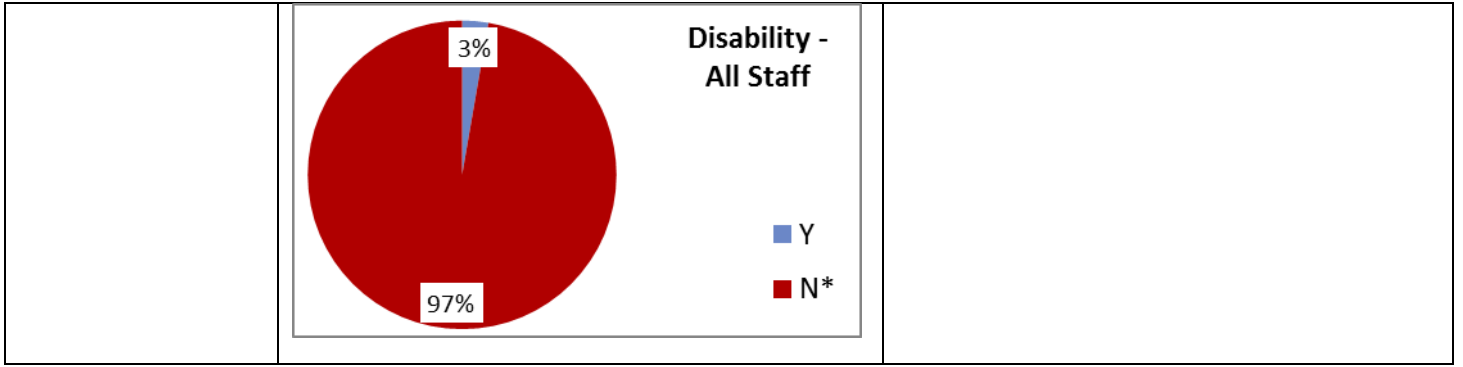
MINUTES OF THE MEETING OF THE YORKSHIRE AND HUMBER EMPLOYERS ASSOCIATION HELD IN WAKEFIELD ON THURSDAY 10 JANUARY 2019

Present:

Metropolitan Districts

Cllr Alison Lowe	Leeds CC (Chair)
Cllr Mark Jones	Sheffield CC
Cllr Jane Nightingale	Doncaster MBC
Cllr Sue Duffy	Bradford MDC
Cllr Graham Turner	Kirklees Council

County Council

Cllr Cliff Lunn	NYCC

Unitary Authorities

Trudy Forster	City of York (Sub)

District Councils

Andrew Ellis	Richmondshire DC (Sub)

Fire Authorities

Cllr John Briggs	Humberside Fire and Rescue Service

In Attendance

Kay Atherton	Harrogate BC
Emma Butler	Harrogate BC
Jackie Addison	Calderdale MBC
Lorraine Hallam	Leeds CC
Emma Bowes	Leeds CC
Emma Wyatt	Leeds CC
Ian Brandwood	West Yorkshire Fire and Rescue
Lynne Elliott	North Yorkshire Fire and Rescue
Carl Boasman	North Yorkshire Fire and Rescue
Jill Clayton	Wakefield MDC
Mark Bennett	Sheffield CC
Alison Brown	Barnsley MBC
Jill Parker	Doncaster MBC
Rebecca King	East Riding of Yorkshire Council
Michelle Moverley	Bradford MDC
Victoria Leach	North East Lincs Council
Andrew Ellis	North Yorkshire CC
Nigel Carruthers	LGA

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Naomi Cooke   LGA
Julie Brookes   YHEA

Employers Secretary

Steve Walmsley YHEA

1   **Introductions and Apologies**

Apologies for absence were received on behalf of
Cllr Acomb – Ryedale, Cllr Scullion – Calderdale MBC, Cllr Gardiner – Barnsley
MBC, Cllr Gillies – York, Sue Kelsey – SY Fire, Laura Sellers – Richmondshire ,
Lynne Halls – Hambleton, Jacqui Blesic – Hull CC, Elaine Blades – Scarborough
BC, Justine Brooksbank – North Yorkshire CC, , Deborah Lucas – Kirklees,
Stuart Robinson – Selby DC,

2   **Discussion with Naomi Cooke – Head of Employment LGA**

Naomi commented on the NHS 10 Year Plan – not a lot of details on workforce
matters and very little mention of social care/integration: a move to a more
centralised NHS?. Possible concern about NHS recruiting and re-training staff and
potential impacts on LG? There should be an NHS Workforce Plan to support the ten
year plan which is scheduled for 2019. The Social Green Paper is expected and will
hopefully detail the approach to recruitment covering apprenticeships, wellbeing and
reward.

LGA 'Workforce Strategy' will be issued soon and will be much more of a workforce
focus document. This document will cover Leadership, Organisational Change,
Recruitment, Returning Programme for Social Workers, Legal and Planning
employees and Pay. It intends to be much more of a practical toolkit

EU Nationals working in the Social Care Sector will also be a concern after Brexit. A
technical paper is being considered in the case of a no deal. LGA will be carrying out
a survey to establish data on EU Nationals working in LG as the government has
raised this issue.

Naomi asked that Local Authorities let the LGA know if they have any workforce
related issues.

It was agreed that the Workforce focus was necessary but there was a need to focus
on the needs nationally, regionally and locally.

Regionally Local Workforce Action Boards are useful in some areas in an attempt to
bring Local Authorities and Health together.

3   **Notes of the last meeting**

Notes were agreed as a correct record.

4   Matters Arising

There were no matters arising that are not covered elsewhere on the agenda.

5   National Pay Update

All negotiating groups have now agreed a two year pay deal. Work is ongoing to assimilate pay spines in authorities under the LGS deal. Recent data collection has highlighted that the region is in the same position as most as regards progress.

Local Authorities are working towards point of agreement and no major industrial relation issues have been highlighted. Sign off with the Trade Unions as regards regional involvement has been inconsistent but local relations are driving this.

Authorities shared their respective positions on a confidential basis.

If Local Authorities have got to a stage at local level where unions won't agree then there is some national advice on this which may assist, the advice is available via The Employers Secretary.

6.   Workforce Strategy Update

Apprenticeships – network will continue to meet, next meeting in the Spring. National survey in relation to apprenticeships is in progress.

Leadership & Management Apprenticeships - A number of Local Authorities are taking part in a regional cohort on Solace programme for Level 5, work will continue with a launch on 8 February 19. Regional Chief Executives will decide on the cross LA projects for the participants to work on.

Adult Social Care Workforce – HR nominees have now been agreed and meetings will be arranged soon.

Organisational Purpose & Renewal and Productivity & Effectiveness – discussions still on going.

7   YHEA Budget Update For 2018/19 and Draft Budget 2019/20

Budget for 2018/19 should balance. Moving forward it was agreed that 2k would be allocated to NHRB if needed to the draft budget for 2019/20 with the understanding that this may need to be supported from reserves if needed.

8   Appointment of Auditors for 2018/19

3

Garbutt and Elliott have been appointed as auditors. This will be maintained as an ongoing relationship for the foreseeable future unless and until there is a need to change.

9   **Update on YHEA IT and Website**

The move to Office 365 is complete and working well.

The website is now built and progress of transferring the information will begin soon.

10   **GDPR**

Under our policy this is a standing item on the agenda and no matters regarding YHEA were raised.

Information from authorities on their data retention policies regarding employee records will be circulated.

11   **Any Other Urgent Business**

Nothing reported.

12   **Planning for the Next Meeting**

The next meeting is planned for 26 March 2019 and will take place at 10 am in Leeds Civic Hall. Volunteers are sought for a Beacons of Excellence presentation. North East Lincolnshire will be presenting in March 2019 but volunteers for other meetings are always welcome.

If anyone has any other specific agenda items for future meetings please email Steve on steve.walmsley@yhemployers.org.uk

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