

# **ORGANISATIONAL DEVELOPMENT Committee**

**Wednesday 23 February 2022 at 4.30pm**

The next meeting of the Organisational Development Committee will be held on **Wednesday 23 February 2022 at 4.30 pm.**

## **A G E N D A**

<b>21.51</b>	Welcome and Apologies	S Heidinger
<b>21.52</b>	Declarations of Interest	S Heidinger

### **Minutes of Previous Meeting**

<b>21.53</b>	Minutes of Previous Meeting – 22 September 2021	P	S Heidinger
<b>21.54</b>	Matters Arising – Action Grid	P	S Heidinger
<b>21.55</b>	Notes of Support and Teaching JCNC Meeting	P	J Thomson

### **Items for Discussion**

<b>21.56</b>	Update on Staff Return to Work	V	L McGaw
<b>21.57</b>	Assistant Principal HR Report	P	L McGaw
<b>21.58</b>	Workforce Planning (External Audit Report)	P	L McGaw
<b>21.59</b>	KPI Report and Future Improvement Plan	P	L McGaw
<b>21.60</b>	Attendance Management Report - Quarter One: August 2021 to October 2021	P	N Patton
<b>21.61</b>	Staff Profile – Recruitment of Protected Characteristic Statistics	P	N Patton
<b>21.62</b>	Organisational Development Report	P	G Crankshaw
<b>21.63</b>	Health and Safety Report	P	G Crankshaw
<b>21.64</b>	Policies for review	P	L McGaw
<b>21.65</b>	Assessment of Procedures Update	P	L McGaw

### **Standing Items**

<b>21.66</b>	Equalities Impact Assessment on Decisions Made	S Heidinger
<b>21.67</b>	Review of Papers (Including disclosable status)	S Heidinger
<b>21.68</b>	Any Other Business/Items for Future agenda	S Heidinger

**Date of Next Meeting:** 4 May 2022 at 4.30pm

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**ORGANISATIONAL DEVELOPMENT COMMITTEE MEETING**


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<b>Date of Meeting:</b>	23 February 2022
<b>Paper Title:</b>	Workforce Plan 2022 - 2025
<b>Action:</b>	Information
<b>Prepared by:</b>	Lorraine McGaw, Assistant Principal: Human Resources
<b>Agenda Item:</b>	21.58
<b>Status:</b>	Disclosable

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**1. PURPOSE OF THE REPORT**

This purpose of this paper is to share the College Workforce Plan for 2022-2025.

**2. ACTION FOR THE COMMITTEE**

The Organisational Development Committee are asked to discuss the plan.

**3. BRIEF BACKGROUND INFORMATION**

Glasgow Clyde College is continually reviewing what we do and how we do it to improve the services we provide to our staff and students.

We are aware that the world is changing, and how we deliver our services to staff, students and partners will continue to change. The COVID-19 pandemic has undoubtedly had a major impact, and this will have a significant influence on our future operating model. How learning and teaching is delivered and how our students and employers access services will need to be reviewed and redesigned. Due to these changes what we then require from our workforce will undoubtedly be different.

This workforce plan sets out our strategic priorities and objectives for our workforce over the next three years which will enable us to get to where we want to be as a college. This includes priority areas for Human Resources, Organisational Development and Business Transformation.

**4. SUPPORTING DOCUMENTATION/ FURTHER INFORMATION**

**Appendix 1:** Workforce Plan 2022 – 2025.

**5. RISKS**

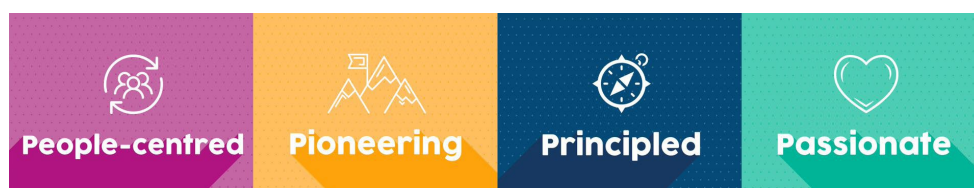
The key actions in the action plan will address any potential risks identified in the original reports.

**6. ANY OTHER SIGNIFICANT IMPACT  
eg STUDENT EXPERIENCE/LEGAL/FINANCIAL/EQUALITY & DIVERSITY**

N/A



## WORKFORCE PLAN 2022 – 2025



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## **1. INTRODUCTION**

Glasgow Clyde College is continually reviewing what we do and how we do it to improve the services we provide to our staff and students.

We are aware that the world is changing, and how we deliver our services to staff, students and partners will continue to change. The COVID-19 pandemic has undoubtedly had a major impact, and this will have a significant influence on our future operating model. How learning and teaching is delivered and how our students and employers access services will need to be reviewed and redesigned. Due to these changes what we then required from our workforce will undoubtedly be different.

The college also continues to operate in a challenging financial climate and the pressures and restrictions place on us by National Bargaining agreements continue to be felt. Current negotiations on pay awards for 2021/22 will potentially leading to industrial action and disruption to services. This is likely to be the operating environment for the duration of this plan.

We also need to consider the Health and Wellbeing of our staff and students especially as we emerge from the global pandemic. We recognise that there are some areas that we may find it difficult to recruit suitably qualified staff and we also need to address the impact of an ageing workforce.

The digital agenda is becoming more important and as an organisation we need to embrace new technology and invest in our staff to ensure that they have the necessary skills required for the future. We need to design our services from the outside in and use technology as an enabler.

Our workforce is integral to our success. It is a priority for us to ensure that the College workforce is racially and ethnically diverse and representative of the communities we serve.

This workforce plan sets out our strategic priorities and objectives for our workforce over the next three years which will enable us to get to where we want to be as a college. This includes priority areas for Human Resources, Organisational Development and Business Transformation.

We aim to be an employer of choice with a skilled and flexible workforce.

## **2. CONTEXT**

As we move into the future, the nature of the challenges affecting our workforce and how we respond will be very different.

In developing this workforce plan, it is important to recognise where we want to be. The College Strategic Plan under the section Employer of Choice provides us with this direction.

As an organisation we aspire to:

- Nurture a values-based culture across the College where the contribution of all members of staff are encouraged and respected;
- Promote an inclusive environment where innovation, collaboration and challenge are valued and celebrated;

- Attract, develop and retain appropriately qualified, and motivated staff who are the embodiment of our values;
- Strive to ensure that the College workforce is diverse and representative of our local communities;
- Support members of staff to achieve high levels of participation in a comprehensive annual programme of personal and professional development;
- Establish and embed career pathways throughout the organisation which create opportunities for career long professional development, enhancement and progression;
- Create and maintain a positive and sustainable safety culture throughout the College;
- Ensure that the health, safety and wellbeing of our employees is core to our decision making;
- Develop a shared belief that Glasgow Clyde College is a great place to work.

Our values describe the type of organisation that we want to be:

- Principled;
- Passionate;
- Pioneering;
- People-centred.

We continue to embed these in everything that we do.

We will create a workforce for the future whilst supporting our people through change. We will have the right people, with the right skill sets, in the right location at the right time and at the right cost to deliver high quality services and to build a college for the future.

We will also continue to learn from feedback from our employees and the lessons we have learnt through the COVID-19 pandemic to build upon the transformation that has quickly been established. In particular we will be considering the following:

- Moving to more digital methods of delivering learning and teaching and services and using technology as an enabler for change;
- Investing in new and flexible ways of working to develop a blended employment approach;
- Utilising our data and information to inform our decision-making;
- Reviewing all of our processes to ensure that they are efficient and effective and reduce cost where possible;
- Consider new blended working practices and utilise these to benefit the organisation;
- Review all learning and workspaces to ensure that they are as flexible as possible;
- Develop our leaders to reflect the different models of leadership required to work in a more blended employment model.

### **3. OUR WORKFORCE PROFILE**

To develop a workforce that can meet the current and future needs of our learners, we first need to understand our existing employee profile. A snapshot taken in January 2022 highlights the key data we know about our workforce.

Employees are the College's single largest area of expenditure and account for 76% of the running costs, based on 21/22 budget figures (excluding depreciation).

3.1	<b>Headcount</b>	1018
	<b>FTE</b>	668.17
	<b>Job Role</b>	Lecturing 615, Support 403
	<b>Sex</b>	63% Female, 37% Male
	<b>Disability (as a % of post count)</b>	4% overall
	<b>BME (as a % of post count)</b>	2.4% (2021 figure)
	<b>Sickness Absence</b>	3.2% (20/21 figure)
	<b>Staff Turnover</b>	3.7% (20/21 figure)
	<b>Age Profile (staff aged under 25 as a % of post count)</b>	1.2%
	<b>Age Profile (staff aged over 50 as a % of post count)</b>	48.11%
	<b>Average Age</b>	49
	<b>Average Length of Service</b>	20.2 years
	<b>Average Salary</b>	£37, 861
	<b>High Risk Recruitment Areas</b>	Computing ESOL Supported Education

Understanding the make-up of the workforce helps us to plan for the future. We know:

- We have a low turnover of staff in most areas;
- We have an ageing workforce, therefore we need to have succession plans in place;
- We have low levels of young staff and need to have more opportunities for apprenticeship recruitment and support into employment;
- We understand our risk areas in terms of recruitment and retention in key areas and are making plans to address these risks;
- We are tackling the main causes of ill-health and continue to support a health and wellbeing agenda;
- We understand the main causes of absence and have targeted interventions to address these areas;
- We need to do more on the diversity of our workforce to strive to ensure that it is representative of our local communities.

#### 4. DELIVERING THE PLAN

A range of strategic HR and OD initiatives will help us to deliver our workforce plan. We have broken these down into four key areas:

1. Planning for the future;
2. Building Leadership capacity;
3. Developing the workforce;
4. Being a good employer.

##### 4.1 *Planning for the future*

All employees heading in the same direction to achieve culture and organisational change and transformation. This will require robust workforce planning in order that the workforce development and workforce plans can be built to address priorities and challenges.



We will achieve this by:

- Taking a strategic approach to re-organisation considering where we can realign functions and share posts;
- Reviewing our approach to restructuring/redeployment linked to efficiencies, flexibility of the workforce, ageing workforce profile and the future organisational model;
- Continuing to plan initiatives to support organisational culture change considering COVID impact on staff and students;
- Utilising management information and workforce data to inform decision making and ensuring that the staffing structure supports this shift in approach;
- Modernising our approach to recruitment with improved processes and selection methods;
- Tackling the recruitment difficulties associated with attracting under-represented groups to apply for college vacancies;
- Investing in new and flexible ways of working to develop a blended employment approach making us a more attractive employer;
- Developing our approach to increasing Apprenticeship opportunities within our future structure.

#### 4.2 ***Building Leadership Capacity***

Effective leaders get the most from the team they lead, inspiring and empowering others. They also take people on the right journey for the organisation and help us to change culture and transform.

We will achieve this by:

- Continuing to review and develop our leadership and management programme;
- Investing in our Senior Management development;
- Implementing Strategic Leadership events and engagement;
- Maximising management qualifications through the apprenticeship route;
- Continue to improve our manager induction programme;
- Implementing a Coaching programme;
- Focus on leadership and management in a remote working environment.

#### 4.3 ***Developing the Workforce***

Investing in and developing our workforce will be critical. We need to build a workforce development infrastructure to realise efficiencies of scale and plan appropriately, using the resources we have to maximum effect.

We will achieve this by:

- Having in place a comprehensive Learning and Development programme which includes access to e-Learning resources, together with our Leadership and Management Development programme to support all employees to grow and develop in their roles;
- Digitising the full Learning and Development infrastructure, systems and processes;
- Maximising the use of Apprenticeship Standards to upskill the workforce;
- Continue to offer our Further and Higher Education Sponsorship programme to all employees and extend the ability to apply for funding all year round;
- Reviewing our training budgets and ensuring we maximise the resources available;

- Implement the full roll-out of digitised Personal Development Plans (PDP's);
- Reviewing our course evaluation framework;
- Implementing a mental Health and Wellbeing awareness programme for all staff

#### 4.4 ***Being a good employer***

The services we deliver are only as good as the people we employ so we need to focus on being a great employer, one where people want to work for us. The health and wellbeing, engagement and support/encouragement and recognition we give to our workforce will lead to a workforce who aspire to do their best at all times and would recommend Glasgow Clyde College as a great place to work.

We will achieve this by:

- Ensuring that our 'return to the workplace' activities are managed in a phased, gradual and safe manner;
- Refocusing and repackaging our health and wellbeing activities;
- Focusing on improving attendance at work and overall wellbeing;
- Continuing to develop our framework for employee recognition;
- Actively promote the employee benefits offer;
- Reviewing our approach to enhance internal communications and engagement;
- Recruiting a Health & Wellbeing Officer to help support our activities for staff.

### 5. **MEASURING OUR SUCCESS**

We need to know that our plan and initiatives are making a difference. We need to know that we are delivering against our vision for the workforce and against our college values. The outcomes will therefore be tested in a number of quantitative and qualitative.

- 5.1 ***Employer of Choice*** – we will monitor our employee satisfaction levels and the application rates for our vacant posts.
- 5.2 ***Undertaking Regular Temperature Checks and Staff Surveys*** – we have a employee survey plan which includes full staff surveys and regular temperature check pulse surveys
- 5.3 ***Attraction and Retention*** – Feedback from those joining and leaving the organisation.
- 5.4 ***Health and Wellbeing*** – survey results and measures such as attendance. Involvement and engagement in Health College activities.
- 5.5 ***A Skilled and Flexible Workforce*** – monitoring our induction and PDP process and the engagement and feedback with our development programmes.
- 5.6 ***Strong and Effective Leadership*** – monitor through employee feedback how our staff feel supported working for the College.

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**ORGANISATIONAL DEVELOPMENT COMMITTEE MEETING**


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<b>Date of Meeting:</b>	23 February 2022
<b>Paper Title:</b>	KPI Report – Quarter 1
<b>Action:</b>	Information/Discussion
<b>Prepared by:</b>	Lorraine McGaw, Assistant Principal: Human Resources
<b>Agenda Item:</b>	21.59
<b>Status:</b>	Disclosable/Non-Disclosable

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**1. PURPOSE OF THE REPORT**

- 1.1 This attached paper provides an update on the Key Performance Indicators for Quarter 1 of Academic Session 2021/22. For data protection purposes, the Committee are asked to note that the Human Resources Management KPIs are non-disclosable.

**2. ACTION FOR THE COMMITTEE**

- 2.1 The Organisational Development Committee are asked to discuss this report.

**3. BRIEF BACKGROUND INFORMATION**

- 3.1 The Organisational Development Committee requested that a Red, Amber, Green (RAG) status be added to the KPI grid going forward and this has been actioned for Quarter 1, therefore alerting/assuring the Committee of the of the current position.

- **RED** – significant concern that the target will not be met
- **AMBER** – some concern that the target will not be met
- **GREEN** - target met or exceeded

The following KPI's are worth highlighting in Quarter 1:

3.1.1 ***Occupational health surveillance baseline test completion for at risk areas***

Securing a new OHS provider has been difficult due to GDPR and procurement regulations, however we now have a provider in place and clinics will recommence in March 2022.

3.1.2 ***Health and Safety induction completion rates***

Completion rates for Quarter 1 are sitting at 100 complete for the first time.

3.1.3 ***Working days lost through sickness absence***

We continue to see a reduction in the level of sickness absence. We anticipate that we will see this figure increasing as staff return to campus working.

3.1.4 ***Protected Characteristics Data***

We continue to see improved figures across all areas although some areas still require work and further promotion will be undertaken in the coming months.

**4. SUPPORTING DOCUMENTATION/ FURTHER INFORMATION**

**Appendix 1:** Key Performance Indicator Grid.

**5. RISKS**

There are no specific risks associated with this paper.

**6. ANY OTHER SIGNIFICANT IMPACT  
eg STUDENT EXPERIENCE/LEGAL/FINANCIAL/EQUALITY & DIVERSITY**

N/A

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**ORGANISATIONAL DEVELOPMENT COMMITTEE MEETING**


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<b>Date of Meeting:</b>	23 February 2022
<b>Paper Title:</b>	Organisational Development Report
<b>Action:</b>	Discussion
<b>Prepared by:</b>	Gillian Crankshaw, Organisational Development Manager
<b>Agenda Item:</b>	21.62
<b>Status:</b>	Disclosable

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**1. PURPOSE OF THE REPORT**

- 1.1 This report provides details of some of the activities of the Organisational Development team in respect of Staff Development since our last report to the Committee in September 2021.

**2. ACTION FOR THE COMMITTEE**

- 2.1 The Organisational Development Committee are asked to note and discuss this report.

**3. BRIEF BACKGROUND INFORMATION**
**3.1 Teaching Professional Pathway**

- 3.1.1 So far, this academic year, 6 staff have completed our Teaching Essentials course and a further 14 are currently attending the course. We will be offering an additional two cohorts of 24 places for staff to attend, before the end of June 2022.

- 3.1.2 The second stage of the Pathway is the PDA - Teaching in Scotland's Colleges qualification. 15 staff are currently working their way through the course with the expected completion date of June 2022.

- 3.1.3 23 staff are participating in the TQFE qualification, which is the third stage of our Pathway. We had 24 staff commence the course, however, one staff member withdrew from the course in November 2021, due to health reasons.

**3.2 General Teaching Council Scotland Registration**

- 3.2.1 College lecturer registration with General Teaching Council Scotland is now mandatory and registration with GTC Scotland forms part of the agreed national terms and conditions of employment for all college lecturers.

- 3.2.2 Organisational Development have been working with staff to assist them their applications by supplying them with the evidence they require and providing guidance on queries.

- 3.2.3 As part of the continuing training programme for the new Curriculum Quality Leaders and Curriculum Managers, GTCS have been invited to provide them with a greater understanding of the registration process as well as the academic staff and manager's role in Professional Updating, which is a requirement of GTCS membership.

3.2.4 Staff who are currently eligible to register with GTCS are Lecturers who hold a TQFE or a GTC Scotland recognised Primary or Secondary qualification.

3.2.5 GTCS Scotland are currently consulting on a process for staff who are not eligible for registration under the current rules.

3.2.6	Taking the views of various internal stakeholders, Glasgow Clyde College submitted a response to the recent GTCS Consultation on Registration Rules.
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3.2.7 The total number of lecturing staff at Glasgow Clyde College is 620 (621 perm and 159 fixed term). Currently 289 of these staff are eligible for GTCS registration.

3.2.8 The application status of eligible staff is as follows:

Application Status	Number
Application not commenced	145
Application has been completed online but awaiting PVG info or payment of initial registration fee	47
Application has been completed and payment made	97

3.2.9 We have been in contact with staff who have not commenced their application to prompt them to do so and offer support where required.

### 3.3 Leadership Programme

3.3.1 The induction and continuing training programme for the newly appointed Curriculum Managers and Curriculum Quality Leaders is ongoing and sessions have been running every Wednesday since it launched in August 2021.

3.3.2 An interim evaluation of the programme was carried out in December to gather feedback on the content, pace and format of the programme. A copy of the feedback and actions we will take to address the comments can be found in **Appendix 1**.

3.3.3 The final tutorial of the CMI accredited course within our Leadership and Management Development Programme took place in January 2022. The participants are currently submitting their assignments for assessment.

3.3.4 This programme will be evaluated to establish the effectiveness and impact of the qualification and whether we will further invest in another cohort of staff on this particular course.

3.3.5 Our Leadership and Management Development programme continues, and our next set of planned sessions are Coaching & Mentoring and Leadership & Menopause in the Workplace.

### 3.4 Personal Development Plans

3.4.1 We have finalised the development of the iTrent system to allow managers and staff to complete and monitor their PDPs. This will also allow the Organisational Development team live data on the status of PDP completion across the College.

3.4.2 We are working on a training guide to support staff and managers in using the new system and we will supplement this guide with information sessions.

### 3.5 Procedure Update

3.5.1 We have developed a new Continuing Professional Development (CPD) procedure and have updated our Professional Development Sponsorship and Staff Induction procedures.

3.5.1.1 The CPD procedure has been developed to provide staff with clear guidance on how we plan development, mandatory training, learning and development requests, personal development planning, leadership and management development, professional pathway for lecturers, recording development, evaluation and sharing of learning.

3.5.2 The Staff Induction procedure has been updated to reflect the changes in the induction process and guidance for staff and managers.

3.5.3 The Professional Development Sponsorship procedure has been updated to change the sponsorship application opening date. We removed the limited application period to now be open all year round. This is to reflect the changes to course start dates across learning institutions and to allow staff to apply for sponsorship at any time of the year, which will allow more flexible access to those on maternity leave, etc.

3.5.4 The above procedures have been shared with the unions as part of our consultation process.

### 3.6 Employee Engagement

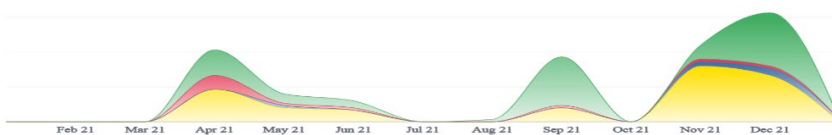
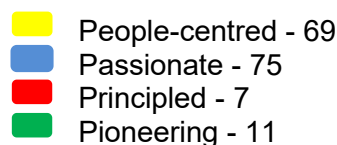
#### 3.6.1 *Idea Box*

3.6.1.1 We have received 507 comments since the launch of Idea box. Organisational Development continue to respond to the comments to ensure staff know their comments are read and appreciated. Where appropriate these comments are shared with the relevant Senior Managers.

3.6.1.2 Regular reminders about the system are included every two months in Clyde Connects.

#### 3.6.2 *Clyde Shout-Out*

3.6.2.1 A total of 162 Clyde Shout Outs have been given since launch in April.



3.6.2.2 Regular reminders about Clyde Shout Outs are be sent by way of an article to staff every two months in Clyde Connects

#### 3.6.3 Health and Wellbeing Surveys

### 3.6.3.1 **Pulse Survey – June 2021**

3.6.3.2 The Wellbeing Pulse Survey of 12 questions, administered by our survey provider Hive, was sent to 1021 members of staff. The survey opened on 2 June 2021 and closed on 23 June 2021.

3.6.3.3 151 of the 1021 staff completed the survey (15%).

3.6.3.4 The percentage of staff who completed the survey by area was:

<b>AREA</b>	
Access & Continuing Learning	14%
Business, Creative & Digital Industries	16%
Engineering, Computing & Built Environment	7%
Finance & Infrastructure	11%
Health & Wellbeing	16%
Human Resources	62%
International & Business Development	8%
Quality and Performance	35%
Senior Leadership Team	25%
Student Experience	12%

It is not possible to display the results by department due to the need to maintain anonymity.

## 4. **SUPPORTING DOCUMENTATION/ FURTHER INFORMATION**

**Appendix 1:** Leadership Programme – CQL/CM Interim Feedback

## 5. **RISKS**

N/A

## 6. **ANY OTHER SIGNIFICANT IMPACT eg STUDENT EXPERIENCE/LEGAL/FINANCIAL/EQUALITY & DIVERSITY**

6.1 The financial implications associated with this paper are in relation to the Leadership and Management Development training which is currently being funded through a mix of Flexible Workforce Development Fund money and a GCEF Project.

6.2 Equality Impact Assessments have been carried out on each of the Learning and Development procedures referred to in Section 3.5.

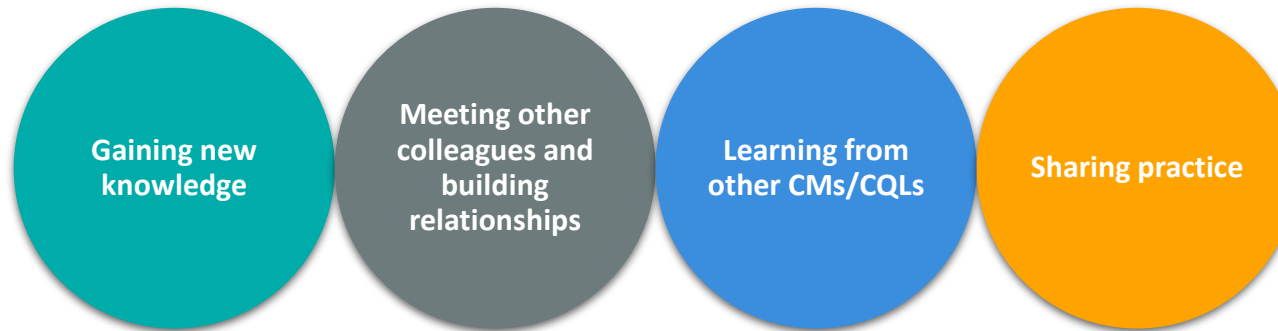


We have summarised your feedback on the training programme so far.

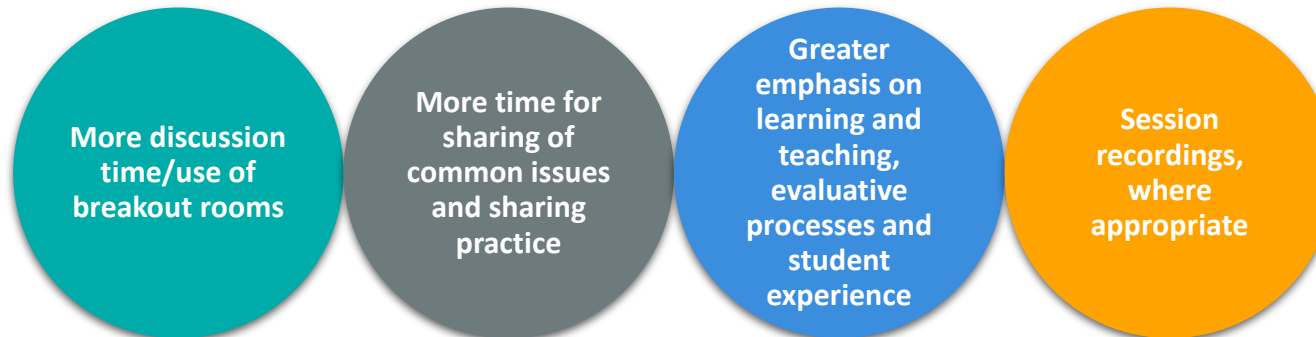
We asked you what worked well, what needs to be improved and what you would like to see more of or added to the programme.

**Number of respondents to the evaluation survey – 19 out of 60 (32% response rate)**

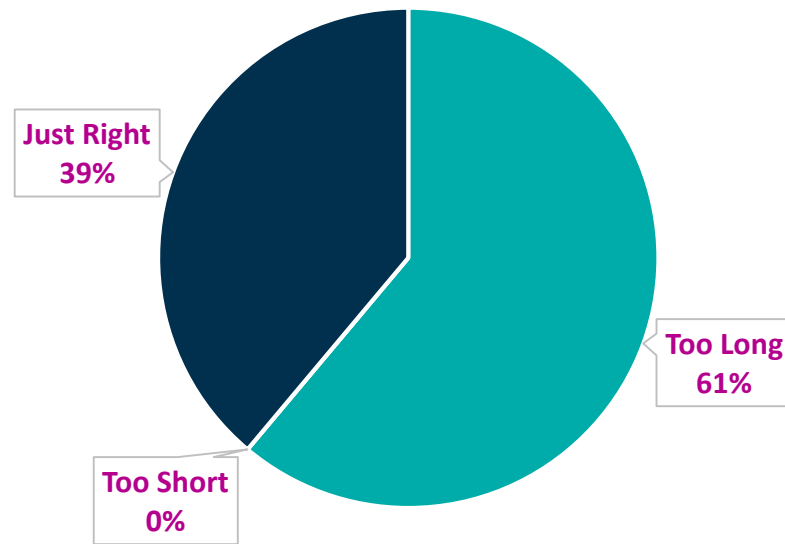
**You identified the following as the main benefits of the programme:**



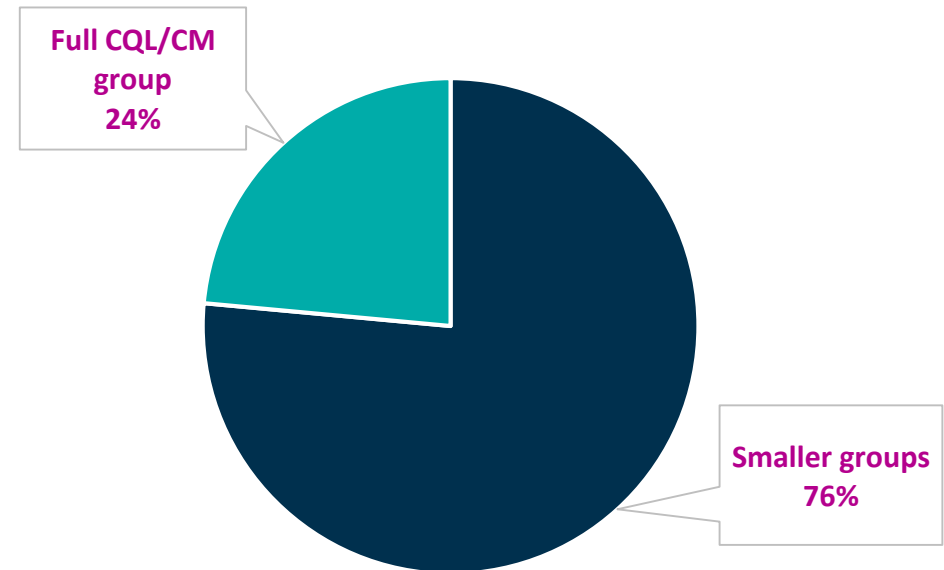
**You said that the following could be improved:**



### You found the length of the sessions:



### You found that the following groupings worked best:



### Comments included:

- Too many sessions in a short space of time - so no real time to process.
- Make sure there are breaks.
- Full day sessions far too long.
- Smaller groups allowed for discussion and more focussed conversation, however meeting with other CQL/CM from other faculties was valuable.

## You asked for the following development:

**We will include the following on the CQL/CM programme**

- Getting to know the other CMs, their areas - creating a CM community.
- Discussions on curriculum related work such as course design, challenges around retention and attainment, planning for improvement.
- Marketing session in small face to face groups.
- An insight as to what documents students/applicants have to submit to enable them to get college laptops/funding/bursaries.

**We will include the following as part of the college CPD offering this year**

- Interview Training.
- Further iTrent Timesheets training/sick absence.
- Time to Talk services.
- GDPR and protection of data.
- More on dealing with difficult staff.
- Delegation and following up on tasks.
- Training on managing workload would be useful.

## Summary of Your Comments/Suggestions

Comment/Suggestion	Response/Action
I have enjoyed the programme and hope to be further trained and supported by the college in my new role.	We are delighted that you are enjoying the programme and we hope that it has supported you in the transition to your new role.
Can we have smaller groups for some of the sessions?	Where the schedule or subject allows, we will plan smaller groups.
The full days were too long and some of the sessions should be shortened.	<p>The aim of the full day training sessions every Wednesday was to provide as much information as possible up front, to give you the best start in your new role. Since October 2021, we have reduced this to half day sessions only. We recognise that you have received a great deal of information over a short period of time and going forward wherever possible we will continue to schedule no more than half day sessions.</p> <p>Some of the sessions cannot be shortened in length as they do require the time to allow them to be effective. We will continue to ensure there are breaks scheduled and will have no one session lasting longer than 3 hours.</p>
Can the sessions be recorded?	We have found that recording sessions can inhibit free discussion and one of the reported benefits of these sessions is the ability for open professional discussion. However, when it is appropriate to do so, we can record sessions.
We would like more opportunities to share practice.	We will look to schedule in sessions where this can be achieved.

**Thank you for your feedback and we hope that you continue to enjoy the training programme.**

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**ORGANISATIONAL DEVELOPMENT COMMITTEE MEETING**


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<b>Date of Meeting:</b>	23 February 2022
<b>Paper Title:</b>	Health and Safety Report – February 2022
<b>Action:</b>	Information
<b>Prepared by:</b>	Gillian Crankshaw, Organisational Development Manager
<b>Agenda Item:</b>	21.63
<b>Status:</b>	Disclosable

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**1. PURPOSE OF THE REPORT**

- 1.1 This report covers activity undertaken by the Organisational Development team in relation to Health & Safety from 1 August 2021 to 31 October 2021.

**2. ACTION FOR THE COMMITTEE**

- 2.1 The Organisational Development Committee are asked to note this report.

**3. BRIEF BACKGROUND INFORMATION**
**3.1 Health and Safety Review**

- 3.1.1 We have published 25 of our 30 new Procedures/Guidelines to support the new Policy. Of the 5 remaining documents, 2 Procedures are with the Estates team for input, 1 is with Union representatives for consultation and 2 are still to be finalised by Organisational Development.

**3.2 Statistics 1 August 2021 to 31 October 2021**

- 3.2.1 The slight increase indicated in the statistics, when compared with the same period last year, reflects the undertaking of a few more on-campus activities as part of the critical and time-sensitive learning/teaching permitted under revised government Covid-19 guidelines.

**3.2.2 Accident Statistics 1 August 2021 to 31 October 2021**

The accident statistics from 1 August 2021 to 31 October 2021 are attached (Appendix 1). There were 13 accidents reported in this period. In the same period last year, there were 6 accidents reported.

One verbal assault reported in this quarter was a student to a member of the Organisational Development team when asked to wear their face covering in a communal area.

An Employability student was assaulted by a member of the public on a trip and it was reported to the police.

**3.2.3 First Aid Call Outs 1 August 2021 to 31 October 2021**

Over the period 1 August 2021 to 31 October 2021 the College First Aiders attended to 8 First Aid call out (Appendix 2). In the same period last year, there were 8 first aid call outs reported.

#### 3.2.4 ***Near Miss Reports 1 August 2021 to 31 October 2021***

There were 3 near misses reported in the period from 1 August 2021 to 31 October 2021 (Appendix 3). In the same period last year, there were 0 near misses reported.

#### 3.2.5 ***Hazard Observations 1 August 2021 to 31 October 2021***

There were 7 hazard observation reported during the period 1 August 2021 to 31 October 2021 (Appendix 4). In the same period last year, there were 0 hazard observations reported.

The continuing feature of statistics for Near Misses and Hazard Observations reported on the AIR system is viewed as a welcome development, reflecting the increased level of awareness and positive effect of the training provided to staff in relation to these events.

### 3.3 **Statistics 1 November 2021 to 31 January 2022**

3.3.1 As in the previous reporting period, the slight increase in numbers compared to the same period in the previous year, reflects the additional staff and students on campus.

#### 3.3.2 ***Accident Statistics 1 November 2021 to 31 January 2022***

The accident statistics from 1 November 2021 to 31 January 2022 are attached (Appendix 5). There were 19 accidents reported in this period. In the same period last year, there were 2 accidents reported.

#### 3.3.3 ***First Aid Call Outs 1 November 2021 to 31 January 2022***

Over the period 1 November 2021 to 31 January 2022 the College First Aiders attended to 5 First Aid call out (Appendix 6). In the same period last year, there were 0 first aid call outs reported.

#### 3.3.4 ***Near Miss Reports 1 November 2021 to 31 January 2022***

There were 6 near misses reported in the period from 1 November 2021 to 31 January 2022 (Appendix 7). In the same period last year, there were 1 near miss reported.

#### 3.3.5 ***Hazard Observations 1 November 2021 to 31 January 2022***

There were 4 hazard observation reported during the period 1 November 2021 to 31 January 2022 (Appendix 8). In the same period last year, there were 3 hazard observations reported.

### 3.4 **UMAL (College Insurers) and Fire Risk Assessment**

- 3.4.1 The combined action plan is a live document that continues to be updated – mainly by the Estates department - as the remaining recommendations are actioned. The outstanding tasks assigned to Organisational Development and a few other Faculties can only be implemented when a full return to on-campus activities come into effect at the College. The live document is monitored by each Campus Forum and any concerns identified are escalated to the Health, Safety and Safeguarding Committee.

### 3.5 COVID-19

- 3.5.1 The number of Lateral Flow Device Testing kits issued within the reporting period per Campus are as follows: Anniesland - 142, Cardonald 140 - and Langside - 27. All available communication platforms are employed to encourage staff and students to collect and use these kits to test themselves at home before coming into the College premises.
- 3.5.2 We continue to collate and share weekly statistics on positive cases recorded at the College with all relevant stakeholders. The College's Outbreak Management Process is available to be implemented, if required.
- 3.5.3 The College Generic Risk Assessment and Departmental/task Risk Assessments remain under periodic review in consultation with Trade Unions as may be required.
- 3.5.4 Staff requiring workstation equipment continue to submit requests for such to the Health and Safety service desk. To date we have supplied 77 chairs, 10 desks and worked with ICT to supply additional monitors, mouse pads, wrist supports, etc.

## 4. SUPPORTING DOCUMENTATION/ FURTHER INFORMATION

**Appendix 1:** Accident Statistics 1 August 2021 to 31 October 2021;  
**Appendix 2:** First Aid Call Outs 1 August 2021 to 31 October 2021;  
**Appendix 3:** Near Miss Reports 1 August 2021 to 31 October 2021;  
**Appendix 4:** Hazard Observations 1 August 2021 to 31 October 2021;  
**Appendix 5:** Accident Statistics 1 November 2021 to 31 January 2022;  
**Appendix 6:** First Aid Call Outs 1 November 2021 to 31 January 2022;  
**Appendix 7:** Near Miss Reports 1 November 2021 to 31 January 2022;  
**Appendix 8:** Hazard Observations 1 November 2021 to 31 January 2022.

## 5. RISKS

- 5.1 The risks associated with this paper are in connection with ensuring the College's continued compliance with Government Covid-19 guidelines and restrictions at pace as the pandemic evolves. Covid-secure updates from the health protection authorities are routinely shared with staff and students and steps taken to promptly implement any new measures required. Monitoring and communications about staff and students following critical safe behaviours is maintained, and support is available to individuals who may require additional reassurance as they resume on-campus activities.

## 6. ANY OTHER SIGNIFICANT IMPACT eg STUDENT EXPERIENCE/LEGAL/FINANCIAL/EQUALITY & DIVERSITY

- 6.1 The legal implications of non-compliance with statutory and regulatory requirements have not changed in relation to the general operations of the College and the Covid-19 pandemic. The College remains resolute in adhering to its Health and Safety policies, procedures and practices, as it delivers on its duty of care to staff, students and any persons who may be affected by its undertakings.
- 6.2 There are no additional significant costs that have been accrued through the Organisational Development Department since the figure of £17347.67 that was last reported.
- 6.3 Equality Impact Assessments are undertaken for each new Procedure developed.



## Appendix 1

### Health & Safety Accident Statistics for Glasgow Clyde College 1 August – 31 October 2021

Accident Category	Staff	Hospital	Riddor	Students	Hospital	Riddor	Contractors/ Visitors	Hospital	Riddor	Other	Hospital	Riddor	Total
Slip / Trip / Fall	1			3									4
Manual Handling													0
Burns / Scalds										1			1
Cuts				4									4
Machinery/Tool Cuts				1									1
Eye Injuries				1									1
Physical/Verbal Assault	1									1			2
Reportable Disease													0
Other													0
<b>TOTAL ACCIDENTS</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>9</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>13</b>

\*Next to each category there is a note of whether there was a requirement for a hospital visit or for the accident/incident to be reported to the HSE.

## Appendix 2

### First Aid Call Outs for Glasgow Clyde College

1 August – 31 October 2021

First Aid Call Outs	Staff	Hospital	Riddor	Students	Hospital	Riddor	Contractors/ Visitors	Hospital	Riddor	Other	Hospital	Riddor	Total
First Aid Call Outs	1			7	2								8
TOTAL First Aid Call Outs	1	0	0	7	2	0	0	0	0	0	0	0	8

### Appendix 3

## Near Misses for Glasgow Clyde College

1 August – 31 October 2021

Near Misses	Staff	Hospital	Riddor	Students	Hospital	Riddor	Contractors/ Visitors	Hospital	Riddor	Other	Hospital	Riddor	Total
Near Misses										3			3
<b>TOTAL Near Misses</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>

**Appendix 4**

## Hazard Observations for Glasgow Clyde College

1 August – 31 October 2021

Hazard Observations	Staff	Hospital	Riddor	Students	Hospital	Riddor	Contractors/ Visitors	Hospital	Riddor	Other	Hospital	Riddor	Total
Hazard Observations										7			7
<b>TOTAL Hazard Observations</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>7</b>	<b>0</b>	<b>0</b>	<b>7</b>

## Health & Safety

### Accident Statistics for Glasgow Clyde College

1 November 2021 – 31 January 2022

Accident Category	Staff	Hospital	Riddor	Students	Hospital	Riddor	Contractors/ Visitors	Hospital	Riddor	Other	Hospital	Riddor	Total
Slip / Trip / Fall	1			3	2								4
Manual Handling													0
Burns / Scalds													0
Cuts				7									7
Machinery/Tool Cuts				6									6
Eye Injuries													0
Physical/Verbal Assault													0
Reportable Disease													0
Other	1			1									2
<b>TOTAL ACCIDENTS</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>17</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>19</b>

RIDDORS: Member of staff tripped on stairs heading to work office (Cardonald)

\*Next to each category there is a note of whether there was a requirement for a hospital visit or for the accident/incident to be reported to the HSE.

1 x student sent to hospital for x ray on wrist after slipping on ice. 1 x student sent to hospital for check-up.

## Appendix 6

### First Aid Call Outs for Glasgow Clyde College

1 November 2021 – 31 January 2022

First Aid Call Outs	Staff	Hospital	Riddor	Students	Hospital	Riddor	Contractors/ Visitors	Hospital	Riddor	Other	Hospital	Riddor	Total
First Aid Call Outs				5	1								5
TOTAL First Aid Call Outs	0	0	0	5	1	0	0	0	0	0	0	0	5

## Appendix 7

### Near Misses for Glasgow Clyde College

1 November 2021 – 31 January 2022

Near Misses	Staff	Hospital	Riddor	Students	Hospital	Riddor	Contractors/ Visitors	Hospital	Riddor	Other	Hospital	Riddor	Total
Near Misses										6			6
<b>TOTAL Near Misses</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>6</b>	<b>0</b>	<b>0</b>	<b>6</b>

## Appendix 8

### Hazard Observations for Glasgow Clyde College

1 November 2021 – 31 January 2022

Hazard Observations	Staff	Hospital	Riddor	Students	Hospital	Riddor	Contractors/ Visitors	Hospital	Riddor	Other	Hospital	Riddor	Total
Hazard Observations										4			4
<b>TOTAL Hazard Observations</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>



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**ORGANISATIONAL DEVELOPMENT COMMITTEE MEETING**


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<b>Date of Meeting:</b>	23 February 2022
<b>Paper Title:</b>	Policies for Review
<b>Action:</b>	Decision
<b>Prepared by:</b>	Lorraine McGaw, Assistant Principal: Human Resources
<b>Agenda Item:</b>	21.64
<b>Status:</b>	Disclosable

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**1. PURPOSE OF THE REPORT**

The purpose of this report is to ask the Committee to review the policies forming Appendices 1-7 as delegated by the Board of Management at its meeting on 15 December 2021.

**2. ACTION FOR THE COMMITTEE**

The Organisational Development Committee is asked to consider each Policy in Appendices 1-7 and either:

- approve each policy without variation; or
- submit any recommendations for change for ratification by the Board at its next meeting on 22 March 2022.

**3. BRIEF BACKGROUND INFORMATION**

3.1 The Board has responsibility for a number of College policies which are subject to a programme of regular review.

3.2 At its meeting on 15 December 2021, the Board delegated authority to each Committee to review the policies relative to the Committee's areas of responsibility. The policies listed in the following table sit within this Committee's area of responsibility:

1.4	Equality and Respect	March 2027
3.1	Staffing	March 2026
3.2	Secure Handling, Use, Storage and Retention of Disclosure Information	March 2026
3.3	Staff Management	March 2026
3.4	Continuing Professional Development	March 2026
3.5	Healthy College	March 2026
3.6	Local Negotiation	March 2026

3.3 As the Committee is aware, the Unethical Behaviour and Whistleblowing Policy has recently been reviewed in conjunction with the Audit Committee and the revised Policy was approved by the Board at its meeting on 16 June 2021.

3.4 The Board approved a revised programme for review to the effect that the next review date for all the policies is as shown in the table.

**4. SUPPORTING DOCUMENTATION/ FURTHER INFORMATION**

**Appendix 1:** Policy 1.4 Equality and Respect

**Appendix 2:** Policy 3.1 Staffing

**Appendix 3:** Policy 3.2 Secure Handling, Use, Storage and Retention of Disclosure Information

**Appendix 4:** Policy 3.3 Staff Management

**Appendix 5:** Policy 3.4 Continuous Professional Development

**Appendix 6:** Policy 3.5 Healthy College

**Appendix 7:** Policy 3.6 Local Negotiation

## **5. RISKS**

- 5.1 Failure to review Board policies in a timely manner could mean that the policies fail to reflect changes to legislation or best practice which have occurred in the period since the last renewal.

## **6. ANY OTHER SIGNIFICANT IMPACT eg STUDENT EXPERIENCE/LEGAL/FINANCIAL/EQUALITY & DIVERSITY**

- 6.1 Reviewing policies ensures students' interests are protected and that the College complies with all legal, financial and equality and diversity issues.

**Policy Area:** Board of Management

**Policy Title:** Equality and Respect

**Revision No.:** 1

**Review Period:** 5 years

**Review Due:**

It is the policy of the Board of Management to:

- promote and embed the principles of equity and equality in all College services and in every aspect of College life by encouraging, developing and maintaining an ethos which embraces difference and diversity and respects the dignity and rights of all, regardless of protected characteristics;
- promote that it is the responsibility of all to work and learn together harmoniously to create and maintain a respectful working and learning environment;
- ensure that staff understand their duty and responsibility to uphold this policy across the college community and when representing the college externally.
- ensure staff recognise their personal and professional responsibility to develop their knowledge in order to exemplify the positive behaviours and attitudes highlighted within this policy and the need to promote an inclusive culture.
- provide all employees and students with a safe environment which is free from bullying, intimidation, harassment and GBV;
- oppose and counter all forms of discrimination and promote that it is the responsibility of all employees and students to challenge and / or report disrespectful or bullying behaviour if it occurs;
- ensure that any incident or allegation of bullying, intimidation, harassment or GBV is taken seriously and that appropriate action is taken within a reasonable timescale;
- encourage and provide support and confidentiality to employees and students who raise concerns regarding possible incidences of bullying, intimidation, harassment and GBV they have witnessed and provide the same support and confidentiality to those against whom the allegations are brought;
- ensure the fair, consistent and respectful management of employees and support of all students; and
- ensure that employees and students are involved in all equality matters.

This Policy has been developed in line with all relevant legislation including the Equality Act 2010 and covers all individuals including, but not limited to, those with the following protected characteristics: Age, disability, gender reassignment (including gender identity and expression), marriage and civil partnership status, pregnancy and maternity, race, religion or belief, sex (formerly gender) and sexual orientation



**Policy Area:** Human Resources  
**Policy Title:** Staffing  
**Revision No.:** 1  
**Review Period:** 5 years  
**Review Due:** On or before March 2022

It is the policy of the Board of Management that:

- the College will be supported in developing and maintaining a positive organisational culture where staff are recognised and valued, are clear about what is expected of them, are supported in their development and are treated with dignity and respect;
- individuals who are appropriately qualified and experienced will be employed to support the delivery of a quality curriculum and student experience;
- no applicant will be subject to less favourable treatment on the grounds of the nine protected characteristics outlined in the Equality Act 2010 nor based on the subject of a Disclosure;
- encourage applications from a wide range of candidates thereby fostering a diverse workforce;
- the level of staffing will be subject to continuous review to ensure that it reflects both the requirements of the College and financial restraints, but that an adequate level of staffing and the correct mix of staffing be maintained to enable the efficient functioning of the College;
- the College will act fairly and consistently in its dealings with all employees in the event of an identified need to reduce the staffing complement; and
- regrading and secondment requests will be dealt with fairly and consistently and will be managed in a financially appropriate manner.

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This Policy has been developed with due regard to all relevant legislation.

This Policy has been developed in line with all relevant legislation including the Equality Act 2010 and covers all individuals comprising, but not limited to, those with the following protected characteristics: Age, disability, gender reassignment (including gender identity and expression), marriage and civil partnership status, pregnancy and maternity, race, religion or belief, sex (formerly gender) and sexual orientation

**History of changes**

Revision	Description	Adopted	Authorised
0	First draft	November 2013	LMcG
1	Addition of first bullet point and amendments to the second, fourth and fifth bullet points.	March 2017	Organisational Development Committee

**Policy Area:** Human Resources

**Policy Title:** Secure Handling, Use, Storage and Retention of Disclosure Information

**Revision No.:** 1

**Review Period:** 5 years

**Review Due:** On or before March 2022

It is the policy of the Board of Management that:

- the College complies fully with issued Codes of Practice and all relevant legislation regarding the correct handling, holding and destroying of Disclosure Information;
- Disclosure information is used only for the purpose for which it has been provided;
- Disclosure information is passed only to those who are authorised to see it in the course of their duties and unnecessary copying will be avoided;
- Disclosure information is held securely and access to it is strictly controlled;
- Disclosure information is not retained for any longer than is required; and
- Disclosure information is destroyed in a secure manner.

This Policy has been developed with due regard to all relevant legislation.

This Policy has been developed in line with all relevant legislation including the Equality Act 2010 and covers all individuals comprising, but not limited to, those with the following protected characteristics: Age, disability, gender reassignment (including gender identity and expression), marriage and civil partnership status, pregnancy and maternity, race, religion or belief, sex (formerly gender) and sexual orientation.



**History of changes**

Revision	Description	Adopted	Authorised
0	First draft	November 2013	LMcG
1	Amendment to third bullet point	March 2017	Organisational Development Committee

**Policy Area:** Human Resources  
**Policy Title:** Staff Management  
**Revision No.:** 1  
**Review Period:** 5 years  
**Review Due:** On or before March 2022

It is the policy of the Board of Management that:

- employee grievances will be settled as near to the point of origin as possible and that disputes will be settled fairly and speedily, using mediation where appropriate;
- where discipline is necessary for the conduct of the College's affairs and for the safety and wellbeing of employees, it will be actioned fairly and consistently;
- attendance will be managed in a supportive manner and will be reported, recorded, monitored and analysed in accordance with issued procedures;
- a framework exists for identifying and addressing early difficulties which may occur in the performance of a job;
- there is a fair and consistent approach taken to resolving issues of capability; and
- a fair and equitable balance between work and personal life will be facilitated for all employees and that a range of support to cover all aspects of employees leave will be made available.

This Policy has been developed with due regard to all relevant legislation.

This Policy has been developed in line with all relevant legislation including the Equality Act 2010 and covers all individuals comprising, but not limited to, those with the following protected characteristics: Age, disability, gender reassignment (including gender identity and expression), marriage and civil partnership status, pregnancy and maternity, race, religion or belief, sex (formerly gender) and sexual orientation.

**History of changes**

Revision	Description	Adopted	Authorised
0	First draft	November 2013	LMcG
1	Amendments to first and sixth bullet points	March 2017	Organisational Development Committee

**Policy Area:** Human Resources  
**Policy Title:** Continuing Professional Development  
**Revision No.:** 1  
**Review Period:** 5 years  
**Review Due:** On or before March 2022

It is the policy of the Board of Management to ensure that:

- on commencement of employment, employees will ~~be provided with~~ participate in induction training, commensurate with their role;
- ~~wherever possible~~, all lecturing staff will work towards an appropriate teaching qualification;
- means will be provided for continuing academic and professional development for every employee in relation to College aims and objectives;
- staff development will be offered to all employees and will be centred on improving the quality of the student experience;
- all employees will ~~be given the opportunity to~~ identify and discuss their development needs with their line manager; and
- employees will have the opportunity to apply for further and higher education sponsorship where this benefits both the individual and the employer.

This policy has been developed with due regard to all relevant legislation.

This Policy has been developed in line with all relevant legislation including the Equality Act 2010 and covers all individuals comprising, but not limited to, those with the following protected characteristics: Age, disability, gender reassignment (including gender identity and expression), marriage and civil partnership status, pregnancy and maternity, race, religion or belief, sex (formerly gender) and sexual orientation.

**History of changes**

Revision	Description of changes	Adopted	Authorised
0	First draft	November 2013	LMcG
1	Amendments to second and sixth bullet points	March 2017	Organisational Development Committee

**Policy Area:** Human Resources  
**Policy Title:** Healthy College  
**Revision No.:** 1  
**Review Period:** 5 years  
**Review Due:** On or before March 2022

It is the policy of the Board of Management to:

- fully support all efforts to create and maintain a safe and healthy environment for students, employees or others within the College;
- promote and encourage safe and sensible attitudes towards alcohol consumption and offer positive assistance and support to any employee who identifies himself / herself as experiencing difficulties relating to alcohol and / or drugs;
- support the principle of increasing the understanding, at all levels of the organisation, of stress in the workplace and take preventative and protective measures to reduce the risk of undue stress;
- promote positive mental health and strive to reduce the stigma attached to mental health problems;
- create an environment within which all staff, students and visitors are treated with dignity and respect;
- ensure that smoking is prohibited throughout all Glasgow Clyde College buildings premises, with no exceptions, including College vehicles;
- have in place suitable signage, information, monitoring and disciplinary arrangements to promote compliance with the Smoking, Health and Social Care (Scotland) Act 2005 and the Prohibition of Smoking in certain Premises (Scotland) Regulations 2006; and
- provide information on sources of help and support for staff and students who wish to give up smoking.

The Board may designate external areas where smoking is permitted. Any such areas will be compliant with legislation. The appropriateness of permitting smoking in external areas of the site will be kept under review in consultation with staff and students.

This Policy has been developed with due regard to all relevant legislation.

This Policy has been developed in line with all relevant legislation including the Equality Act 2010 and covers all individuals comprising, but not limited to, those with the following

protected characteristics: Age, disability, gender reassignment (including gender identity and expression), marriage and civil partnership status, pregnancy and maternity, race, religion or belief, sex (formerly gender) and sexual orientation.

**History of changes**

Revision	Description	Adopted	Authorised
0	First draft	November 2013	LMcG
1	Policy 10.2 'Smoking Policy' incorporated within Policy 3.5 'Healthy College', amendment to first and second and addition of fifth bullet point.	March 2017	Organisational Development Committee



**Policy Area:** Human Resources  
**Policy Title:** Local Negotiation  
**Revision No.:** 1  
**Review Period:** 5 years  
**Review Due:** On or before March 2022

It is the policy of the Board of Management to:

- acknowledge the importance of conducting local negotiations regarding any terms and conditions out with the scope of the National Recognition and Procedure Agreement (NRPA).
- ~~on salaries and conditions of service in a manner designed to maximise opportunities for settlement;~~
- delegate to the Principal operational responsibility for such negotiations, within Board guidelines; and
- delegate to the Organisational Development Committee the responsibility for final approval of agreements reached.

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This policy has been developed with due regard to all relevant legislation.

This Policy has been developed in line with all relevant legislation including the Equality Act 2010 and covers all individuals comprising, but not limited to, those with the following protected characteristics: Age, disability, gender reassignment (including gender identity and expression), marriage and civil partnership status, pregnancy and maternity, race, religion or belief, sex (formerly gender) and sexual orientation.

**History of changes**

Revision	Description	Adopted	Authorised
0	First draft	November 2013	SW
1	Policy Area change, from Board of Management to Organisational Development and Policy Number change from 1.3 to 3.6.	March 2017	Organisational Development Committee