

# **ORGANISATIONAL DEVELOPMENT Committee**

**Wednesday 4 May 2022 at 4.30pm**

The next meeting of the Organisational Development Committee will be held on **Wednesday 4 May 2022 at 4.30 pm.**

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

<b>22.01</b>	Welcome and Apologies		S Heidinger
<b>22.02</b>	Declarations of Interest		S Heidinger

### **Minutes of Previous Meeting**

<b>22.03</b>	Minutes of Previous Meeting – 23 February 2022	P	S Heidinger
<b>22.04</b>	Matters Arising – Action Grid	P	S Heidinger
	22.04A Stress Related Absence Reporting	P	N Patton
<b>22.05</b>	Notes of Support and Teaching JCNC Meeting	P	J Thomson

### **Items for Discussion**

<b>22.06</b>	Assistant Principal HR Report	P	L McGaw
<b>22.07</b>	KPI Report and Future Improvement Plan	P	L McGaw
<b>22.08</b>	Staff Profile – Recruitment of Protected Characteristic Statistics	P	N Patton
<b>22.09</b>	Health and Wellbeing Survey 2021	P	G Crankshaw
<b>22.10</b>	Assessment of Procedures Update	P	L McGaw
<b>22.11</b>	Employer of Choice Strategy	P	L McGaw

### **Items for Noting\***

<b>22.12</b>	Attendance Management Report - Quarter Two: November 2021 to January 2022	P	N Patton
<b>22.13</b>	Health and Safety Report	P	G Crankshaw
<b>22.14</b>	Organisational Development Report	P	G Crankshaw
<b>22.15</b>	Annual People Report	P	L McGaw
<b>22.16</b>	Internal Audit Report – Staff Development	P	L McGaw

**\*these items will not be discussed unless agreed**

### **Standing Items**

<b>22.17</b>	Equalities Impact Assessment on Decisions Made		S Heidinger
<b>22.18</b>	Review of Papers (Including disclosable status)		S Heidinger
<b>22.19</b>	Any Other Business/Items for Future agenda		S Heidinger

**Date of Next Meeting:** tbc

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**ORGANISATIONAL DEVELOPMENT COMMITTEE MEETING**

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<b>Date of Meeting:</b>	4 May 2022
<b>Paper Title:</b>	Matter Arising on Stress Related Absence Reporting
<b>Action:</b>	For Noting
<b>Prepared by:</b>	Nicole Patton, Head of Human Resources
<b>Agenda Item:</b>	22.04A
<b>Status:</b>	Disclosable

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**1. PURPOSE OF THE REPORT**

The purpose of this report is to provide to the Organisational Development Committee background information on how the College calculates and monitors Work-Related Stress, as requested at the February Committee meeting.

**2. ACTION FOR THE COMMITTEE**

The Organisational Development Committee are asked to note this report.

**3. BRIEF BACKGROUND INFORMATION**

**Work-Related Stress recording on the iTrent HR System.**

Stress related absences were previously reported under the single category of 'Stress/Anxiety/Depression'. In March of 2021, iTrent was upgraded to allow analysis of the stress recording into further categories in relation to whether the stress was work-related or not. Two new categories were introduced; 'Work-Related Stress' and 'Non-Work-Related Stress/Anxiety/Depression'. Further changes in the available recording category choice were made to bring the I Trent pick list in line with HSE guidelines which amended the options from 35 choices to 21 choices.

At that time our absence data was cleansed, and absence reasons were re-categorised to improve and streamline the data recorded e.g. previously an employee could add free text to categorise their absence reason which was an added complication. The College cleared a year's worth of absence data input and worked with individuals and line managers to update staff records to reflect the new categories of sickness.

There has also been a change in the way figures and percentages are calculated for absence categories as detailed below in the two examples:

<u>Example 1</u>		
% Absence calculated on number of hours lost due to absence		
Absence Reason	Hours Lost	% of Long-Term Absence
Mental Ill Health (non-work related)	1,778	38.23%
Work-Related-Stress	1,225	26.34%
Genitourinary/Gynaecology	941	20.23%
Post-Operative Recovery	707	15.20%
Total Hours Lost*	4,651	100.00%
*Total number of hours lost due to absence		
This example shows Work Related Stress as 26.34% of the overall absence figure.		

<u>Example 2</u>		
% absence calculated on total number of working hours available		
Absence Reason	Hours Lost	% of Long-Term Absence
Mental Ill Health (non-work related)	1,778	1.09%
Work-Related-Stress	1,225	0.75%
Genitourinary/Gynaecology	941	0.58%
Post-Operative Recovery	707	0.43%
Total Working Hours Available*	162,785	
*Total number of Staff multiplied by the total number of working hours available		

From the above comparison it appears that Work-Related Stress absences have reduced dramatically. However, on the advice of our iTrent Consultant, reporting on total number of hours available during the period is a more appropriate way to report on Work- Related Stress (or any particular absence that you want to monitor).

It should be noted that due to the system originally being set up with a single category for reporting Stress/Anxiety/Depression then when HR were reporting on Work-Related Stress and Non-Work-Related Stress, then the College were unable to identify whether absences relating to stress were work-related or not. The new categories allow managers to report accurately into these sub categories based on information received from the member of staff and from Fit Notes issued by the employee's GP. If a Fit Note states Work-Related Stress/Work-Related Anxiety/Work-Related Depression that is what is recorded in iTrent. If a Fit Note states stress it is now recorded as Non-Work-Related Stress for reporting purposes.

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

N/A

#### **5 RISKS**

There are no specific risks related to this paper.

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

N/A

**ORGANISATIONAL DEVELOPMENT COMMITTEE MEETING**

<b>Date of Meeting:</b>	4 May 2022
<b>Paper Title:</b>	Assistant Principal: Human Resources Report
<b>Action:</b>	Information
<b>Prepared by:</b>	Lorraine McGaw, Assistant Principal: Human Resources
<b>Agenda Item:</b>	22.06
<b>Status:</b>	Disclosable

**1. PURPOSE OF THE REPORT**

The purpose of this report is to provide an update to the Organisational Development Committee on the areas of activity that have been happening within the Human Resources and Organisational Development functions since the last Committee meeting, and which are not covered within other Organisational Development Committee papers.

**2. ACTION FOR THE COMMITTEE**

The Organisational Development Committee are asked to note this report.

**3. BRIEF BACKGROUND INFORMATION**

***Academic Management Restructure – Interim Review***

As reported at the Committee meeting in February the interim review of the Academic Management Restructure started in January 2022.

62 members of staff were invited to take part in the Focus Groups facilitated by Organisational Development as below:

<b>Curriculum</b>	<b>Support</b>
4 Curriculum Assistant Principals	2 Assistant Principals
4 Curriculum Quality Leaders	5 Heads of Department
12 Curriculum Managers	4 College Managers
24 Lecturers	4 Support Officer/Coordinators
3 EIS Representatives	

Prior to the groups taking place a pre-evaluation questionnaire was issued to allow the discussions to be more focussed. The four main topics identified were:

- Curriculum Manager Workload;
- Multiple Curriculum Managers to report to;
- Structure not Student focused;
- Clarity of Roles & Responsibilities.

We also asked about what if any impact COVID had on the restructure.

Four workshops took place over two days and good discussions took place with issues identified and some solutions suggested.

The Senior Leadership Team have now received detailed feedback on the sessions and further discussion sessions have been arranged for Curriculum Assistant Principals. Following these sessions feedback on the findings will be communicated to staff.

In June we will begin working with the Trade Union representatives on the questions for the full evaluation survey which will be launched to all staff in September 2022. We aim to provide full feedback to all staff by November 2022.

### ***Student Experience Staffing Restructure***

At the last meeting of the Committee, we advised that a restructure consultation document on the Student Experience staffing restructure was issued to Trade Union representatives and staff week during beginning 17 January 2022. The areas included in the consultation and affected by the proposed restructure are as follows:

- E-Learning;
- Glasgow Clyde College Student Association;
- Learning Inclusion;
- Libraries; and
- Student Advice.

The consultation paper on proposed changes to the Student Experience structure was published on 20 January 2022 with a closing date for feedback of 25 February 2022. Consultation meetings took place with Trade Unions followed by group meetings with each affected team. Individual and group meetings were also available upon request.

Consideration was given to all responses in Phase 1. Phase 2 of the consultation was released on 18 March 2022 with a closing date of 27 March 2022, and this was further extended to 30 March 2022 at the Union's request, during which time all staff and trade unions were invited to respond to revised proposals.

Following this period of consultation the final changes to the structure have now been made and the College plan on implementing Phase 3 of the restructure during week beginning 19 April 2022 as follows:

- the final structure, taking into account some concerns raised through the consultation process;
- final job descriptions for the new roles in the Student Experience structure;

- details of the recruitment arrangements for population of the new structure;
- a final draft timescale for implementation of the new structure.

#### Timetable for Restructure

Dates	Action
19/04/2022	Finalise Phase 3 and written feedback
20/04/2022	Final release of Structure
21/04/2022	Adverts published – Head of Post x 2 Ringfenced - Expressions of Interest - Notifications released
25/04/2022	Interview Training
26/04/2022	Ringfenced - Expression of Interest (close date)
27/04/2022	Head of Posts x 2 (close date)
28/04/2022	Ringfenced Meetings
29/04/2022	Interviews for Head of Posts x 2
2/05/2022	New Structure Start Date - Matched Post start date

#### **Commercial Development Restructure**

The Commercial Development restructure documentation is in the final stages of completion. It is hoped that the consultation on the proposed changes will begin at the start of May 2022.

#### **Voluntary Severance Scheme**

As previously reported, we received approval from GCRB and SFC to extend the College Voluntary Severance Scheme until July 2022. The scheme is being funded by the College and there is a £500k provision in the College's financial plans for the scheme.

We opened the scheme on 1 March, and it remained open until 31 March 2022. There were 30 applications for VS from lecturing staff and 20 applications from support staff. At this time, we are still considering these applications and have only decided at this point to accept 2 of the applications which are both applications from lecturing staff.

The College will potentially use some of the provision for the scheme to help facilitate the Commercial restructure and also to reshape some curriculum areas.

#### **Industrial Action – Lecturing Staff**

The College were notified by The Educational Institute of Scotland (EIS) on Tuesday 5 April 2022 that following a National statutory ballot in pursuit of a National Pay Claim for 2021/22 there was to be industrial action. EIS-FELA advised that EIS members employed by Glasgow Clyde College (425) would be asked to undertake a programme of discontinuous strike action on the following dates:

- Wednesday 20 April 2022;
- Tuesday 26 and Wednesday 27 April 2022;
- Wednesday 4 and Thursday 5 May 2022;
- Tuesday 10, Wednesday 11, and Thursday 12 May 2022;
- Tuesday 17, Wednesday 18, and Thursday 19 May 2022;
- Tuesday 24, Wednesday 25, and Thursday 26 May 2022.

EIS have also notified us of Industrial Action Short of strike which will take the following form:

1. Not undertaking any goodwill activities beyond existing duties such as overtime or lunchtime activities.
2. A resulting boycott – not to share any assessment or exam results with the College or any other organisation.

At the time of writing this paper, three of the above strike days have now taken place. The College campuses were all open on those days however all classes were cancelled, with only a few running in the evening. Only a small number of lecturers attended for work. The College will continue to keep the situation under review as the dates progress and if it is possible to run classes, we will do so.

At this time, we have not received any update on when discussions between the management and EIS negotiators is likely to resume.

The final offer made to the EIS negotiators on Thursday 7 April was a consolidated payment of £850 per annum for all unpromoted and promoted lecturer scale points and a non-consolidated recognition award of £150.

### ***Industrial Action – Support Staff***

On 19 April 2022, the College received notification that Unison have intimated that they intend to issue a statutory ballot across the sector to their members for industrial action. The reason given for this action is that it “... *concerns the rates of pay and associated terms and conditions for 2021/22 for all workers whose pay is based upon pay awards made by the National Joint Negotiating Committee (NJNC).*”

UNISON have advised that they anticipate that ballot papers will be despatched to members on Wednesday 27 April 2022.

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

N/A

## **5. RISKS**

The timescales involved in any of the proposed restructures will need to work alongside the Voluntary Severance Scheme timescales.

The potential impact of the industrial action by the teaching and support unions on student outcomes.

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

The Student Experience restructure will when complete provide amongst other things better Careers and Mental Health support for students. The impact of the restructure consultation should have a minimum impact on students.

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**ORGANISATIONAL DEVELOPMENT COMMITTEE MEETING**

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<b>Date of Meeting:</b>	4 May 2022
<b>Paper Title:</b>	KPI Report – Quarter 2
<b>Action:</b>	Information/Discussion
<b>Prepared by:</b>	Lorraine McGaw, Assistant Principal: Human Resources
<b>Agenda Item:</b>	22.07
<b>Status:</b>	Disclosable (except HR KPIs)

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**1. PURPOSE OF THE REPORT**

The attached paper provides an update on the Key Performance Indicators for quarter two 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**

The Committee is asked to discuss the report.

**3. BRIEF BACKGROUND INFORMATION**

The Organisational Development Committee requested that a Red, Amber, Green (RAG) status be added to the KPI grid therefore alerting/assuring the committee of the current position where the colour coding is as follows:-

- **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 highlighted in relation to quarter two:

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

As previously reported, we have been changing our health surveillance supplier which has involved us transferring all of the files from our previous supplier to the new provider. As part of this the College had to undertake a GDPR exercise which involved writing to all staff who previously had tests undertaken to advise them of the transfer of files, and then allow 2 weeks for any potential objections. The new contract for the health surveillance provider has now been signed by both parties.

The dates for the first clinics have now been set and there will be 11 clinics between 10 May and 22 June 2022 with further clinics arranged for September 2022.

The current strike action by lecturing staff is likely to impact on the clinics if the level of action that has been notified continues.

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

Quarter 2 has seen an increase in the level of sickness absence both long-term and short term as detailed in the Quarter 2 Absence Report.

The level of COVID absence in quarter 2 was higher than at any stage in the pandemic however the College are now seeing these numbers reducing again and are hopeful that the quarter 3 COVID absence figures will be significantly lower. We are however seeing an increase in absence levels as staff are asked to return to on-site working and we will continue to monitor this as we move forward.

***Protected Characteristics Data***

We continue to work to encourage increased collection of this data. Some of the figures have gone down this quarter due to staff turnover.

**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

**Items to be reported to Committee – Non KPI data**

Participation in Leadership Development Programme	Leadership Development Programme being reviewed and participation will be reported to Committee
HSE Reportable accidents (RIDDOR)	Health and Safety reports are submitted to each Committee meeting
Gender balance	An annual report will be submitted to the Committee on the gender balance across the College by grade level.
Participation rates in staff engagement surveys	A summary report will be submitted to the Organisational Development Committee after each survey including participation rates

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**ORGANISATIONAL DEVELOPMENT COMMITTEE MEETING**


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<b>Date of Meeting</b>	4 May 2022
<b>Paper Title</b>	Health and Wellbeing Survey – Presentation
<b>Action</b>	For Discussion
<b>Prepared by</b>	Janet Thomson, Vice Principal: Resources and College Development
<b>Agenda Item</b>	22.09, 22.09A
<b>Status</b>	Disclosable

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## 1. PURPOSE OF THE REPORT

- 1.1 The purpose of this item is to present to the Committee for discussion the results of the recent College Health and Wellbeing Survey.

## 2. ACTION FOR THE COMMITTEE

- 2.1 Members of the Organisational Development Committee are invited to discuss the feedback from the Health and Wellbeing Survey which will be presented to the Committee meeting.

## 3. BRIEF BACKGROUND INFORMATION

- 3.1 Following discussions at the JCNC Support meeting the College set up a Stress Risk Assessment Working Group, which is chaired by the Vice Principal Resources and College Development, and this group conducted an organisational stress risk assessment. Following the outcome of the assessment the group created an action plan to address some of the areas identified. As part of the action plan, it was agreed to carry out a Wellbeing pulse survey which was completed in the spring of 2021, followed by a full Health and Wellbeing Survey in December 2021.
- 3.2 The results of the survey have been compiled and shared with the Stress Risk Assessment Working Group, the Senior Leadership Team and the Healthy College Group. The presentation to the Committee provides the summary of these results. Focus groups have been organised in May for the SLT to consider the 4 main topics raised through the survey and provide a response to all staff in June 2022.

## 4. SUPPORTING DOCUMENTATION/ FURTHER INFORMATION

- 4.1 The Health and Wellbeing Survey presentation is attached.

## 5. RISKS

- 5.1 There are no specific risk implications in this paper.

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

6.1 N/A



# Health & Wellbeing Survey



**People-centred**



**Pioneering**



**Principled**



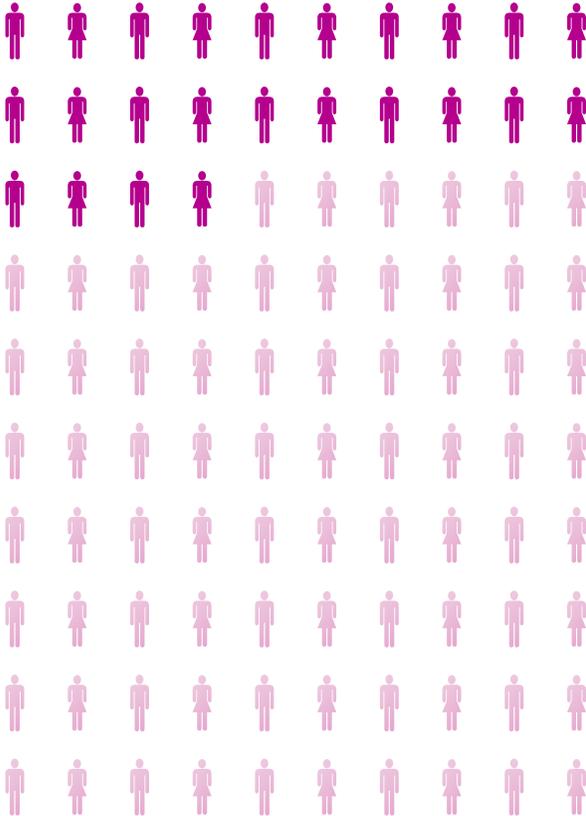
**Passionate**

# Headline Results



24%

1007 invited/244 participated



Access & Continuing Learning



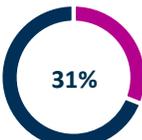
Business, Creative & Digital Industries



Engineering, Computing & Built Environment



Finance & Infrastructure



Health & Wellbeing



Human Resources & Executive Support



\* International & Business Development



Quality & Performance



Senior Leadership Team



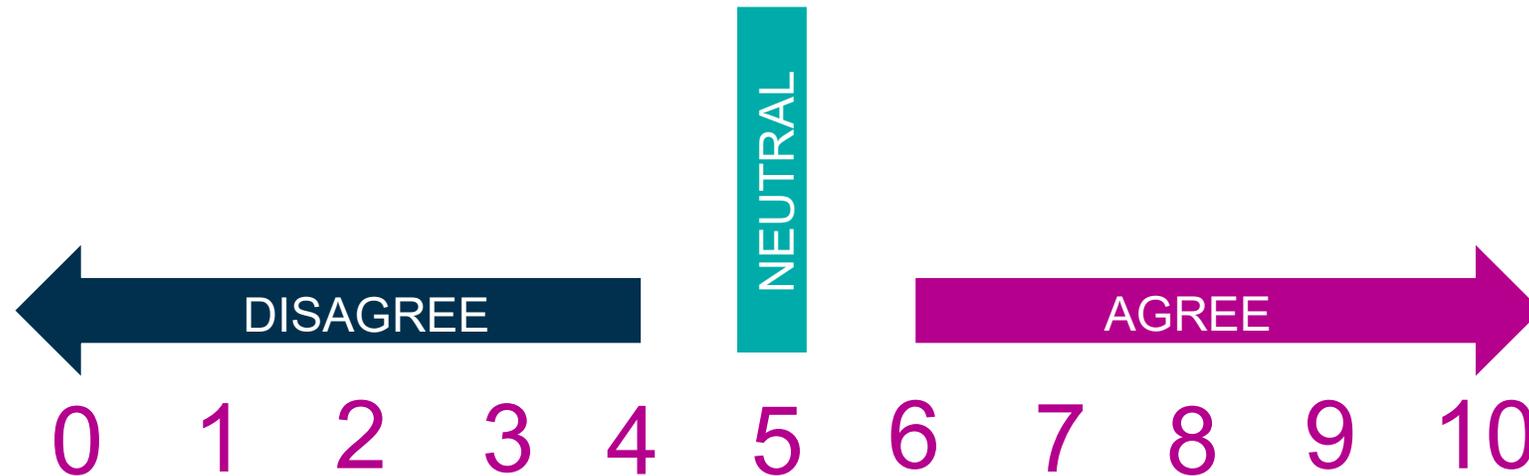
Student Experience

\* Due to a low response rate and to protect confidentiality no data can be reported.

# Question Scale



The questions were asked on a scale of 0 – 10 with 0 being strongly disagree and 10 being strongly agree



# Engagement Score



## Pride Score

I feel proud to work for this organisation

72% favourable

## Loyalty

I rarely think about looking for a job with another company

59% favourable

## Engagement

How likely are you to recommend our Organisation as a good place to work?

34% favourable

2021 - Engagement Score = 7.4

Participation  
Rate 24%

2018 - Engagement Score = 6.3

Participation  
Rate 58%

# Heatmap



QUESTION	CA	SLT	ACL	BCDI	ECBE	H&W	F&I	HR	Q&P	SE	I&BD
I rarely think about looking for a job with another organisation	6.20	8.40	5.80	6.70	6.50	6.40	6.20	6.70	5.50	4.90	
I feel proud to work for this College	7.10	9.60	6.30	7.10	7.40	6.90	7.20	7.80	7.10	6.80	
I am clear what is expected of me at work	7.60	9.00	7.20	8.00	7.70	7.20	8.30	7.60	7.40	7.60	
I know how to go about getting my job done	8.70	9.30	8.70	8.80	8.70	8.00	9.30	8.50	8.90	9.10	
I am clear what my duties and responsibilities are	8.30	9.40	8.10	8.70	8.10	7.90	8.50	8.00	8.40	8.00	
I have some say over the way I work	8.00	9.20	7.60	8.40	8.40	8.10	7.50	8.00	8.00	7.50	
I am able to prioritise competing demands from different colleagues	7.50	7.90	7.10	7.10	8.00	7.10	7.50	7.80	8.10	7.30	
<b>I have realistic time pressures</b>	6.60	7.30	5.10	6.30	6.60	6.30	6.60	7.60	6.80	7.70	
I have achievable deadlines	7.00	7.40	5.60	6.40	7.30	6.90	7.20	7.50	7.70	7.90	
*I am pressured to work long hours	3.40	2.80	4.80	4.30	2.90	4.10	3.40	1.50	3.30	1.80	
<b>My work time can be flexible</b>	6.80	8.90	5.20	6.70	6.40	6.50	6.10	8.00	7.90	6.80	
I can decide when to take a break	8.00	8.70	7.50	7.80	7.80	8.10	6.20	8.80	8.90	8.00	
<b>*I have to neglect some tasks because I have too much to do</b>	6.10	7.20	7.00	6.80	6.60	6.40	6.50	4.60	5.70	3.90	
I have the autonomy to organise and prioritise my work	8.20	9.50	7.60	8.20	8.30	8.10	7.60	8.40	8.90	8.20	
I have a choice in deciding how I do my work	7.90	9.40	7.50	7.90	7.90	8.00	7.10	8.00	8.00	7.60	
I can rely on my line manager to help me out with a work problem	8.10	8.40	7.70	8.40	8.60	7.90	7.30	8.50	8.60	7.80	
My line manager encourages me at work	7.80	8.50	7.60	8.10	8.60	7.70	6.50	8.10	7.90	7.20	
<b>My manager gives me useful feedback on how I am performing in my role</b>	6.70	7.80	5.70	6.40	7.80	6.70	5.90	7.20	7.00	6.40	
I can talk to my line manager about something that has upset or annoyed me about work	7.80	8.50	7.20	7.60	8.60	8.00	6.40	8.50	8.10	7.10	
I understand how my work fits into the overall aim of the organisation	8.10	9.90	7.30	8.50	8.20	7.80	8.60	7.80	8.70	8.00	
I am clear about the goals and objectives for my department	8.00	9.60	7.60	8.50	8.00	8.00	8.30	7.80	7.70	7.70	
I know I can count on my colleagues to help out when needed	8.20	8.10	8.40	7.70	8.40	8.60	7.70	8.50	7.70	8.20	
My colleagues are willing to listen to my work-related problems	8.40	7.60	8.50	7.80	8.20	9.00	8.20	8.50	7.70	8.50	
My team work well together	8.20	9.20	8.40	7.80	8.10	8.10	8.10	8.20	8.10	8.30	
I receive the respect at work I deserve from my colleagues	8.10	8.60	8.10	8.10	8.20	8.40	7.40	8.10	7.80	8.30	
I get help and support I need from colleagues	8.20	8.30	8.30	7.90	8.40	8.50	7.70	8.40	8.10	8.00	
<b>Staff are always consulted about change at work</b>	5.60	7.50	3.80	5.80	6.20	5.80	5.50	6.30	5.80	5.20	
<b>When changes are made at work, I am clear how they will work in practice</b>	6.10	8.10	4.90	6.10	6.60	6.10	6.10	6.60	6.60	5.70	
<b>I have sufficient opportunities to question managers about change a work</b>	6.40	8.20	4.60	6.30	7.20	6.40	5.70	7.40	7.00	6.10	
Whilst working at Glasgow Clyde College I have NOT been subject to bullying at work	7.20	6.30	7.50	7.90	7.70	6.90	6.70	7.90	7.20	6.80	
Whilst working at Glasgow Clyde College I have NOT been subject to personal harassment	7.90	8.50	8.60	8.40	7.90	7.40	7.60	8.50	7.60	7.80	
I feel supported when carrying out emotionally demanding work	7.20	8.10	6.60	6.80	7.10	7.30	6.80	8.00	7.50	7.20	
My relationships within the College work well	8.20	9.30	7.60	8.00	8.50	8.40	8.50	8.70	8.60	7.60	

# Individual Question Responses hive

## Question 2

I rarely think about looking for a job with another organisation



## Question 3

I feel proud to work for this College



## Question 4

I am clear what is expected of me at work



## Question 5

I know how to go about getting my job done

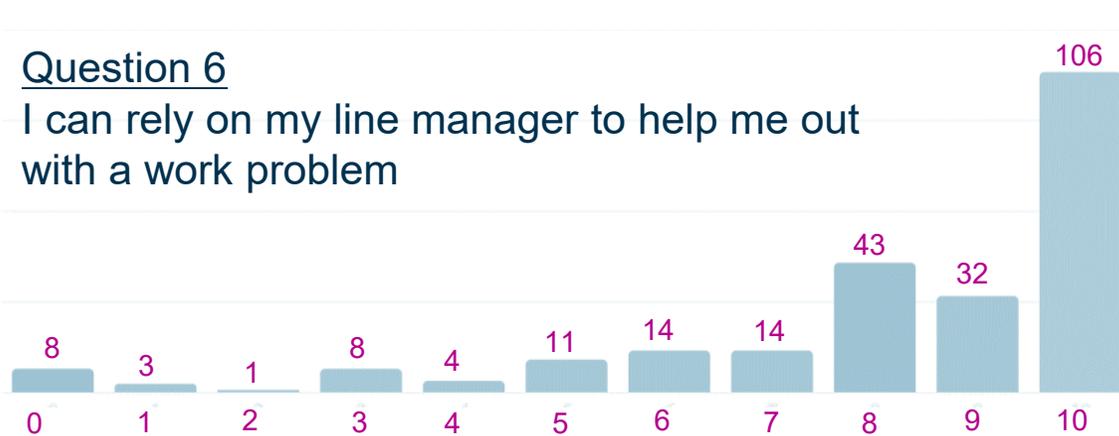


# Health & Wellbeing Survey



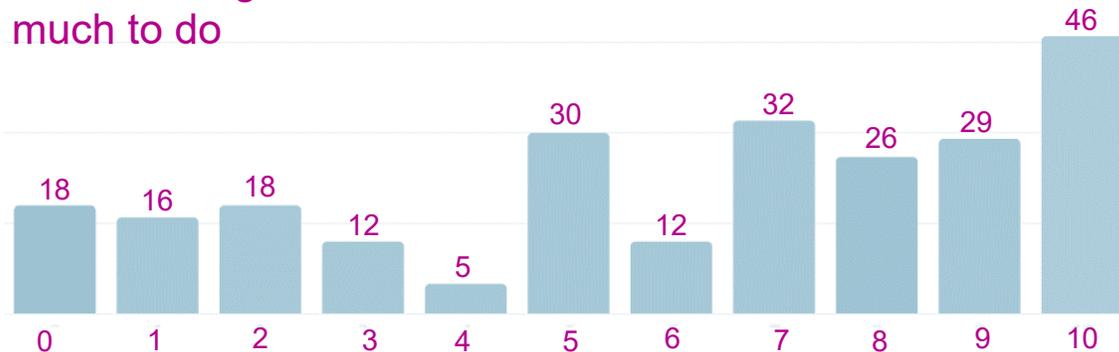
## Question 6

I can rely on my line manager to help me out with a work problem



## Question 8

I have to neglect some tasks because I have too much to do



## Question 7

My line manager encourages me at work



## Question 9

I know I can count on my colleagues to help out when needed



# Health & Wellbeing Survey



## Question 10

My colleagues are willing to listen to my work-related problems



## Question 11

My team work well together



## Question 12

I have some say over the way I work



## Question 13

I receive the respect at work I deserve from my colleagues



# Individual Question Responses



## Question 14

I can decide when to take a break



## Question 16

Whilst working at Glasgow Clyde College I have NOT been subject to bullying at work



## Question 15

I have realistic time pressures



## Question 17

Whilst working at Glasgow Clyde College I have NOT been subject to personal harassment at work



# Individual Question Responses



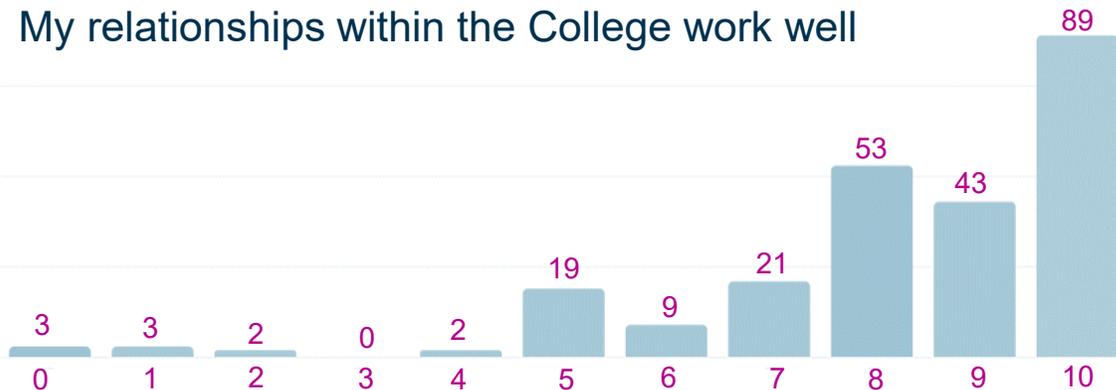
## Question 18

I feel supported when carrying out emotionally demanding work



## Question 20

My relationships within the College work well



## Question 19

I understand how my work fits into the overall aim of the organisation



## Question 21

I am clear what my duties and responsibilities are

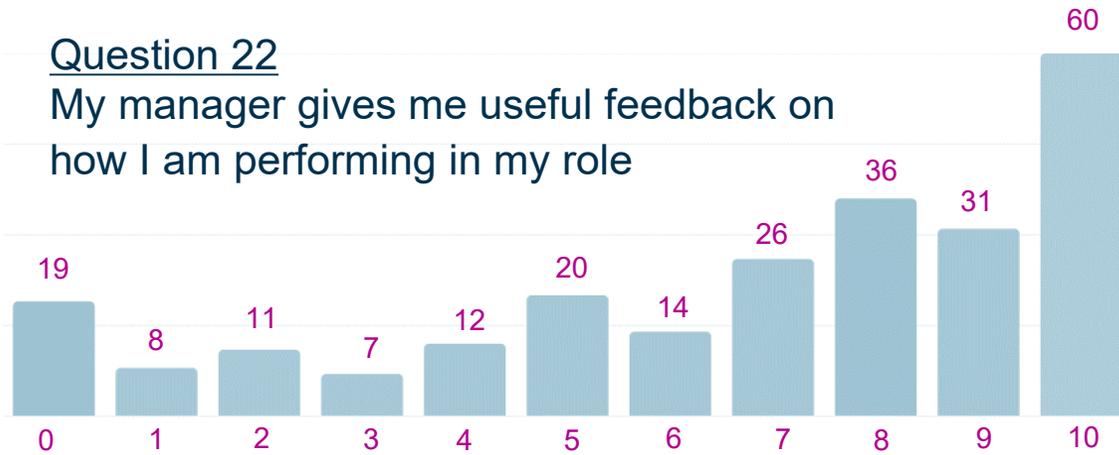


# Individual Question Responses



## Question 22

My manager gives me useful feedback on how I am performing in my role



## Question 23

I have a choice in deciding how I do my work



## Question 24

I am clear about the goals and objectives for my department



## Question 25

I have achievable deadlines



# Individual Question Responses



## Question 26

I have the autonomy to organise and prioritise my work



## Question 27

I get help and support I need from colleagues



## Question 28

Staff are always consulted about change at work



## Question 29

I can talk to my line manager about something that has upset or annoyed me about work



# Individual Question Responses



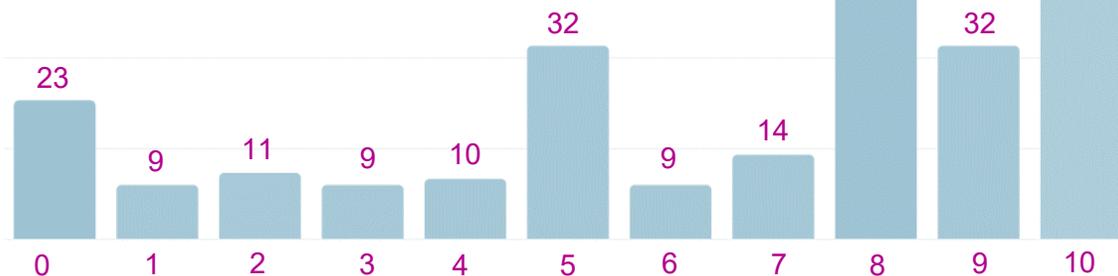
## Question 30

My work time can be flexible



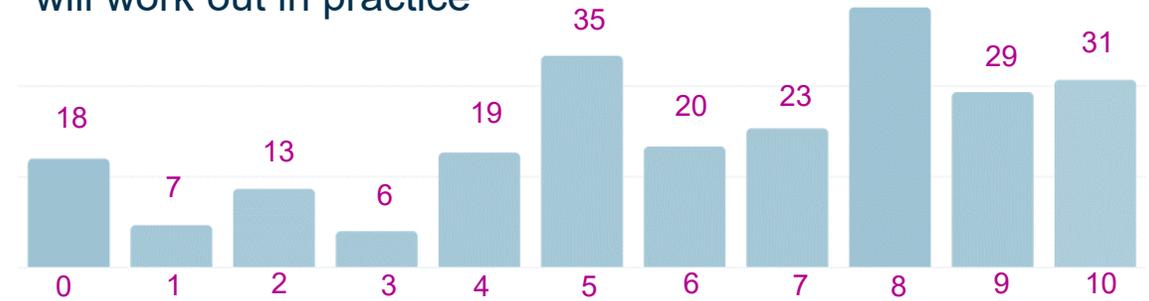
## Question 32

I have sufficient opportunities to question managers about change at work



## Question 31

When changes are made at work, I am clear how they will work out in practice



## Question 33

I am pressured to work long hours



# Individual Question Responses



## Question 34

I am able to prioritise competing demands from different colleagues



# Low Scoring Topics



- Communicating and implementing change
- Workload management
- Feedback on performance
- Bullying at work

# Next Steps



- SLT workshops to discuss actions - May
- Share agreed actions with key stakeholders - June

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**ORGANISATIONAL DEVELOPMENT COMMITTEE MEETING**


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<b>Date of Meeting:</b>	04 May 2022
<b>Paper Title:</b>	College Employer of Choice Strategy to 2025
<b>Action:</b>	For Information
<b>Prepared by:</b>	Lorraine McGaw, Assistant Principal: Human Resources
<b>Agenda Item:</b>	22.11, 22.11A
<b>Status:</b>	Disclosable

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**1. PURPOSE OF THE REPORT**

The attached paper is the College Employer of Choice Strategy 2021-2025 which is part of the updated series of strategies in line with the College's Strategic Plan. Employer of Choice is one of the five key themes of the Strategic Plan and this supporting strategy is brought to the Committee for information.

**2. ACTION FOR THE COMMITTEE**

The Organisational Development Committee are asked to note the College Employer of Choice Strategy to 2025.

**3. BRIEF BACKGROUND INFORMATION**

3.1 The College's Strategic Plan was agreed by the Board of Management in March 2020 which was an agreed plan for a period of five years through to 2025. Soon after receiving approval of the plan the Covid-19 pandemic occurred and with Board agreement the formal launch of the new strategic plan was suspended at that time, however the strategic plan has been used by the Senior Leadership Team to drive forward developments, frame our response to the pandemic and plan for the future.

3.2 One of the five key themes of the Strategic Plan is the cross-cutting theme of being the employer of choice which is described by the College in its plan supporting objectives summary as "To be celebrated as a great employer that values the contribution, professionalism and diversity of our staff and creates a values-based inspiring work environment". The Employer of Choice Strategy supports the delivery of this plan theme.

**4. SUPPORTING DOCUMENTATION/ FURTHER INFORMATION**

- College Strategic Plan 2020-2025 which has employer of choice as cross-cutting theme 1.
- Board Paper 22.07 – Review of Strategic Objectives. Considered and endorsed by Board of Management at its meeting in March 2022.

**5. RISKS**

The College is reviewing its Strategic Risk Register which includes consideration of any risk related areas in relation to the delivery of the Employer of Choice Strategic Plan theme.

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

N/A

## EMPLOYER OF CHOICE STRATEGY 2021-2025

### 1. Purpose of the Employer of Choice Strategy

- 1.1 The Employer of Choice Strategy has been developed to support the mission, vision and values of the College and the College Strategic Plan. The Strategy makes a clear statement about how the College values and treats its people, and the culture it wishes to foster to enable everyone to achieve and sustain excellence in all areas of College activity. The strategy supports the College's key values of People-Centred, Passionate, Pioneering and Principled. It aims to ensure that the College is an employer of choice with a culture that sets high expectations, whilst providing a stimulating and rewarding environment for its people.

### 2. Current Context

- 2.1 The outset of the Global Pandemic and the subsequent lock-down required GCC to act at speed to enable colleagues to work remotely and respond dynamically to a fluid and rapidly changing working environment. Overnight, new technology was embraced, strategic decisions were made rapidly, flexible working patterns were adopted to enable working parents/those with caring responsibilities to provide care and home schooling for their children as well as meet their work commitments. We are committed to learning from the practices we had to put in place during 2019/20 to inform new working practices in 2021 and beyond. As we look to the future, the main issue will be the way that we, and indeed society, recovers from the Covid-19 pandemic. It has been more than a year since the first cases of Covid-19 were reported in the UK. It has without doubt been the most difficult year we can recall.
- 2.2 All staff at GCC have been outstanding in enabling our learners to complete their studies in the academic session 2019/20 and welcoming new and returning learners using a blended approach in 20/21 and 21/22.
- 2.3 The College began an Academic Management restructure in 2019, this was put on hold because of the pandemic. The new structure was finalised in March 2020 and became operational in August 2020. This structure is key to how we emerge from the pandemic and will be reviewed to ensure its effectiveness.
- 2.4 Looking further ahead, we will need to be creative, agile, and resilient as well as holding true to our Values.
- 2.5 Being an Employer of Choice means, we need to be regarded as an employer that offers interesting and worthwhile work and respects and develops its workforce. This Strategy sets out the College priorities and key themes for development for achieving this aim. Given how fast our environment is changing, we must be agile and ambitious as we look to transform the way we work. Part of this includes attracting and retaining a more diverse workforce to help us do this.

## EMPLOYER OF CHOICE STRATEGY 2021-2025

- 2.6 The Further Education sector continues to operate in a transformational environment being shaped through the framework of National Bargaining, Regional Outcome Agreements, and our Equality duties. The sector and this strategy must address the need to develop a workforce for the future and equip staff with the digital skills they now require to enhance the learning and teaching experience for our learners.
- 2.7 Equality, inclusion, and diversity principles will be embedded throughout the College community and a range of services which improve the physical, emotional and health and wellbeing of our learners and staff. Individuals will be empowered to develop the knowledge and understanding to make informed choices to improve their own physical and emotional wellbeing by:
- Taking the actions identified in our gender pay gap action plan.
  - Undertaking further work to focus and encourage applicants from across community that we serve and ensuring that we remove any real or perceived barriers to employment.
  - Going beyond legislation to support Equality, Diversity, and Inclusion.

### 3. Principles of the Employer of Choice Strategy

- 3.1 We recognise that the greatest asset we must deliver our services is our people and we are committed to achieving a diverse, committed, competent and valued workforce who have a strong sense of belonging.
- 3.2 To support accountability and delivery of the Employer of Choice Strategy, all key deliverables will be based upon the following principles:
- 3.2.1 Values

Working Collectively towards a common purpose and putting our four College values are at the heart of everything that we do is key to our success at GCC. Our four College values are:

- **People-centred** - We are unwavering in our expectation that we conduct ourselves in a manner which is open, respectful and with uppermost integrity. The needs and interests of our learners, colleagues and stakeholders will be at the forefront of all decision-making.
- **Pioneering** - We are restless in our desire to be innovative, ambitious, forward-thinking, and courageous in the pursuit of creating an unrivalled inspirational learning experience and work environment.
- **Principled** - We are determined to ensure that fairness, equality, and inclusivity are embedded into the heart of the College and guide everything we do.
- **Passionate** - We are relentless and tenacious in our ambition to inspire learners and colleagues to achieve their potential, change their lives and support them to overcome the barriers to doing so.

## EMPLOYER OF CHOICE STRATEGY 2021-2025

### 3.2.2 Learning and Development Culture

- Recruit and retain high quality, talented individuals with the right skills, experience, and knowledge to enhance our reputation as an employer of choice.
- Embed leadership development solutions suitably designed to fulfil future organisation and service capability needs. Ensuring individuals and teams are clear about their roles, reporting structures and professional responsibilities. Effective management and leadership will be promoted and supported ensuring accountability and responsibility from leaders and managers.
- Continue commitment to training and support for managers, individuals and teams using an in-house Professional Pathway programme. This includes the delivery of our Teaching Essentials programme aimed at all unqualified, new, and inexperienced staff; access to our Digital Skills for Teaching and Learning online programme; individual mentoring, support and practice sharing activities led by a team of Development Advisers. These activities will embed and promote the Professional Standards for Lecturers across all the delivery.

### 3.2.3 Staff Experience and Engagement

- Continue to foster an inclusive, diverse, and respectful working culture with opportunities to develop, maximise potential, and to contribute to leading to an excellent employee experience for everyone.

### 3.4 Employee Relations

- Continue to work in partnership with trade unions, ensuring that our people are well informed, involved in decisions which affect them and are treated fairly and consistently.

### 3.5 Health and Wellbeing

- Provide a safe and healthy working environment for our people, placing wellbeing at the heart of the staff experience, encouraging our people to maintain and promote their health and those of others.

## 4. Key Areas for Development (2021-2025)

### 4.1 Attracting, Recruiting and Retaining Staff

4.1.1 In the competitive job marketplace, against a challenging financial backdrop and less resource, it is vital that the College is an employer of choice and builds a sustainable and inspired workforce by:

- Attracting and recruiting a diverse and competent workforce whose values and behaviours align with those of the College.
- Valuing and listening to staff, offering a flexible work life balance.

## EMPLOYER OF CHOICE STRATEGY 2021-2025

- Providing pathways for young people into employment and engaging with the Young Persons Guarantee programme.
- Committing to use innovative and cost-effective methods to attract a wide range of candidates.
- Ensuring that the application and selection process is inclusive and accessible to everyone.
- Increasing the use of digital technology/social media to continue to simplify and improve the candidate experience.
- Continued efforts to assess and analyse why people leave the organisation and taking this data forward to inform recruitment and retention strategies.

### 4.2 Engaging our Workforce

4.2.1 To create a committed, resilient, diverse, and agile workforce it is essential that colleagues are engaged, listened to, and know at every level how they are contributing and why it matters. The College aims to achieve this by developing a working environment and culture where:

- Staff are healthy and safe (this will include a focus on Mental Wellbeing during and post COVID19).
- Feel a strong sense of belonging, feel included and have fair access to development opportunities.
- The right talent is retained by having a focus on workforce planning and managing people to best effect.
- Good employee relations and engagement with our staff and Trade Union representatives is encouraged through openness and integrity.
- Adopt a 'Feedback Culture' and ensure that all staff feel free to share what they think and using this feedback to help shape the work of the College.
- Our leaders are role models for the College core values and behaviours.
- Flexible working opportunities are available to ensure staff can have a balance between their work priorities and their home life. This will include new ways of working, enabling many staff greater choice over their working location allowing for greater flexibility and work/life balance.

### 4.3 Promoting and Supporting Learning and Development

4.3.1 We want to develop our workforce with the skills and behaviours they need to make a difference, and evidence the value they bring within their role by:

- Promoting the College values to all our staff and providing opportunities across a range of learning activities.
- Identifying future skill shortages and developing our internal candidates.
- Supporting new staff with a strong induction programme and providing an overview of the organisation and enable the new employee to see where they fit in to the big picture.
- Continually reviewing organisational structures for effectiveness and appropriateness ensuring they meet the needs of the business.

## EMPLOYER OF CHOICE STRATEGY 2021-2025

- Supporting the national rollout of College lecturer professional registration with the General Teaching Council Scotland (GTCS) and ensure that the lecturing professional standards underpin teaching practice within GCC.
- Enhancing the effectiveness of leadership in the College and the provision of development opportunities for those who aspire to leadership and management roles.
- Promoting the creation of transformational leaders at all levels with a specific emphasis on middle and first-line managers, creating competent and confident managers.
- Equipping staff with the necessary skills and behaviours to ensure an excellent learner experience.

### 4.4 Good Health and Wellbeing

4.4.1 We will continue to provide a safe and healthy working environment for our people, placing wellbeing at the heart of everything that we do. The College aims to do this by encouraging our people to maintain and promote their health and those of others and we will focus on ensuring:

- Staff are healthy and safe (this will include a focus on Mental Wellbeing during and post COVID19).
- Maintaining the NHS Healthy Working Lives Gold Award accreditation.
- Continued monitoring and development of improved safe working practices within the organisation.
- Line Managers are supported to manage and promote the health and wellbeing of their teams, to manage workplace stress, ensuring effective support, communication, manageable workload and work/life balance through blended working and other measures.

## 5. Equality, Diversity, and Inclusion Mainstreaming

5.1 Glasgow Clyde College is committed to a positive and pro-active approach to equality and human rights, which encourages, supports and values diversity and inclusion. We seek to promote and embed the principles of equity in all College services and in every aspect of College life for staff and learners. We will ensure equality of opportunity and freedom from harassment for all learners, staff, and visitors by opposing and countering all forms of discrimination and by delivering our Equality Outcomes to show tangible and significant advancement. Our staff and learners will be champions of equality and will be nurtured through a supportive and caring environment. We will be ambitious and tenacious as we seek to ensure fair and equal opportunities for learners and staff.

## EMPLOYER OF CHOICE STRATEGY 2021-2025

- 5.2 All existing and new activity should consider opportunities to maximise the impact of equality, diversity, and inclusion mainstreaming. The College and its partners should explore the extent to which unconscious bias may be and take all steps to eradicate any such bias. The Learner Experience can be enhanced by a conscious drive to ensure that issues around equality, diversity and inclusion are considered at the establishment and ongoing review of the Learner Experience. The College should look to promote the disclosure and collection of equalities data and use such data to improve the Learner Experience.
- 5.3 Through the implementation of this strategy, progress will be made on specific Equality Outcomes identified by the College for 2021 – 2025:
- Recruitment of a diverse workforce, particularly those from black and minority ethnic backgrounds and disabled individuals, which will cultivate an inclusive and innovative College community.
  - Staff and learners at Glasgow Clyde feel a sense of belonging and are confident they will thrive in a safe and supportive College community.
  - Our services respond to and meet the needs of all disabled staff and learners, including those with a mental health condition.
  - Our learners will benefit from the creation and delivery of an inclusive curriculum.
- 6. Digital Development and Integration**
- 6.1 We will ensure that the College has the digital capacity and capabilities to deliver in an ever-changing environment by:
- Ensuring appropriate training, including online learning, is available to all staff to maximise the digital capability of the workforce.
  - Developing the skills and confidence of staff in the appropriate and effective use of digital technology to support learning and teaching and the learner experience.
- 7. Monitoring Mechanisms**
- 7.1 The Employer of Choice Strategy will undergo an annual review led by the Assistant Principal Human Resources, in liaison and consultation with the unions and with staff feedback.
- 7.2 The Organisational Development Committee will also monitor a suite of Key Performance Indicators at their quarterly meetings.

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**ORGANISATIONAL DEVELOPMENT COMMITTEE MEETING**

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<b>Date of Meeting:</b>	4 May 2022
<b>Paper Title:</b>	Health and Safety Report
<b>Action:</b>	Information
<b>Prepared by:</b>	Gillian Crankshaw, Organisational Development Manager
<b>Agenda Item:</b>	22.13
<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 February 2022 to 22 April 2022.

**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 now published 26 of our 30 new Procedures/Guidelines to support the new Policy. Of the 4 remaining documents, 2 Procedures are with the Estates team for input, and 2 are due to be drafted, ready for consultation, by the end of this academic year.

**3.2 Statistics**

- 3.2.1 Quarter 2 College Health and Safety statistics were reported at the last Committee meeting and we have not yet completed Quarter 3 so no new data is available for this report.

**3.3 Fire Risk Assessment**

- 3.3.1 We are in the process of appointing a contractor to undertake the updating of our Fire Risk Assessments as this an exercise that needs to be carried out by an external company. We expect to have these assessments undertaken before the beginning of the new academic year.

**3.4 COVID-19**

- 3.4.1 We still have Lateral Flow Device Testing kits available for staff and students, however, take up of these has diminished and the College are no longer able to request further stock.

- 3.4.2 We continue to collate and share weekly statistics on positive cases recorded at the College with all relevant stakeholders.
- 3.4.3 There is a new College Covid Response Committee which will replace the former Project Reopening Board and the separate Lecturing and Support Staff Return to Campus meetings with the unions. There will therefore be one committee with representatives from Management, EIS, Unison and GMB. The Committee has been setup in line with the Scottish Government Guidance guiding principles contained in 'Coronavirus (COVID-19): Universities, Colleges and Community Learning and Development Providers' published by the Scottish Government on 14 March 2022.
- 3.4.4 The Committee will undertake:
- Horizon scanning for local and national changes in Covid infection rates.
  - Identification of good practice within the sector and beyond.
  - Monitoring of ongoing College preparedness for outbreaks including oversight of the College Outbreak Management Plans and risk assessments.
  - Ensuring that support for clinically vulnerable students and staff is prioritised.
  - Monitoring of College ventilation and infection data.
  - Identification of ways to encourage continued positive behaviours.
  - Make recommendations to the Senior Leadership Team (or directly to the Principal) of any additional local measures should the public health situation change.

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

N/A

#### **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. 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 e.g. 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 fully committed 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 Equality Impact Assessments are undertaken for each new Procedure developed.

**ORGANISATIONAL DEVELOPMENT COMMITTEE MEETING**

<b>Date of Meeting:</b>	4 May 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>	22.14
<b>Status:</b>	Disclosable

**1. PURPOSE OF THE REPORT**

1.1 This report provides details of some of the activities of the Organisational Development team since our last report to the Committee in February 2022.

**2. ACTION FOR THE COMMITTEE**

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

**3. BRIEF BACKGROUND INFORMATION**

**3.1 General Teaching Council Scotland Registration (GTCS)**

3.1.1 The total number of lecturing staff headcount at Glasgow Clyde College is 602 (458 perm and 144 fixed term). As part of the national bargaining agreement lecturing staff should be registered with GTCS and currently 289 of these staff are eligible for GTCS registration.

3.1.2 Organisational Development have been in contact with staff to progress their applications with GTCS.

3.1.3 An update on the application status is as follows:

<b>GTCS Application Status</b>	<b>Feb 22</b>	<b>Apr 22</b>
Application not commenced	145	131
Application has been completed online but awaiting PVG (Protection of Vulnerable Groups) info or payment of initial registration fee	47	27
Application has been completed and payment made	97	114
Refused	0	17

3.1.4 The 'Refused' status are those applicants who have not provided ID documentation or who have not completed a PVG application after several reminders from GTCS.

3.1.5 The names of those in the "Refused" category have been passed to Human Resources to follow up on the reason for the failure to meet the registration requirements. In some cases, this may be due to an impending retirement.

### 3.2 **Personal Development Plans (PDPs)**

- 3.2.1 As part of encouraging managers to approach the PDP process in a coaching style, training was provided and Organisational Development have clarified that conversations between staff and their managers should happen throughout the year, however, submission of the annual paperwork is due by 31 July each year.
- 3.2.2 Further reminders of the process and the benefits of participating in a PDP will be communicated to staff across the month of May using email, intranet and Clyde Connects.
- 3.2.3 We will be providing a progress report on completed PDPs to SLT in mid May 2022 to allow them time to prompt their managers to complete the process, with a final report in August 2022.
- 3.2.4 The 2021/22 completion rates will be provided to the next meeting of the Organisational Development Committee.
- 3.2.5 Our new CPD Procedure states that requests from staff for CPD will be considered where they “correspond with the individuals PDP or the team/organisational objectives, with the potential to enhance performance.”

### 3.3 **Employee Engagement**

#### 3.3.1 ***Idea Box***

- 3.3.2 In preparation for staff returning to campus in March we asked staff to share any thoughts or concerns they had through the use of the HIVE Idea Box.
- 3.3.3 A total of 66 comments were received which covered the themes as follows:

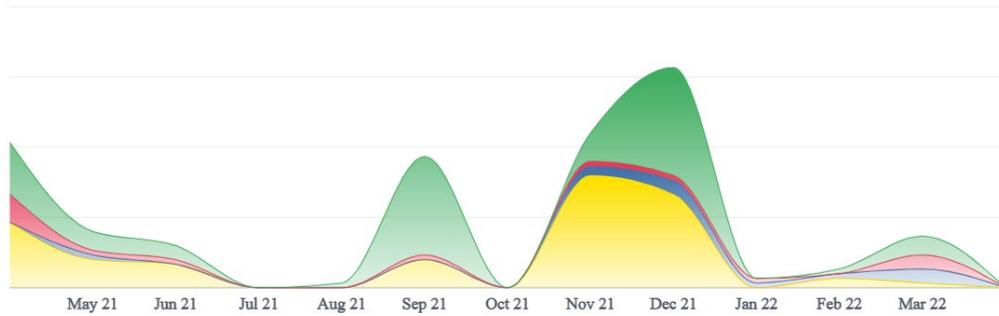
30	Covid – return to campus
21	Blended Working
8	Blended/Face to face teaching
2	Curriculum Manager workload
5	Miscellaneous

- 3.3.4 These comments have been shared with the Executive Management Team and responses have been sent to the contributors.

#### 3.4 ***Clyde Shout-Outs***

- 3.4.1 As indicated at the last Committee 162 Clyde shout outs for recognition for members of staff had been received since its launch in April 2021. A further 16 Shout-Outs have been received since last reported to the Committee in February 2022 across the four values as shown below and the graph of the overall Shout outs to date is also below :-

	People-centred – 6
	Passionate – 3
	Principled – 4
	Pioneering – 3



### 3.5 Health and Wellbeing

3.5.1 Our new Health and Wellbeing Officer, Jackie Mackay started in the team on Tuesday 19 April. This is a one-year fixed term post, and we are looking forward to implementing some long-term initiatives as well as some short-term campaigns.

3.5.2 The results of our Health and Wellbeing surveys will be used to help identify any themes and hotspots to inform the planning of our campaigns and initiatives.

## 4. SUPPORTING DOCUMENTATION/ FURTHER INFORMATION

N/A

## 5. RISKS

There are no specific risks associated with this update report paper.

## 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.



# PEOPLE REPORT 2019-2021

# MISSION

# INSPIRATIONAL LEARNING

# CHANGING LIVES

## VISION

**By 2025 Glasgow Clyde College will be celebrated as a socially progressive college which is relentlessly focused on improving the prosperity of the communities it serves.**

**The College will be acknowledged for its unrivalled 'career ready' students, employment focused curriculum, pioneering approaches, financial resilience and members of staff who are passionate in their pursuit of excellence.**

**Glasgow Clyde College will be the partner of choice for employers, the employer of choice for members of staff and the college of choice for our communities.**

# OUR COLLEGE VALUES



## People-centred

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We are unwavering in our expectation that we conduct ourselves in a manner which is open, respectful and with uppermost integrity. The needs and interests of our students, colleagues and stakeholders will be at the forefront of all decision-making.



## Pioneering

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We are restless in our desire to be innovative, ambitious, forward-thinking and courageous in the pursuit of creating an unrivalled inspirational learning experience and work environment.



## Principled

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We are determined to ensure that fairness, equality and inclusivity are embedded into the heart of the College and guide everything we do.



## Passionate

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We are relentless and tenacious in our ambition to inspire students and colleagues to achieve their potential, change their lives and support them to overcome the barriers to doing so.

# INTRODUCTION

By Lorraine McGaw  
Assistant Principal, Human Resources



Our people are our most valuable asset and greatest strength and I would like to take this opportunity to say thank you to everyone for their commitment and determination in making a difference every day.

The academic years 2019/20 and 2020/21 proved to be some of the most challenging years we, at Glasgow Clyde College, have ever experienced due to the Global Covid-19 pandemic. Our staff faced an unprecedented shift from on campus working to predominately homeworking. This immediate change in our working environment had a direct impact on the support we provide for our staff. This report will outline some of the work undertaken to provide that support in addition to providing some statistical data on our staffing profile.

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<b>GENDER AND AGE PROFILE</b>	<b>5</b>	<b>HEALTH AND SAFETY</b>	<b>10</b>
<b>GENDER PAY GAP</b>	<b>5</b>	<b>DEVELOPING OUR PEOPLE</b>	<b>11</b>
<b>DIVERSITY, EQUALITY AND INCLUSION</b>	<b>6</b>	<b>INDUCTION FOR NEW STAFF</b>	<b>14</b>
<b>RECRUITMENT ACTIVITY</b>	<b>8</b>	<b>LEADERSHIP AND MANAGEMENT</b>	<b>15</b>
<b>ACADEMIC MANAGEMENT RESTRUCTURE</b>	<b>8</b>	<b>EMPLOYEE ENGAGEMENT</b>	<b>16</b>
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# GENDER AND AGE PROFILE

Our gender and age profile as at end August 2020 was as follows:

	16-24 years	25-34 years	35-49 years	50-59 years	60-64 years	65 + years
MALES	6	46	120	126	49	23
FEMALES	3	69	242	245	67	36
TOTAL	9	115	362	371	116	59

Ref: Scottish Funding Council Return

Our gender and age profile as at end August 2021 was as follows:

	16-24 years	25-34 years	35-49 years	50-59 years	60-64 years	65 + years
MALES	2	47	119	119	50	25
FEMALES	6	56	233	232	65	31
TOTAL	8	103	352	351	115	56

Ref: Scottish Funding Council Return

# GENDER PAY GAP

In September 2021 we published our gender pay gap figure of 0.94%.

Based on our snapshot date, the 2021 Glasgow Clyde College gender pay gap figures are shown below;



Hourly Rate of Pay  
(mean) = £19.86

Hourly Rate of Pay  
(median) = £23.27



Hourly Rate of Pay  
(mean) = £21.12

Hourly Rate of Pay  
(median) = £23.27

2021	%
Mean Pay Gap	0.94
Median Pay Gap	0

NB. Gender pay gap was calculated using the mean difference between male and female hourly rates

# DIVERSITY, EQUALITY AND INCLUSION

Encouraging the diversity of our staffing profile remains a priority and we continually strive to promote applications from all groups and backgrounds.

## 2019/20

### GENDER

64% of our staff are female.  
36% of our staff are male.

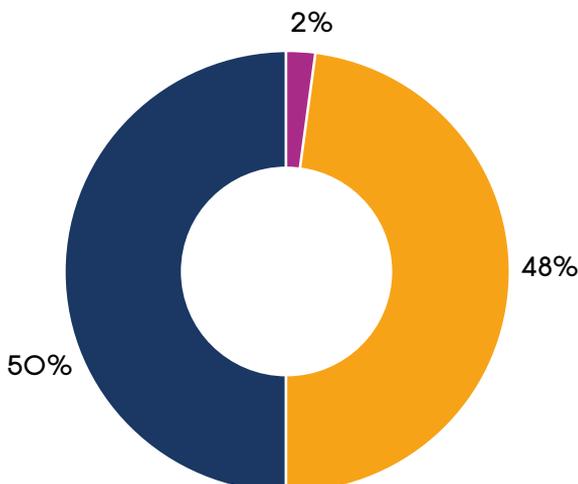
64%  
Female

### DISABILITY

4% of our staff have disclosed that they have a disability.

4%

### SEXUAL ORIENTATION



- 48% Hetrosexual/Straight
- 2% Gay man, Lesbian, Bisexual
- 50% Not known/Prefer not to say

## 2020/21

### GENDER

63% of our staff are female.  
37% of our staff are male.

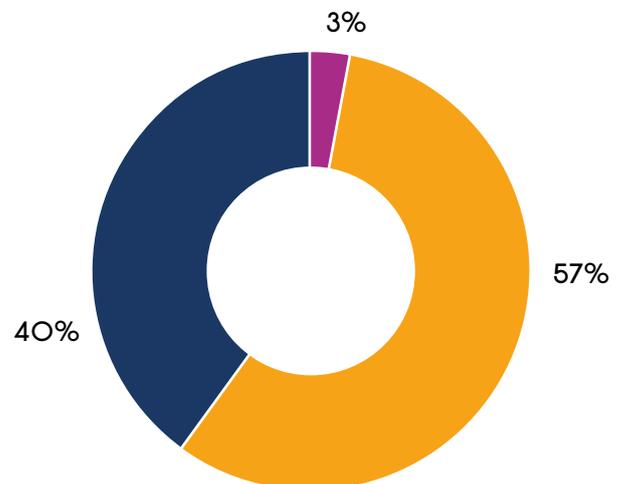
63%  
Female

### DISABILITY

3.86% of our staff have disclosed that they have a disability.

3.86%

### SEXUAL ORIENTATION

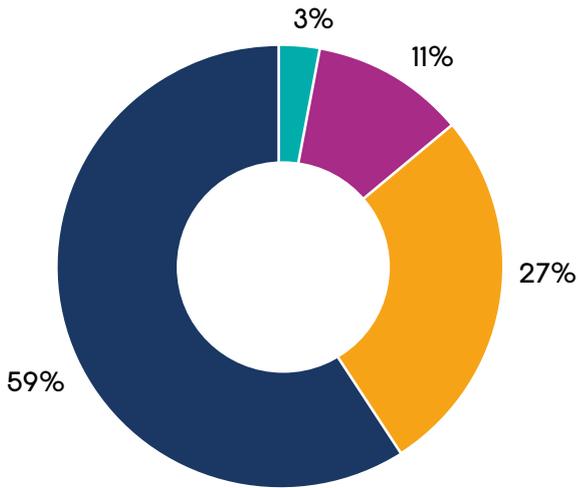


- 57% Hetrosexual/Straight
- 3% Gay man, Lesbian, Bisexual
- 40% Not known/Prefer not to say

# DIVERSITY, EQUALITY AND INCLUSION

## 2019/20

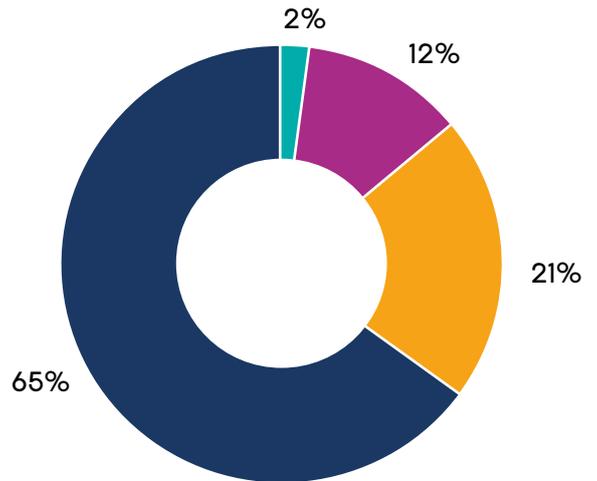
### ETHNIC ORIGIN



- **59%** The majority of our staff identity as being White Scottish with the remainder in the following categories:
- **3%** Black and Minority Ethnic
- **11%** White Other
- **27%** Not known/Prefer not to say

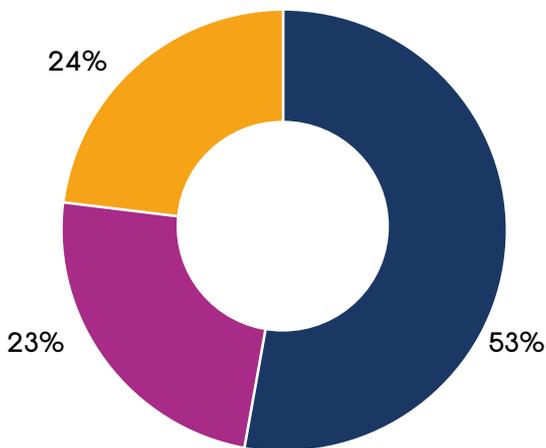
## 2020/21

### ETHNIC ORIGIN



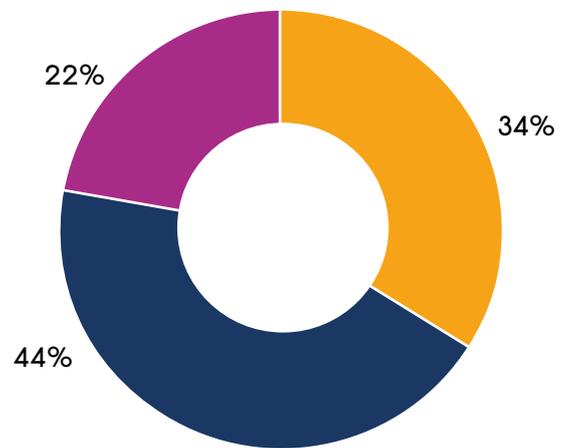
- **65%** The majority of our staff identity as being White Scottish with the remainder in the following categories:
- **2%** Black and Minority Ethnic
- **12%** White Other
- **21%** Not known/Prefer not to say

### RELIGIOUS BELIEFS



- **24%** Religious
- **23%** Not religious
- **53%** Not known/Prefer not to say

### RELIGIOUS BELIEFS

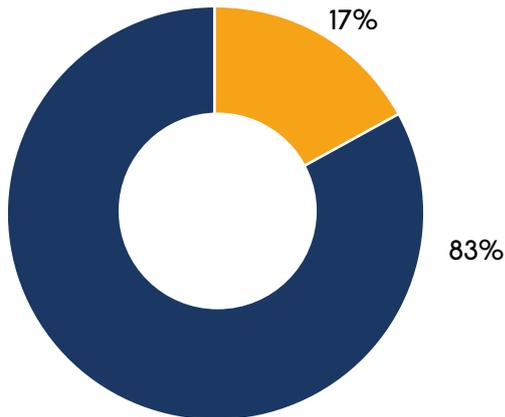


- **34%** Religious
- **22%** Not religious
- **44%** Not known/Prefer not to say

# RECRUITMENT ACTIVITY

## VACANCIES 2019/20

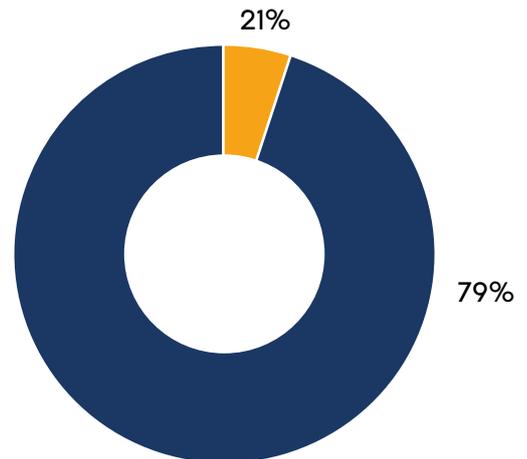
During academic year 2019/20, the College advertised 59 vacancies. Of these 49 were support and 10 were lecturing staff.



● **83%** Support  
● **17%** Lecturing

## VACANCIES 2020/21

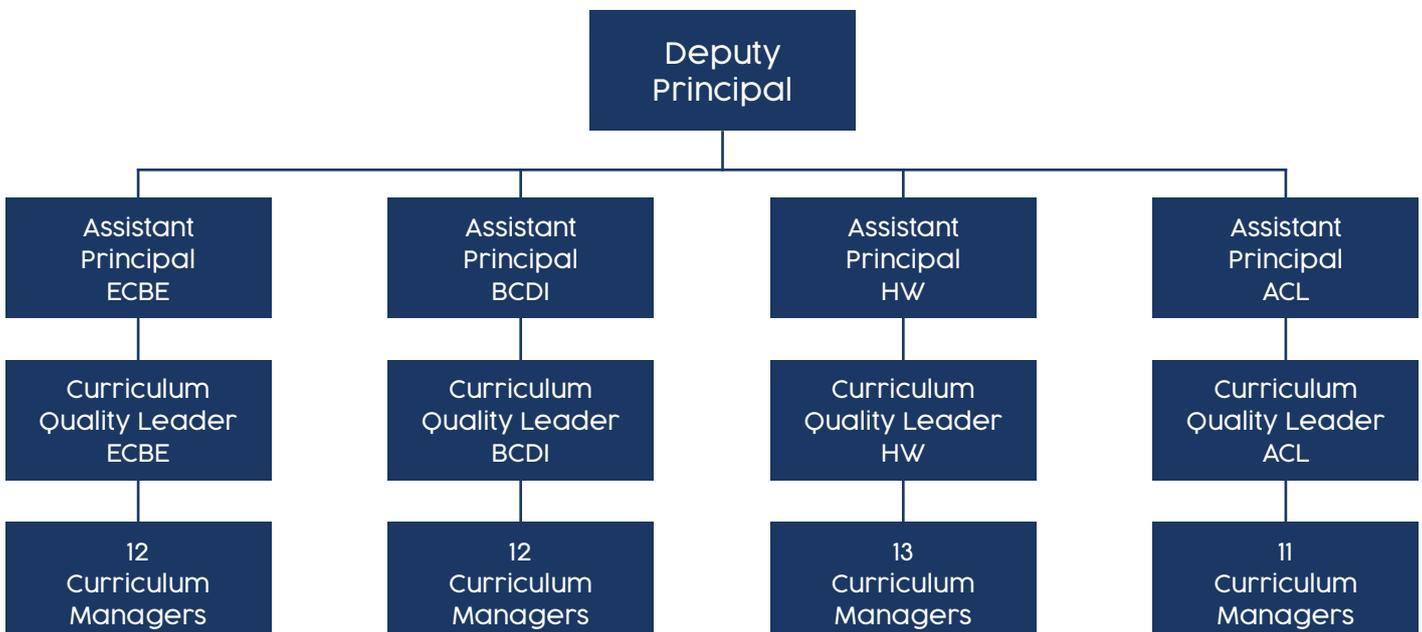
During academic year 2020/21, the College advertised 63 vacancies. Of these 50 were support and 13 were lecturing staff.



● **79%** Support  
● **21%** Lecturing

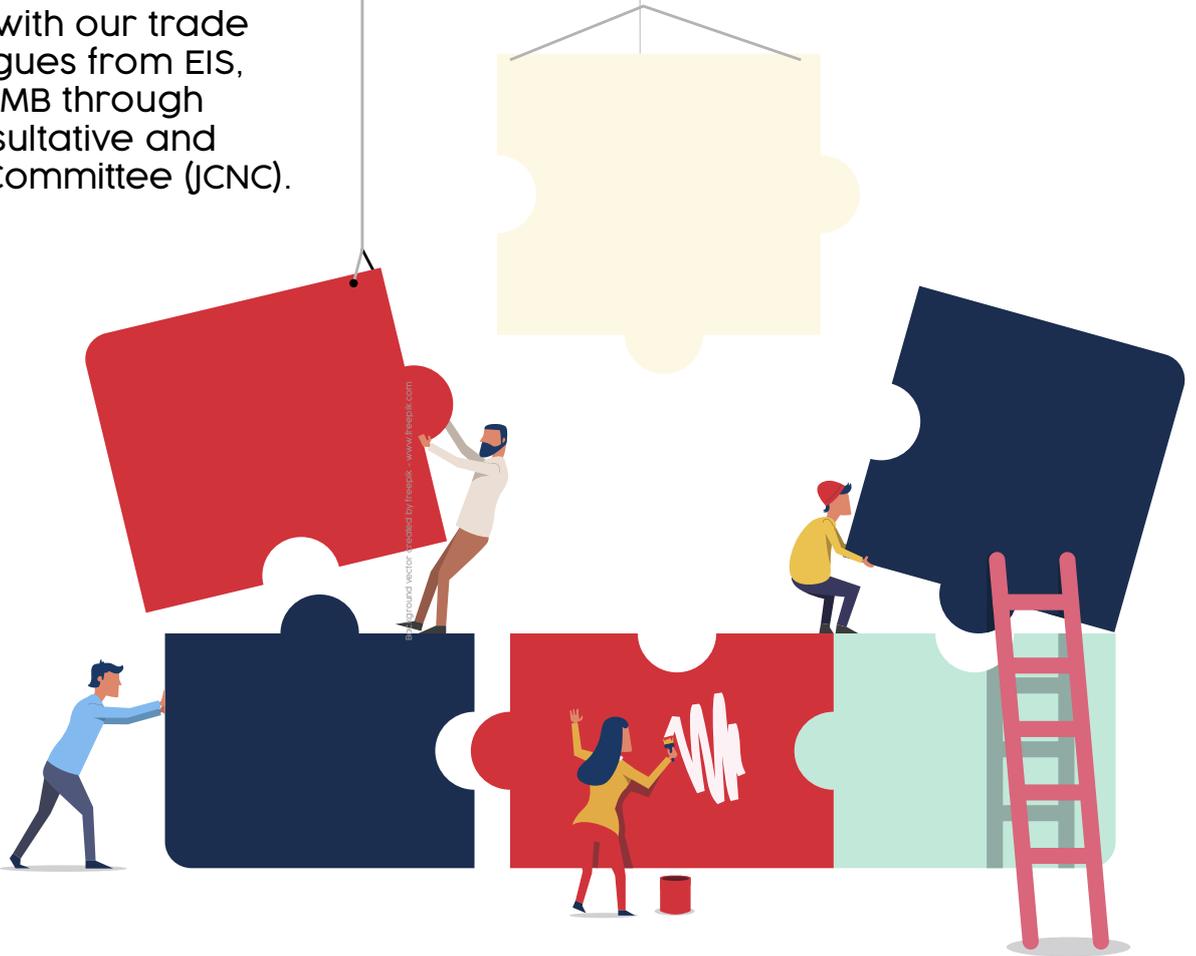
# ACADEMIC MANAGEMENT RESTRUCTURE

We undertook an academic management restructure in 2019-2021. Following consultation the final structure was agreed and implemented in 2021. The new structure advertised and recruited 52 new roles comprising of 4 Curriculum Quality Leaders and 48 Curriculum Managers.



# EMPLOYEE RELATIONS

We continue to work in partnership with our trade union colleagues from EIS, unison and GMB through the Joint Consultative and Negotiating Committee (JCNC).



# HEALTH AND WELLBEING

Our Healthy College Group leads on a programme of activities to support and promote health and wellbeing. These range from Healthy College events to promotional campaigns on specific health issues.

Our wellbeing approach also includes access to occupational health services, the employee assistance programme and a dedicated mental health helpline.



	2019/2020	2020/2021
Sickness Absence	3.78%	3.2%
Voluntary Turnover	3.2%	9.38%

# HEALTH AND SAFETY

## COVID-19

A key focus over the past 18 months has been on the COVID-19 pandemic with a number of initiatives such as:

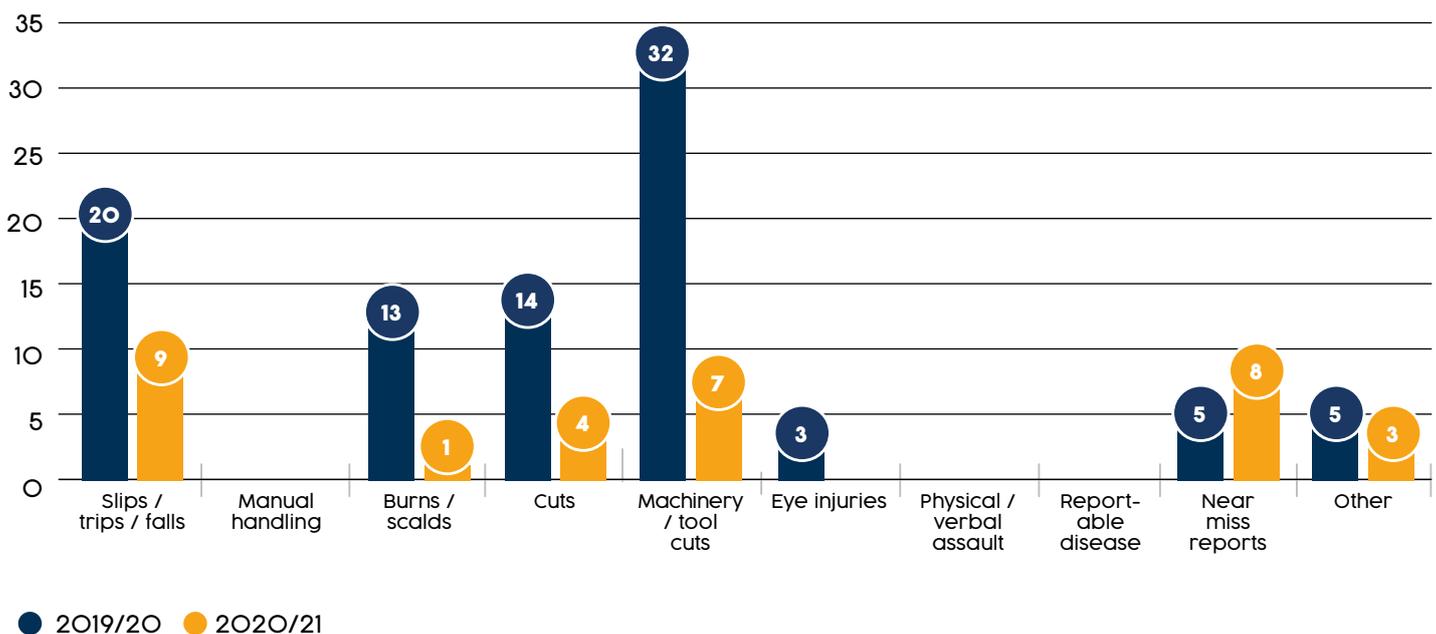
- Dedicated areas on the College Website and Staff Intranet where staff could find FAQ and links to government information.
- Development of a Home Working Risk Assessment Checklist.
- Completion of a specific risk assessment to cover the activities of staff within the Estates Department, responsible for carrying on essential site maintenance and statutory premises management.
- COVID-19 related signage and one-way systems etc. put in place for staff return to the buildings.
- Reviewing and updating the College Wide Generic Risk Assessment and supporting all departments with development of risk assessments to allow staff and students to safely return to college buildings.

- Development and introduction of the COVID-19 Contact Tool Kit, designed to support managers and staff across the College and keep track of COVID-19 related reports received from students and staff members. The data collated enables the College to meet reporting requirements to the Scottish government.
- Introduction of Lateral Flow test kits
- Hosting the mobile COVID-19 vaccination team

## Risk Assessment Library

The Risk Assessment Library, an online repository for all College risk assessments (excluding assessments directly related to individual staff members), is now live and fully operational. Staff are able to readily and easily access the assessments completed for their work areas, keeping themselves up to date with arrangements that have been put in place for their safety while at work.

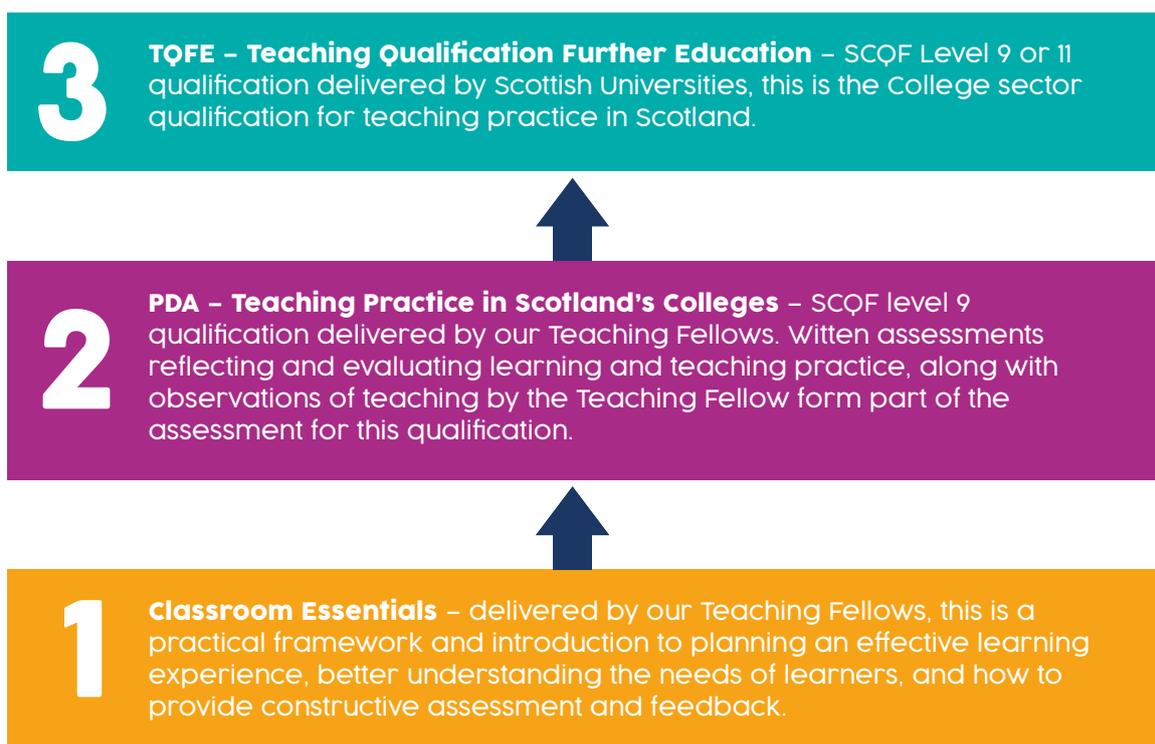
## ACCIDENT STATISTICS 2019-21



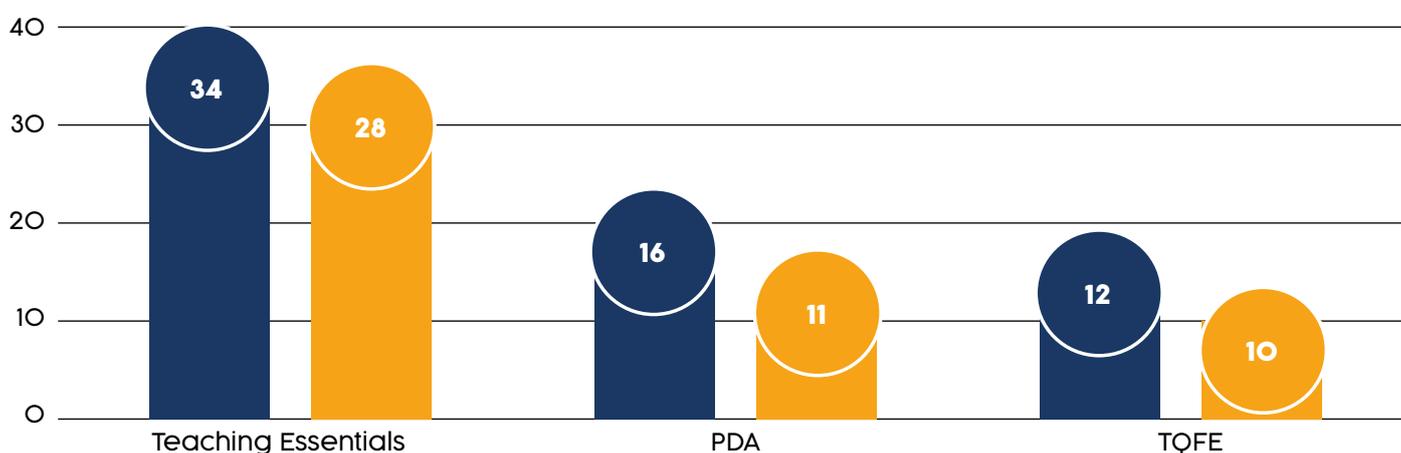
# DEVELOPING OUR PEOPLE

## Professional Pathway for Lecturers

The College support lecturing staff through a professional pathway aimed at enhancing the quality of teaching and learning throughout the College.



## PROFESSIONAL PATHWAY FOR LECTURERS

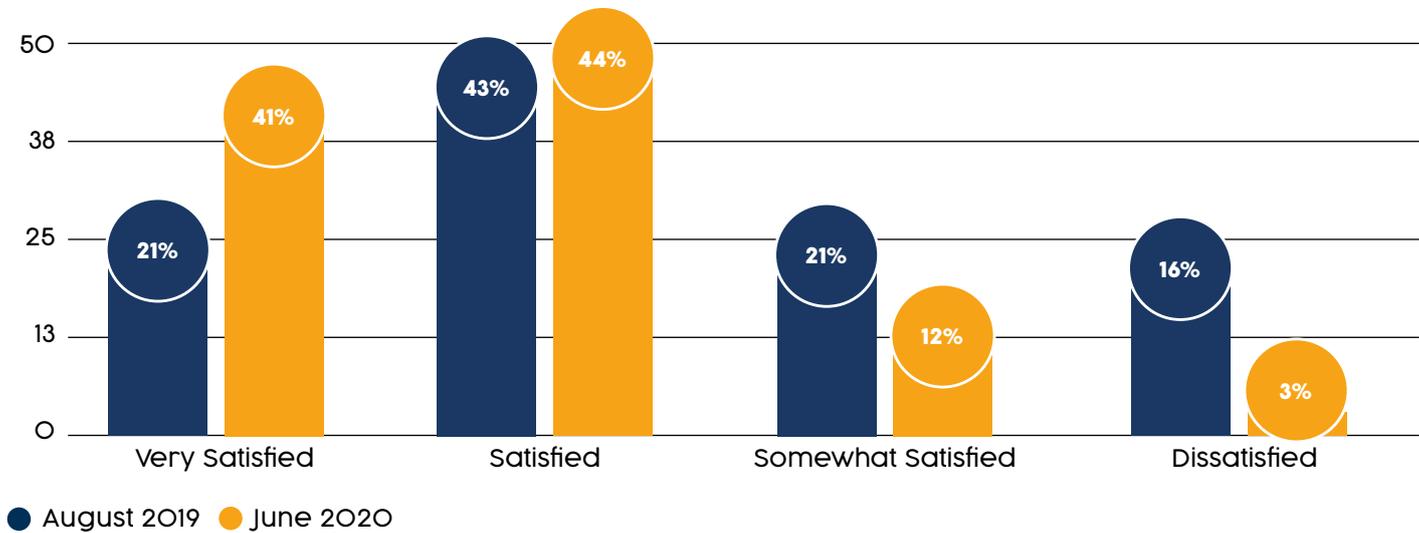


● 2019/20 ● 2020/21

# Learning Days

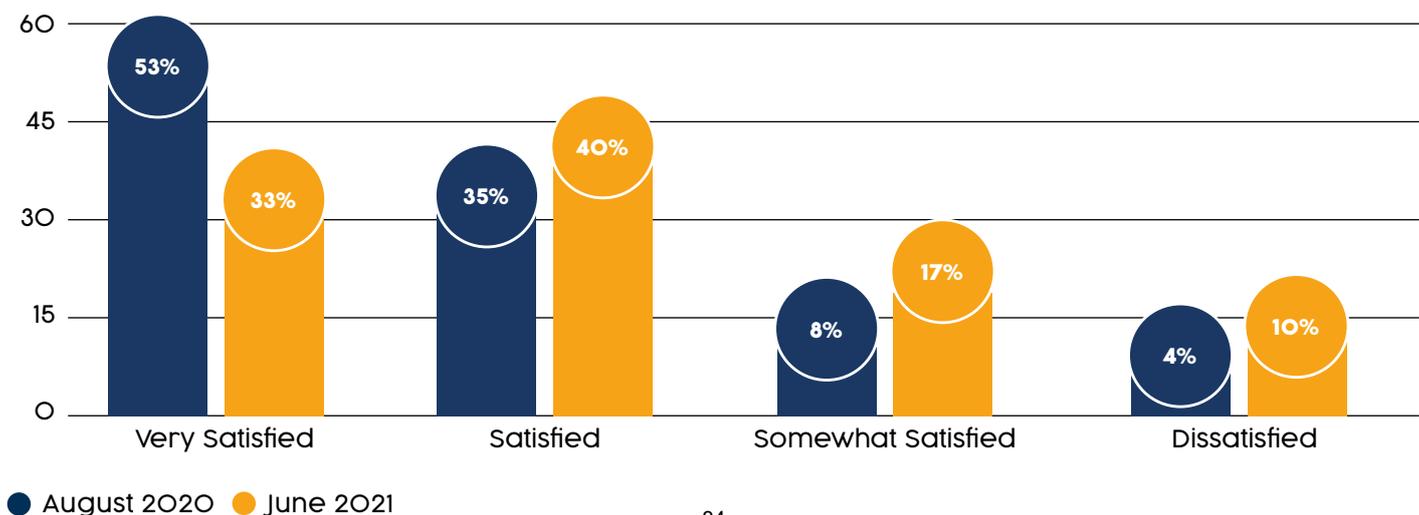
## SATISFACTION SURVEY 2019/20

We ran 62 sessions for staff during the Staff Learning Days in August 2019 and June 2020. The June 2020 events had a strong focus on supporting staff to prepare for online teaching with sessions on Microsoft Teams, Zoom and the Canvas Virtual Learning Environment being heavily featured. The June programme was the first fully online Staff Learning event for the College which allowed more sessions than had been offered in previous years. There was a strong focus on supporting staff to deliver online teaching and conduct virtual meetings.



## SATISFACTION SURVEY 2020/21

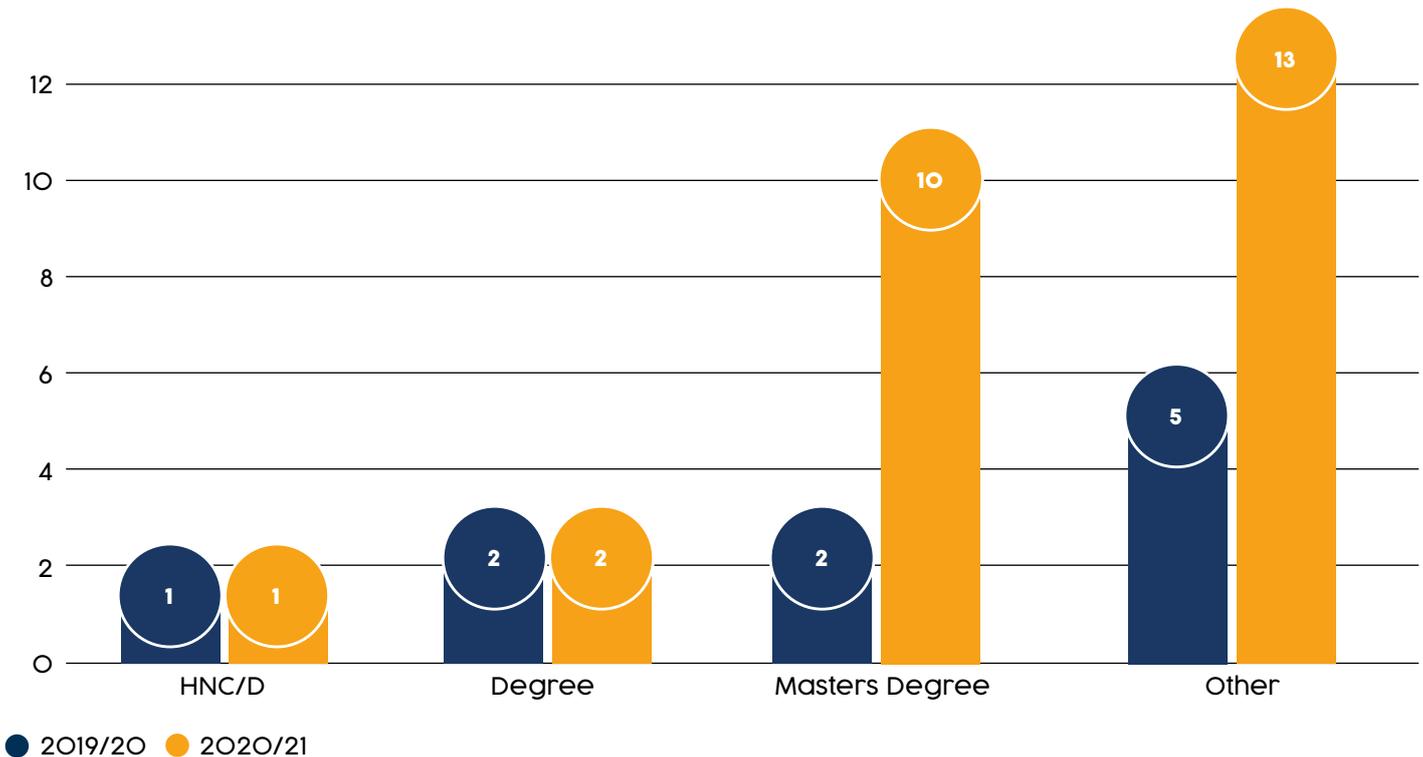
79 facilitated training sessions and 66 one to one surgeries were delivered along with a range of online training modules available for staff to access anytime in August 2020 and June 2021. There was a strong focus on supporting staff with online teaching as well as a priority for mental health and wellbeing.



## PROFESSIONAL DEVELOPMENT SPONSORSHIP

In 2019/20 we supported 10 staff to work towards a further or higher education qualification. This was less than previous years due to Covid-19.

In 2020/21 we supported 26 staff to work towards a further or higher education qualification.



### Some examples of qualifications supported are:

- HNC Working with Communities
- PDA Level 9 Childcare
- MEd Educational Studies
- MSc Applied Instrumentation & Control

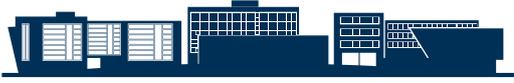
**Jennifer Anderson:**  
**Head of Curriculum, Business and Finance**  
**Qualification: MEd Leadership for Learning**

"I am currently in year two of a Masters in education studies, specialising in leadership. The course is delivered fully online, giving me flexibility to study when it suits me. I've had a positive experience throughout my studies and have gained many skills and a deeper insight into leadership practices within education."

**Clare Ireland:**  
**Library Facilitator**  
**Qualification: BA (Hons) in Social Science (Politics)**

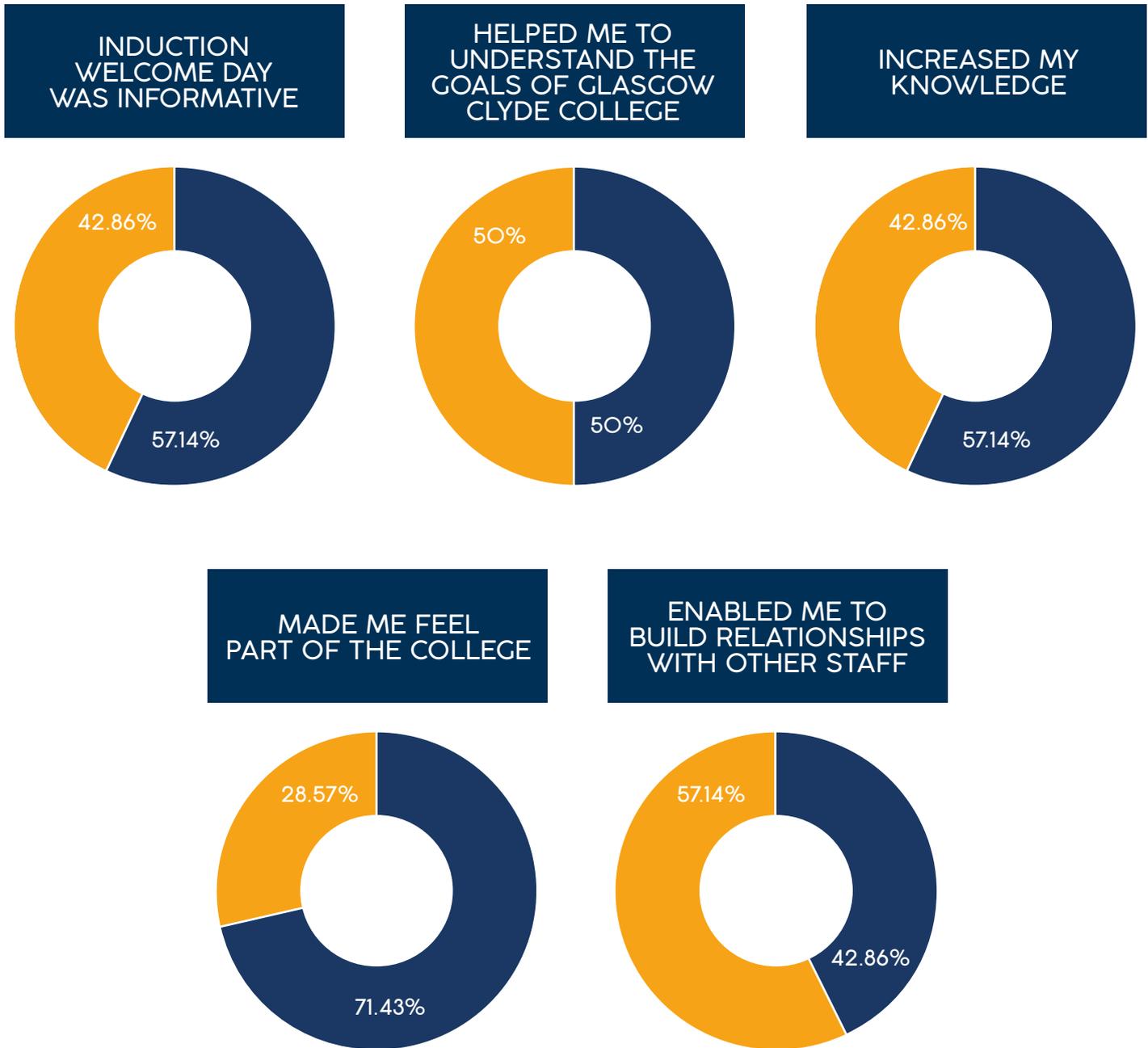
"I achieved a distinction which led to an overall First Class Honours. I am able to use and share my experience of studying at this level with students and as part of my wider role as a Library Facilitator. Completing the BA has created the opportunity to continue my studies at post-grad level in an area that is of great interest to me and which could further develop my skills and knowledge in a way that benefits myself, Glasgow Clyde College and students."

# INDUCTION FOR NEW STAFF



We are committed to providing new staff with the best possible start to their new role and have developed an induction journey to support this. This includes online training modules which provide key details on the College, health and safety, safeguarding, diversity and lots more. We have also developed a Welcome Day where new staff will meet key staff members from across the College and hear more about what they do.

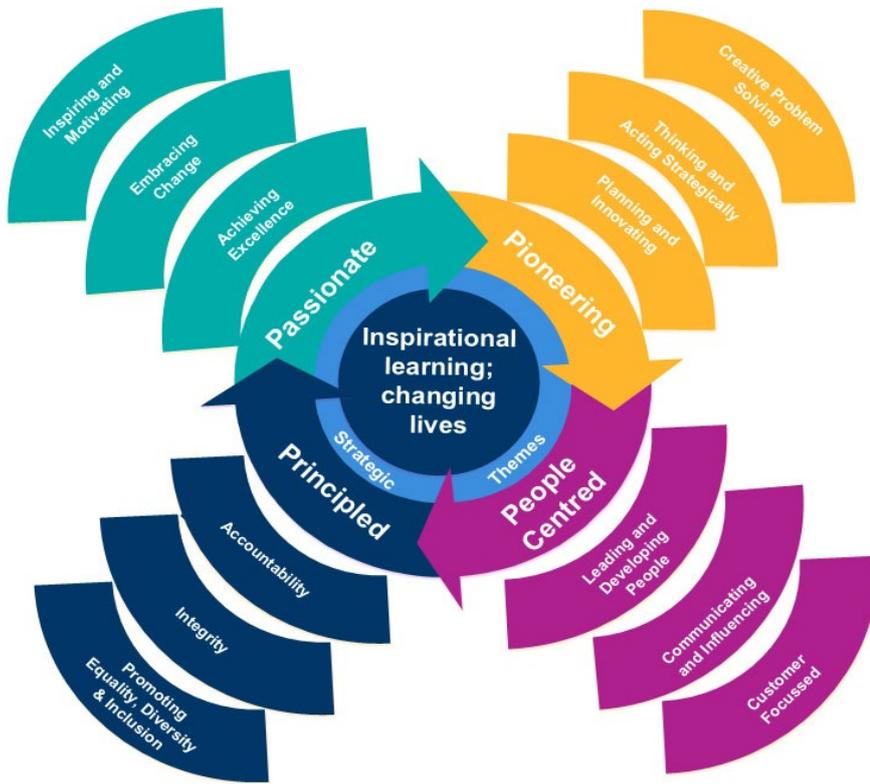
Feedback from Welcome Days:



# LEADERSHIP AND MANAGEMENT

The Leadership Framework and Charter and the Leadership and Management Development Programme were launched in March 2020. These now form the basis for PDP discussions for all College managers.

## PDP Discussion



## Leadership Framework and Charter

The Framework and Charter lays out the competencies we expect our leaders and managers to have or to work to achieve. There are three competencies for each value and behind each of the 12 competencies there are a defined set of behaviours which form the basis for the Management Development Programme.

## Leadership and Management Development Programme

As part of the Leadership and Management Development Programme nine managers are currently studying for the CMI Diploma in Management and Leadership qualification.

**LEADERSHIP AND MANAGEMENT**  
**DEVELOPMENT PROGRAMME**  
*inspirational learning; changing lives*

# EMPLOYEE ENGAGEMENT

Some of the significant work completed to date, on what is part of a longer term cultural change programme, include embedding the College Values into:

- The Induction Programme
- The Personal Development Planning Process
- The Recruitment Process
- The Leadership Management Framework and Development Programme

The Mission, Vision and Values are now displayed in the public areas of all three campuses, framed posters are displayed in workrooms and offices, staff email signatures display the Values and computer screens display the Values at sign on.



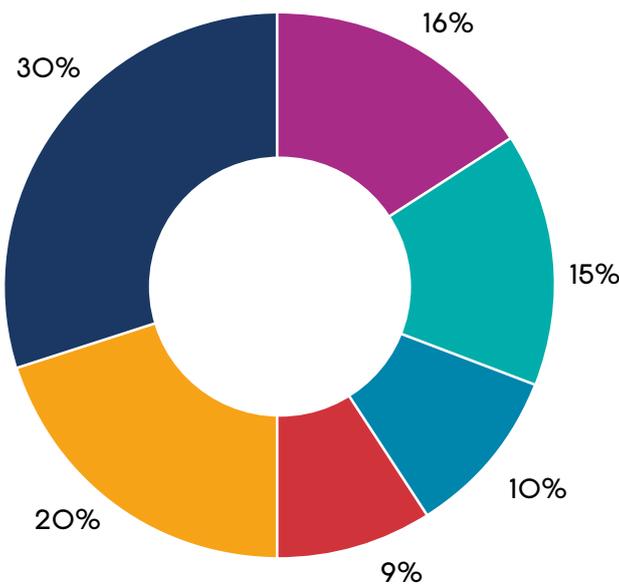
## Idea Box

Idea Box, hosted on the Hive platform, is a channel for staff to speak up and share their thoughts, ideas, or concerns at any time rather than simply responding to survey questions in a safe, digital space.

Comments submitted are anonymous however by using the messenger function all contributors can be responded to allowing two way communication on important issues.

## SUGGESTIONS 2019/20

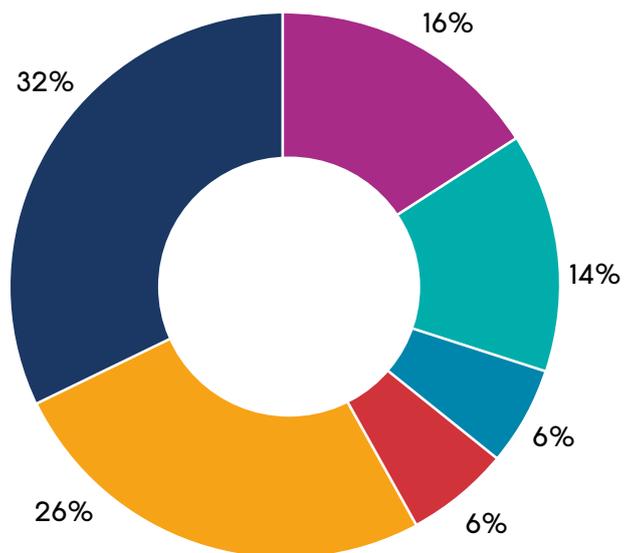
A total of 226 suggestions were received and categorised:



- **16%** Health Concerns
- **15%** Other
- **10%** Training Needs
- **9%** Transport
- **20%** Work/Life Balance
- **30%** Worries and Fears

## SUGGESTIONS 2020/21

A total of 201 suggestions were received and categorised:

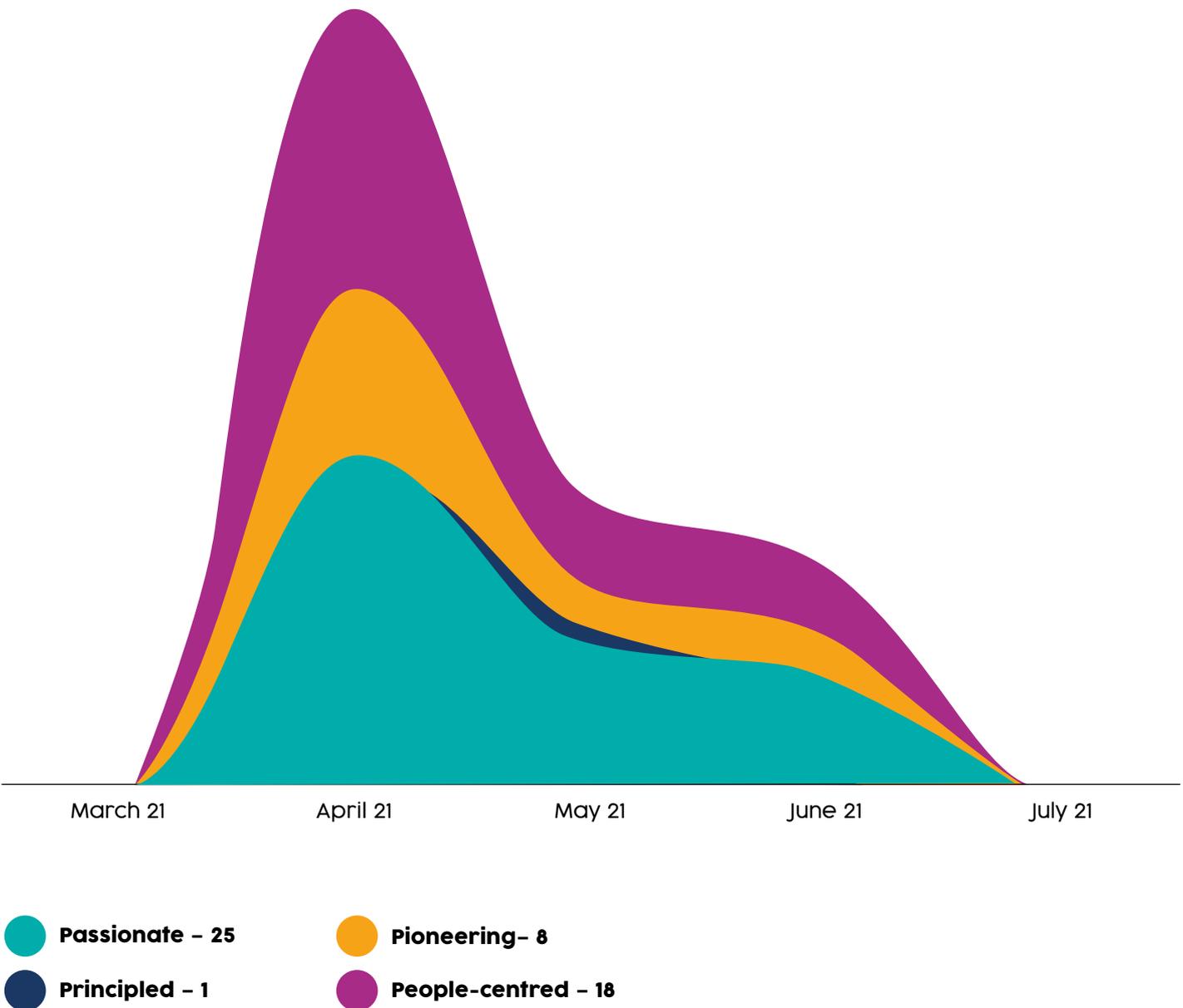


- **16%** Health Concerns
- **14%** Other
- **6%** Training Needs
- **6%** Transport
- **26%** Work/Life Balance
- **32%** Worries and Fears

## CLYDE SHOUT OUTS

Our employee recognition programme, hosted on the Hive platform, was launched in spring 2021 enabling members of staff to recognise another member of staff's contribution to the College. "Shout-outs" are categorised into the College Values.

**52 Shout Outs were received from the launch, until the end of the academic year in August 2021.**



# PEOPLE EXCELLENCE AWARDS 2021

On Friday 19 February 2021 we live streamed on YouTube our People Excellence Awards ceremony, to celebrate the exceptional contribution made by individuals or teams since March 2020, which exemplify the College Values.



## EMPLOYEE OF THE YEAR

25 nominations - 16 individuals

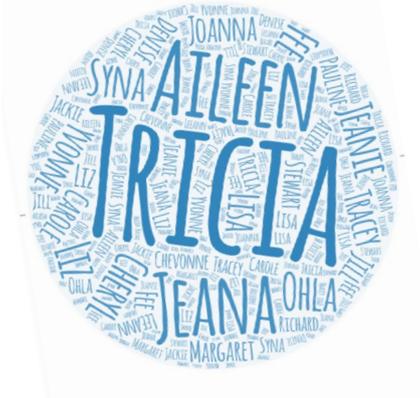
### WINNER

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**Uche Okoli**

Senior Health & safety Officer

Organisational Development



## TEAM OF THE YEAR

27 nominations - 15 teams

### WINNER

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**Cleaning Team**

Estates

## PIONEERING

INNOVATIVE TEACHING  
PRACTICE IN RESPONSE TO  
THE COVID-19 PANDEMIC  
**11 nominations - 8 individuals/schools**



## WINNER

**Deborah Meechan**  
Lecturer  
Early Years & Social Care

## PIONEERING

INNOVATIVE TEACHING  
PRACTICE IN RESPONSE TO  
THE COVID-19 PANDEMIC  
**16 nominations - 8 individuals/teams**



## WINNER

**Garry Macdonald**  
Faculty Technician  
Construction &  
Land Based Industries

## PEOPLE CENTRED

BEST CUSTOMER FOCUSED  
SOLUTION IN RESPONSE TO  
THE COVID-19 PANDEMIC  
**23 nominations - 19 individuals/teams**



## WINNER

**Campus Team**  
Estates

## PRINCIPLED

CHAMPIONING DIVERSITY,  
PROMOTING INCLUSION  
IN RESPONSE TO THE  
COVID-19 PANDEMIC  
**11 nominations - 10 individuals**



## WINNER

**Hazel Blair**  
Learning Inclusion  
Adviser  
Equality & Inclusion

## PRINCIPLED

CHAMPIONING DIVERSITY,  
PROMOTING INCLUSION  
IN RESPONSE TO THE  
COVID-19 PANDEMIC  
**11 nominations - 10 individuals**



## WINNER

**Laura Kidger**  
Senior Lecturer  
Health & Life Sciences

## High level priorities for 2021/2022 to support us becoming an **Employer of Choice**

- Promotion of Personal Development Planning
- Enhanced Internal Communication
- Staff Surveys
- Support the implementation of General Teaching Council Scotland Registration for Lecturing Staff
- Streamlined Occupational Health Surveillance Programme
- Change Management activities

### **AWARDS from 2019/2020 and 2020/2021 include:**

- **ROSPA**  
Gold Medal (8 consecutive Golds) Award
- **Healthy Working Lives**  
Gold Award
- **Bridge2Business Awards 2021**  
FE College of the Year
- **CDN Awards 2020**  
Inclusive College (Commended)  
Marketing and Communications (Commended)
- **CDN Awards 2021**  
Teaching Colleague of the Year (Winner - Mercedes Richardson)  
Community Learning (Highly Commended)



Over 150 of our HNC Healthcare Practice students learned key practical skills in the NHS Louisa Jordan, as a result of a partnership organised by senior lecturer Laura Kidger, pictured with students.