

# **ORGANISATIONAL DEVELOPMENT COMMITTEE**

**Wednesday 20 September at 4.30pm  
Boardroom, Langside Campus**

The next meeting of the Organisational Development Committee will be held on Wednesday 20 September at 4.30 pm **at Langside Campus (boardroom)**

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

<b>23.38</b>	Welcome and Apologies	S Heidinger
<b>23.39</b>	Declarations of Interest	S Heidinger

### **Minutes of Previous Meeting**

<b>23.40</b>	Minutes of Previous Meeting – 10 May 2023	P	S Heidinger
<b>23.41</b>	Matters Arising – Action Grid	P	S Heidinger
<b>23.42</b>	Notes of Support and Teaching JCNC Meeting	P	L McGaw

### **Items for Discussion**

<b>23.43</b>	Assistant Principal's HR Report	P	L McGaw
<b>23.44</b>	KPI Report	P	L McGaw
<b>23.45</b>	Employer of Choice Strategy	P	L McGaw
<b>23.46</b>	Annual Attendance Management Report	P	N Patton
<b>23.47</b>	Health and Safety - Annual Report	P	G Crankshaw
<b>23.48</b>	Staff Engagement Survey	P	G Crankshaw
<b>23.49</b>	PDP Completion	P	G Crankshaw

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

<b>23.50</b>	Staffing Profile (including recruitment stats for protected characteristics)	P	N Patton
<b>23.51</b>	Organisational Development Report	P	G Crankshaw

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

### **Standing Items**

<b>22.52</b>	Schedule of Work 2023/24	K Mavor
<b>22.53</b>	Equalities Impact Assessment on Decisions Made	S Heidinger
<b>22.54</b>	Review of Papers (Including disclosable status)	S Heidinger
<b>22.55</b>	Any other business/Items for future agenda	S Heidinger

**Date of Next Meeting: 31 January 2024**

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**ORGANISATIONAL DEVELOPMENT COMMITTEE MEETING**

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<b>Date of Meeting:</b>	20 September 2023
<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>	23.43
<b>Status:</b>	Disclosable

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**1. PURPOSE OF THE REPORT**

The purpose of this report is to provide an update to the Organisational Development Committee on the type of activity that has 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*****Voluntary Severance Scheme (VS)***

To help support and facilitate the savings plans needed to address the funding gap in the College's three-year financial plan 2022-2025, we launched a Voluntary Severance Scheme (Phase 1) on Monday 23 January which was open until Monday 20 February 2023 for applications.

We received a total of 87 applications, 47 applications from lecturing staff and 40 applications from support staff. We approved a total of 38 applications, 22 applications from lecturing staff and 16 from support staff. Of these 36 individuals left our employment by 31 July 2023 and 2 individuals leave dates have still to be decided.

Phase 2 of the scheme was opened on Wednesday 24 May until Thursday 8 June for further applications. In our communications to staff we highlighted a number of teaching areas that we would welcome applications from due to overstaffing concerns. These areas were:

- Beauty;
- Hairdressing;
- Childcare;
- Sport & Fitness;
- Business, Admin & Finance;
- Travel & Tourism;

- Computing; and
- Hospitality.

We received 12 applications with 5 lecturing and 1 from support staff being approved. 5 members of staff left our employment on 31 July 2023 and 1 support staff was accepted and will leave on 13 October 2023.

Phase 3 of the Scheme was opened on Wednesday 21 June and remained open until Wednesday 23 August. Again, we highlighted curriculum areas that we would welcome applications from as detailed below:

- Business & Finance;
- Travel & Tourism;
- Hospitality;
- Events;
- Computing;
- Hairdressing;
- Beauty;
- Comp Therapies;
- Sport;
- Childcare; and
- CLD.

We received 26 applications during phase 3 of the scheme, 20 of these were from lecturing and 6 from support. 12 members of lecturing staff were offered and accepted VS (9 left on 1 September and 2 will be leaving on 24 November 2023 and 1 leaving on 16 December 2023). 1 member of support staff was accepted and will leave at the end of October.

In total 57 individuals have accepted voluntary severance, 39 lecturing and 18 support staff will have left the College.

We are still receiving requests from staff members to consider VS applications and we are dealing with each of these on a case-by-case basis. We are also constantly revisiting the applications received in Phases 1, 2 and 3 and reviewing decisions to accept applicants.

### ***TUPE Transfer of Cleaning Staff (Anniesland & Langside)***

As previously reported, we currently have a mixed model of delivery for our cleaning services with Cardonald campus being an in-house service and Anniesland and Langside campuses being outsourced. This was the arrangement when the three colleges merged in 2013 and has been in place for the past 10 years.

We have decided to bring the cleaning services in our Anniesland and Langside Campuses and preparations for this are now well advance. The staff will transfer over to our employment on 14 October 2023.

### ***Industrial Action***

The current industrial action at colleges is due to a dispute over pay. All college staff have been offered a £2,000 pay increase for Academic Year 2022/23 and a further £1,500 in 2023/24, providing a cumulative £3,500 rise across both years. This is the employers' full and final offer – and was arrived at after nine months of negotiations.

### ***Lecturing Staff***

- EIS-FELA has announced national strike action, on top of its existing Action Short of Strike. The following dates for strike action have been announced for Glasgow Clyde College:
- **EIS-FELA National Strike Day** – Thursday 7 September 2023 (all colleges).  
**EIS-FELA Rolling Strike Action** – Tuesday 12 September 2023  
**EIS-FELA Targeted Strike Action** – Monday 2 October, Tuesday 3 October, Wednesday 4 October 2023
- CES provided a full and final pay offer to the EIS-FELA in June 2023 for a cumulative £3,500 pay rise over Academic Years 2022/23 and 2023/24. This equates to an average 8% pay rise and would mean college lecturers in Scotland maintain their position as the highest-paid college lecturers across the UK.
- The offer would increase the salary of a lecturer at the start of the pay scale by just under 10% to almost £39,000 a year. This pay offer from employers has not been taken to EIS-FELA members for a formal ballot.

The industrial action short of a strike is still ongoing and takes the following forms:

1. 'working to rule', where members perform their duties strictly to the letter of their contract ie. refusing to take any additional duties or attending voluntary or extra-curricular meetings or events;
2. A resulting boycott, involving members withholding students results.

### ***Support Staff***

- UNISON have announced strike action on the following dates:
- **UNISON National Strike Day** – Thursday 7 September 2023 (all colleges).
- **UNISON Rolling Strike Action – Tuesday 12 September 2023**
- College Employers Scotland (CES) provided a full and final pay offer to all support staff trade unions (UNISON, Unite and GMB) in June 2023 for a cumulative £3,500 pay rise over Academic Years 2022/23 and 2023/24.
- The offer would equate to an average 11% pay increase. For support staff earning less than £25,000, the average increase would be 14%.
- GMB has taken the employers' offer to their membership in a ballot and this has resulted in overwhelming acceptance of the pay offer. UNISON has not taken the offer to their members in a ballot. CES have requested that all support staff unions take the pay offer to their members for a formal ballot.
- In their communications, UNISON continue to link the full and final pay offer to the threat of compulsory redundancies. College employers are clear that this is not the case and have committed in writing on the face of the pay offer to managing organisational change through voluntary measures in accordance

with the Fair Work agenda. Any compulsory measures would only be used as a last resort when all other measures have been considered.

Due to both EIS/FELA members and UNISON members taking strike action on the same day the college had to close all campus buildings to staff and students on Thursday 7 September and Tuesday 12 September. Any member of staff not taking industrial action was required to work from home and teach from home and for those members of staff whose jobs could not be undertaken from home CPD was made available. This decision will be reviewed as each date for action is announced.

### ***Gender Pay Gap Report***

Due to statutory timelines, we have published our Gender Pay Gap Report ([Equal Pay Report 2023](#)) however the Organisational Development Committee will have a full discussion on it, and actions planned around it, at our January meeting.

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

N/A

#### **5. RISKS**

There are risks associated with not getting the number of Voluntary Severance exits required to meet the savings target.

There are also risks associated with the industrial action and the risks to students' education.

#### **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>	20 September 2023
<b>Paper Title:</b>	KPI Report – Full Year 22/23
<b>Action:</b>	Information/Discussion
<b>Prepared by:</b>	Lorraine McGaw, Assistant Principal: Human Resources
<b>Agenda Item:</b>	23.44
<b>Status:</b>	Disclosable (except HR KPIs)

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**1. PURPOSE OF THE REPORT**

This attached paper provides an update on the Key Performance Indicators for Academic Session 2022/23. For data protection purposes, the Committee are asked to note that the Human Resources Management KPIs are non-disclosable.

**2. ACTION FOR THE COMMITTEE**

To discuss the report.

**3. BRIEF BACKGROUND INFORMATION**

The Organisational Development Committee requested that a Red, Amber, Green (RAG) status be used for the KPI grid therefore alerting/assuring the committee 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 highlighted for Academic Session 2022/23:

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

The annual figure for Occupational Health Surveillance Baseline testing is lower than our target due to the clinics in Q1 and Q2 being cancelled by our provider. Q3 and Q4 were at 100%. We are in the process of appointing a new provider so it should be easier to get clinics in place at the required times.

***Health and Safety Induction Completion Rates***

We experience some technical issues with the online induction in Q2 which caused some new staff to experience difficulties in being able to access College systems to complete the health and safety induction. This has resulted in the overall outturn for the year being less than 100%.

### ***Average days training/CPD uptake per employee***

The new KPI figures for the 'Average days training/CPD uptake per employee' KPI using headcount is:

2021/22 - 1.79

2022/23 - 2.46

The KPI for 2021/22 was previously reported as 2.92. However, this was based on FTE and not headcount.

We believe that the increase in CPD uptake in 2022/23 is due to the recording on iTrent as part of the new PDP process, although we still believe that there are a number of development activities taking place and are not being recorded by staff.

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

The overall sickness absence figure for the year was 5.06% which is above the target set at 3.9%. A full explanation of the figure is provided in the Absence Management Report 22/23.

### ***Working days lost to work related stress***

We have seen an increase in staff reporting work related stress for their absence this year. HR are working closely with the members of staff and their line managers to provide support.

### ***Protected Characteristics Data***

We continue to work to improve the collection of this data and will continue to run campaigns periodically.

### ***% Permanent staff voluntary turnover***

The voluntary turnover figure for permanent staff has reduced in 22/23. This figure includes Voluntary Severance leavers.

## **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 e.g. STUDENT EXPERIENCE/LEGAL/FINANCIAL/EQUALITY & DIVERSITY**

N/A



## ORGANISATIONAL DEVELOPMENT COMMITTEE MEETING

<b>Date of Meeting:</b>	20 September 2023
<b>Paper Title:</b>	Employer of Choice Strategy
<b>Action:</b>	Information
<b>Prepared by:</b>	Lorraine McGaw, Assistant Principal: Human Resources
<b>Agenda Item:</b>	23.45
<b>Status:</b>	Disclosable

### 1. PURPOSE OF THE REPORT

The purpose of this report is to provide an update to the Organisational Development Committee with an update on progress with the Employer of Choice Strategy 2021-2025.

### 2. ACTION FOR THE COMMITTEE

The Organisational Development Committee are asked to note this report.

### 3. BRIEF BACKGROUND INFORMATION

The College has eight strategies in place which run from 2021 – 2025. The strategies are:

- Partnership;
- Digital;
- Operational Excellence;
- Learning and Teaching;
- Learner Experience;
- Financial Sustainability;
- Estates and Sustainability; and
- Employer of Choice.

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.

#### Key Areas for Development

The key areas for development contained within the strategy are detailed below along with an overview of the key highlights and achievements across the four main areas:

▪ ***Attracting, Recruiting and Retaining Staff***

In response to a challenging job marketplace and financial constraints, the College is continuing to emphasise its status as an employer of choice. We have updated our recruitment practices and how we attract candidates and are about to launch a new recruitment website that has been developed by our HR Team working with students as part of their course work. We are focussing our efforts on highlighting the additional benefits, which are considerable, that we are able to offer our staff. We are also continually reviewing how we use social media for candidate engagement.

Our staff retention rates continue to be high, discounting staff who have opted to take voluntary severance.

The College is also committed to promoting work-life balance and we have seen a significant upturn in requests for reduced work patterns which we are supporting. We are also operating a blended working pilot project.

We continue to be engaged with the Young Persons Guarantee scheme and resubmitted our commitment recently.

▪ ***Engaging our Workforce***

The College continues to provide a number of ways for staff to receive mental health support post COVID. We have received funding to implement a counselling service for students and staff also have access to this service. We also have an Employee Assistant Programme available to staff as well as an Occupational Health referral service.

A new Staff Engagement Survey cycle is now in place and the first survey from this cycle was launched on Thursday 20 April 2023.

Our 2<sup>nd</sup> staff awards ceremony took place in June and will be developed further using feedback received from staff. The awards will celebrate the exceptional contributions which exemplify the College Values and the delivery of the College Strategic Plan, Realising Potential.

A new internal communications guide was developed and issued to staff. The main aim of the guideline is to streamline the information that staff receive but also to ensure that they are kept up to date with college news and developments.

The new look Clyde Connects has now been launched and is circulated to all staff. The new e-zine has regular updates from the principal and information that we want all College staff to see for example, College job vacancies, CPD opportunities and wellbeing events as well as updates on what's been going on in departments and faculties across the College.

Hive 'Idea Box' was relaunched in January with a link hosted on the intranet homepage making it available to staff on demand. All ideas and suggestions receive an email response and already a number have been acted upon.

Staff Voice was relaunched in October 2022, allowing staff to raise issues and make suggestions directly to members of the SLT with membership and administration as follows:

- one representative from each Assistant Principal Area (9 members);
- representation from SLT will be EMT, one Support Assistant Principal and one Curriculum Assistant Principal;
- Teams meetings take place four times a year; and
- Organisational Development facilitate and administer staff voice – arranging and facilitating the meetings, taking an action note of the meeting and producing internal communications.

▪ ***Promoting and Supporting Learning and Development***

We continue to develop our Teaching Professional Pathway as follows:

- Supporting TQFE candidates;
- PDA - Teaching Practice in Scotland's Colleges; and
- Teaching Essentials

We have developed a comprehensive Leadership and Management Development Programme that is available to all College Managers annually. This programme is designed to equip staff with the necessary skills and behaviours to ensure an excellent learner experience.

A Learning and Development Framework is also in place to allow us to map all of our learning activities to ensure that we have specific development initiatives aimed at promoting the College values, strategic plan and leadership competencies.

Every year we organise and promote a series of dedicated learning days for staff.

A Future Leaders Programme is currently being developed with a view to rolling this out later this year.

Our staff induction process was updated a couple of years ago and is a mixture of online learning and face-to-face delivery. A Welcome Day for new staff is part of this new process with input from EMT members and key department representatives.

Our Personal Development Planning process has been moved onto our online platform i-Trent. This will hopefully improve the process going forward, although we have experienced some teething issues with the system.

We are continuing to support the rollout of college lecturer professional registration with GTCS.

▪ ***Good Health and Wellbeing***

The College is committed to mental health and wellbeing and supporting staff as much as possible.

During Academic session 22/23 we were fortunate enough to receive funding which allowed us to employ a Health and Wellbeing Officer. This post allowed us to deliver a number of initiatives for staff:

- in 2023 we achieved the Cycle Scotland Cycle Friendly Campus Award for all 3 campuses. We secured funding for lockers to be installed on all 3 campuses and we re-established our cycling committee. We also secured a cycle office intern from Cycle Scotland, the post started in August 2023;
- in 2023 we achieved the paths for all walk at work award;
- we have submitted our application for menopause friendly accreditation and await the result. We also have a Menopause Policy and supporting documents and have trained 72% of managers including 100% of SLT;
- we continue to offer various activities around mental health and self-care, including mindfulness sessions, yoga, beauty and hair salon appointments and looking after your wellbeing sessions;
- we have linked with a number of external partners, who have delivered workshops/information sessions on financial wellbeing. These include Citizens Advice Bureau, Glasgow Credit Union, Money Advice Scotland and Home Energy Scotland;
- Menself delivered health MOT's for all men on our 3 campuses in November 2022 and March 2023;
- St John's Scotland have delivered CPR and defibrillator training as part of their save a life for Scotland campaign on all 3 campuses with over 100 staff and students trained;
- our EAP provider MCL medics have provided health screening for staff on our healthy college days.

We also issued a guidance document to all staff about management of stress at work. This was developed in partnership with staff and trade union representatives.

In January 2023 we issued a joint statement and guidance developed in partnership with staff and trade unions on Dignity and Respect in the Workplace.

Over the last couple of years, the Health and Safety team have been working to streamline and develop the service offered to staff and students.

In consultation with the trade unions and relevant staff, we reviewed, updated and enhanced all our policies, procedures and associated documents and created a corresponding training matrix to ensure we could provide the relevant training to the staff that need it.

Working with the Systems Development team we introduced a helpdesk in which staff can request assistance, which is extremely well used, this is how staff request Personal Emergency Evacuation Plans for their students.

We also introduced, with help from the Systems Development team an online recording system for accidents, incidents, near misses and hazard observations.

We had not previously been able to report on near misses and hazard observations, so at the time of introduction we did an information campaign on this. In January of this year we added an additional category to this system to allow incidents such as lift entrapments or other unexpected events to be recorded to allow us to monitor for trends.

We have also been working with GCCSA and the eLearning team to have a dedicated Health and Safety area on the students Canvas page. We are in the infancy of populating this but the main feature we have rolled out so far is the

ability for students to report near misses and hazard observations. We are working with the GCCSA to promote this to the new cohort of students.

The Employer of Choice Strategy will continue to guide our activity for the lifespan of the strategy.

Work will begin in 2024 to develop the strategy for 2026 and beyond.

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

Appendix 1: GCC Employer of Choice Strategy 2021-25

#### **5. RISKS**

- That the strategy fails to deliver the planned improvements.
- The changes that the organisation needs to implement, due to financial constraints, changes the priorities and the strategy is then not aligned with the new priorities.

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

An Equality Impact Assessment of the strategy has been undertaken.

## 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.

## ORGANISATIONAL DEVELOPMENT COMMITTEE MEETING

<b>Date of Meeting:</b>	20 September 2023
<b>Paper Title:</b>	Health and Safety Report
<b>Action:</b>	For Information
<b>Prepared by:</b>	Gillian Crankshaw, Organisational Development Manager
<b>Agenda Item:</b>	23.47
<b>Status:</b>	Disclosable

### 1. PURPOSE OF THE REPORT

- 1.1 This report covers activity undertaken by the Organisational Development Team in relation to Health & Safety since our last report to the Committee in May 2023 and statistical data for Academic Year 2022/23.

### 2. ACTION FOR THE COMMITTEE

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

### 3. BRIEF BACKGROUND INFORMATION

#### 3.1 Accident Statistics, First Aid Call Outs, Near Misses and Hazard Observations 1 August 2022 to 31 July 2023

- 3.1.1 Statistics reported below cover the academic year 1 August 2022 to 31 July 2023. This is the first year with a full return to campus since the pandemic so year on year benchmarking is not particularly comparative.

#### 3.1.2 Accident Statistics

- 3.1.2.1 The accident statistics are attached as Appendix 1. There were 97 accidents reported compared with 66 last year.

- 3.1.2.2 The accident increases can be attributed to better reporting through the College Accident Incident Reporting (AIR) system by staff, which is a positive and increased student activity on campuses.

#### 3.1.3 First Aid Call Outs

- 3.1.3.1 Over the year College First Aiders attended 63 First Aid call outs details attached as Appendix 2, last year there were 27.

#### 3.1.4 Near Miss Reports

- 3.1.4.1 The near miss statistics are attached as Appendix 3. There were 11 near misses reported, last year there were 23.

3.1.4.2 Near miss reports from across the campuses where predominately from Langside campus with a total of 6 recorded reports all relating to uncontrolled parking on campus.

3.1.4.3 Action has been taken to address the uncontrolled parking with reinstatement of the barrier and messaging to staff and students.

### 3.1.5 **Hazard Observations**

3.1.5.1 The hazard observations statistics are attached as Appendix 4. There were 18 hazard observations reported, last year there were 23.

3.1.5.2 We will promote our Hazard Observation and Near Miss reporting tool to our current and new students working in partnership with GCCSA.

### 3.1.6 **Unexpected Events 1 February to 30 April 2023**

3.1.6.1 As reported at the meeting in May, in February we introduced a new category to our AIR system to allow us to record unexpected events (e.g a breakdown of lifts, misuse of a fire extinguisher). The statistics provided are for 1 February to 31 July 2023.

3.1.6.2 The unexpected events statistics are attached as Appendix 5. There were 7 unexpected events in this period.

## 3.2 **Service Desk Provision**

3.2.1 From the 2/5/2023 to 31/8/2023 there have been 93 requests logged on the College Health and Safety Service Desk.44 of these requests have been closed by the Team.

3.2.2 All of the open requests are for the team to meet with students to undertake Personal Emergency Plans (PEEPs). This is normal at this time of year with a new intake of students and the team are working their way through these.

## 3.3 **COVID-19**

3.3.1 Although we continue to record and update the Senior Leadership Team and Trade Unions on reported cases of COVID-19 in staff and students, we have gradually removed reference to this information across the College.

3.3.2 As risk assessments are updated, we are working with teams to remove references to COVID-19.

## 3.4 **Wellbeing**

3.4.1 Our temporary Wellbeing Officer post has now come to an end, however, as noted in the Organisational Development paper, we are developing a new Placement Programme for Glasgow Clyde College students. This first year will see us working with students from Healthcare and Fitness courses who we hope will be able to continue the good work undertaken by our Wellbeing Officer.

3.4.2 The menopause accreditation process and the forum meetings will now be overseen by the Human Resources Department.

**4. SUPPORTING DOCUMENTATION/ FURTHER INFORMATION**

Appendix 1 - Accident Statistics  
Appendix 2 - First Aid Call Out Statistics  
Appendix 3 - Near Miss Statistics  
Appendix 4 - Hazard Observation Statistics  
Appendix 5 - Unexpected Event Statistics

**5. RISKS**

N/A

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

N/A

## Appendix 1

### Health & Safety Annual Accident Statistics for Glasgow Clyde College 1 August 2022 – 31 July 2023

Accident Category	Staff	Hospital	Riddor	Students	Hospital	Riddor	Contractors/ Visitors	Hospital	Riddor	Other	Hospital	Riddor	Total
Slip / Trip / Fall	9	1	1	17	6	0	2	1	0	0	0	0	28
Manual Handling	3	1	1	0	0	0	0	0	0	0	0	0	3
Burns / Scalds	1	0	0	8	1	0	0	0	0	0	0	0	9
Cuts	6	0	0	11	1	0	0	0	0	1	0	0	18
Machinery/Tool Cuts	1	1	0	15	3	0	0	0	0	0	0	0	16
Eye Injuries	0	0	0	1	0	0	0	0	0	0	0	0	1
Physical/Verbal Assault	5	0	0	4	1	0	0	0	0	0	0	0	9
Reportable Disease													0
Other	3	1	0	9	1	0	0	0	0	1	0	0	13
<b>TOTAL ACCIDENT</b>	<b>28</b>	<b>4</b>	<b>2</b>	<b>65</b>	<b>13</b>	<b>0</b>	<b>2</b>	<b>1</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>97</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

### Annual First Aid Call Outs for Glasgow Clyde College

1 August 2022 – 31 July 2023

First Aid Call Outs	Staff	Hospital	Riddor	Students	Hospital	Riddor	Contractors/ Visitors	Hospital	Riddor	Other	Hospital	Riddor	Total
First Aid Call Outs	4	2	0	56	9	0	0	0	0	3	0	0	63
TOTAL First Aid Call Outs	4	2	0	56	9	0	0	0	0	3	0	0	63



## Appendix 3

### Annual Near Misses for Glasgow Clyde College

1 August 2022 – 31 July 2023

Near Misses	Staff	Hospital	Riddor	Students	Hospital	Riddor	Contractors/ Visitors	Hospital	Riddor	Other	Hospital	Riddor	Total
Near Misses	2	0	0	0	0	0	0	0	0	9	0	0	11
TOTAL Near Misses	2	0	0	0	0	0	0	0	0	9	0	0	11

## Appendix 4

### Annual Hazard Observations for Glasgow Clyde College

1 August 2022 – 31 July 2023

Hazard Observations	Staff	Hospital	Riddor	Students	Hospital	Riddor	Contractors/ Visitors	Hospital	Riddor	Other	Hospital	Riddor	Total
Hazard Observations	0	0	0	0	0	0	0	0	0	18	0	0	18
TOTAL Hazard Observations	0	0	0	0	0	0	0	0	0	18	0	0	18

## Appendix 5

### Annual Unexpected Events for Glasgow Clyde College

1 August 2022 – 31 July 2023

Unexpected Events	Staff	Hospital	Riddor	Students	Hospital	Riddor	Contractors/ Visitors	Hospital	Riddor	Other	Hospital	Riddor	Total
Unexpected Events	0	0	0	0	0	0	0	0	0	7	0	0	7
TOTAL Unexpected Events	0	0	0	0	0	0	0	0	0	7	0	0	7

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## ORGANISATIONAL DEVELOPMENT COMMITTEE MEETING

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<b>Date of Meeting:</b>	20 September 2023
<b>Paper Title:</b>	Health and Wellbeing Survey Action Plan
<b>Action:</b>	For Noting
<b>Prepared by:</b>	Gillian Crankshaw, Organisational Development Manager
<b>Agenda Item:</b>	23.48
<b>Status:</b>	Disclosable

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### 1. PURPOSE OF THE REPORT

- 1.1 This report provides an update on the Health and Wellbeing Survey Action Plan.

### 2. ACTION FOR THE COMMITTEE

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

### 3. BRIEF BACKGROUND INFORMATION

- 3.1 An update on the Senior Leadership Team Action Plan, since the Organisational Development Committee meeting in May 2023 is attached (Appendix 1)
- 3.2 The plan is monitored regularly by the Senior Leadership Team.

### 4. SUPPORTING DOCUMENTATION/ FURTHER INFORMATION

Appendix 1: Health and Wellbeing Survey Action Plan

### 5. RISKS

N/A

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

N/A

# Health & Wellbeing Survey Workshops - Outputs

## WORKLOAD MANAGEMENT – 10 May 2022

ACTION	LEAD	TIMELINE	Update
Deliver Priority Management Training to address protocols for emails.	LMcG	Oct 2022	Complete
Introduce a planning cycle to: <ul style="list-style-type: none"> <li>• Ensure a consistent approach to planning.</li> <li>• Introduce a framework.</li> <li>• Agree priorities and deadline.</li> <li>• Develop clear processes.</li> <li>• Use the College calendar.</li> </ul>	JV	26 January 2023	Complete
Conduct a range of business process reviews to: <ul style="list-style-type: none"> <li>• Analyse workload flows.</li> <li>• Ensure right training and resources are in place.</li> <li>• Promote College systems and ensure they are meeting the needs of staff and students.</li> </ul> Such as timetabling, admissions and student recruitment and staff utilisation.	JR/JT	28 Feb 2023	
Use Business Improvement Group to generate a structured action plan for problem solving	JT	26 Jan 2023	

# Health & Wellbeing Survey Workshops - Outputs

## FEEDBACK ON PERFORMANCE – 10 May 2022

ACTION	LEAD	TIMELINE	Update
Review and enhance the PDP process.	LMcG	Oct 2022	Complete
Investigate the use of Student Achievement Rates per Unit (SARU) data to enhance learning and teaching	JR/EB	July 2023	Complete. Our MIS team have created a new Performance Dashboard that provides data on Subject PIs. This has initially been shared to senior managers for feedback before wider roll out and implementation.
Protocols to be designed for communication: <ul style="list-style-type: none"> <li>Regular 1:1 or team meetings to be held</li> <li>Process to cascade information from SLT</li> <li>Upwards communication within the organisation to be facilitated</li> </ul>	LMcG	Nov 2022	Complete
Enhance team feedback by: <ul style="list-style-type: none"> <li>Using self-evaluation for support teams.</li> <li>More effectively promote feedback from SFC satisfaction survey and early impressions survey.</li> </ul>	EB/DM	June 2023	Ongoing. Self Evaluation for Support Teams was re-introduced in 2022-23 with a focus on team engagement, customer service and improvement. A refreshed Evaluation model will be implemented in 2023-24 to build on this approach.  We continue to work with Curriculum Teams and GCCSA to share

## Health & Wellbeing Survey Workshops - Outputs

			feedback and actions from all student engagement approaches
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### COMMUNICATING AND IMPLEMENTING CHANGE – 30 May 2022

ACTION	LEAD	TIMELINE	Update
Develop a process / guide on communicating and implementing change	JT	26 January 2023	
Implement training to build project management capability/capacity for key staff	JT	June 2023	
Review structure of SLT meetings: <ul style="list-style-type: none"> <li>Themed approach with clear outcomes</li> <li>Action driven</li> </ul>	JV/JR	26 January 2023	Complete
Publish Internal Communication Plan	LMcG	December 2022	Complete

### BULLYING AT WORK – 30 May 2022

ACTION	LEAD	TIMELINE	Update
Publish an updated Dignity and Respect definition/statement	JV	January 2023	Complete
Improve communication: <ul style="list-style-type: none"> <li>Refresh Student Charter.</li> <li>Signage in customer facing areas regarding acceptable behaviour.</li> </ul>	LMcG/DM	January 2023	GCCSA have completed the refresh and it will now be passed to Marketing. Signage is now completed and will be printed before being

## Health & Wellbeing Survey Workshops - Outputs

			passed to front-facing areas for display.
Respect project: <ul style="list-style-type: none"> <li>• Understanding causes of bullying.</li> <li>• Work with management, unions and Student Association.</li> <li>• Communication plan.</li> <li>• Mediation.</li> <li>• Training and awareness sessions.</li> <li>• Produce a guide on how to deal with bullying</li> </ul>	SLT	2022 - 2025	A project brief has now been prepared and will be discussed at SLT after which timescales will be agreed.
Promote report and support: <ul style="list-style-type: none"> <li>• Introduce easier ways to report instances of bullying.</li> <li>• Awareness for managers on support available.</li> <li>• Use complaints process.</li> </ul>	LMcG/DM	Initial outline by 9 March 2023	Complete



## ORGANISATIONAL DEVELOPMENT COMMITTEE MEETING

<b>Date of Meeting:</b>	20 September 2023
<b>Paper Title:</b>	Personal Development Planning Report
<b>Action:</b>	For Noting
<b>Prepared by:</b>	Gillian Crankshaw, Organisational Development Manager
<b>Agenda Item:</b>	23.49
<b>Status:</b>	Disclosable

### 1. PURPOSE OF THE REPORT

- 1.1 This report provides details the progress made with increasing the uptake of Personal Development Planning across the College.

### 2. ACTION FOR THE COMMITTEE

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

### 3. BRIEF BACKGROUND INFORMATION

#### 3.1 Online Personal Development Planning

- 3.1.1 One of the Organisational Development team objectives was to encourage participation in Personal Development Planning for all staff across the College.
- 3.1.2 We decided to streamline the recording of this by moving it online to the iTrent system where already, the staff personal details and CPD records are stored.
- 3.1.3 We used the move to online recording as an opportunity to re-promote personal development planning and put it to the front of all college managers responsibilities.
- 3.1.4 Unfortunately, we have experienced many technical issues which delayed the implementation significantly, however all staff and managers had access to complete the 2022/23 PDP information before the end of the academic year.
- 3.1.5 Training sessions for managers and separate sessions for staff were run in January, May and June 2023. Attendance rates at these sessions are as follows:

#### All Staff Sessions

Support Staff	Teaching Staff	Total Attended
29	37	66

#### Managers Sessions

Support Managers	Teaching Managers	SLT	Total Attended
12	26	4	42

- 3.1.6 We have been able to pull some information on completion rates, however, we do not believe the data to be reliable at this time and have asked each manager to confirm the information for their team. We believe the figure to be somewhere around 50% completion, however, confirmation on this will be provided at the Organisational Development Committee meeting on 20 September 2023.
- 3.1.7 The technical issues with the system are currently being investigated by the software provider and we hope to have them resolved soon

**4. SUPPORTING DOCUMENTATION/ FURTHER INFORMATION**

N/A

**5. RISKS**

N/A

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

N/A

## **ORGANISATIONAL DEVELOPMENT COMMITTEE MEETING**

<b>Date of Meeting:</b>	20 September 2023
<b>Paper Title:</b>	Organisational Development Report
<b>Action:</b>	For Noting
<b>Prepared by:</b>	Gillian Crankshaw, Organisational Development Manager
<b>Agenda Item:</b>	23.51
<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 May 2023.

### **2. ACTION FOR THE COMMITTEE**

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

### **3. BRIEF BACKGROUND INFORMATION**

#### **3.1 Teaching Professional Pathway**

- 3.1.1 47 Staff completed the Teaching Essentials course in 2022/23 which provides a practical framework for planning effective learning and teaching and is aimed at staff with no formal teaching qualification.

- 3.1.2 We have had a slow uptake for the Teaching Essentials courses in block one 2023/24. We are actively promoting this with the Curriculum Managers to encourage staff in their area to participate.

- 3.1.3 14 staff are expected to complete the PDA - Teaching Practice in Scotland's Colleges, with one staff member still to submit work to complete, however the results are not being processed at the moment due to industrial action (action short of strike). 23 staff have signed up and been offered a place on the PDA course for 2023/24.

- 3.1.4 9 staff successfully completed the TQFE qualification in 2023/23 with the University of Aberdeen. Additionally, one staff member has had to resubmit work which is due to be assessed in October by the exam board. 5 staff are being funded to attend TQFE in 2023/24 with the College also offering mentor support to 2 staff members who are self-funding.

#### **3.2 Leadership and Management Development Programme**

- 3.2.1 In 2023/23 the College focused on the following areas for our Leadership and Management Development Programme:

- Working Smart with Outlook;

- Menopause Awareness;
  - Management of Stress at Work;
  - Recruitment and Selection;
  - Unconscious Bias; and
  - Personal Development Planning.
- 3.2.2 We also provided the Senior Leadership Team with a training day on Performance Development & Review.
- 3.2.3 We are now planning for 2023/24 and will be utilising the outputs from our newly developed Learning and Development Framework. This will allow us to target our training against the Strategic Plan, College Values and Leadership Framework Competencies.
- 3.2.4 Using analysis from the Learning & Development Framework, we will be focussing on the following development areas for our Leaders and Managers in 2023/24:
- Sustainability;
  - Managing Budgets;
  - Commercial Awareness;
  - Managing Projects;
  - Nurture College;
  - Embracing Change;
  - Creative Problem Solving;
  - Customer Focussed;
  - Mental Health Awareness for Managers;
  - HIVE Survey Managers Training; and
  - Working Smart with Outlook.
- 3.3 **Staff Learning Days 2023**
- 3.3.1 The Staff Learning Days took place on Wednesday 14 June, Thursday 15 June and Thursday 17 August 2023.
- 3.3.2 45 training events took place over the 3 days plus staff had access to a range of online training resources.
- 3.3.3 Training focussed on supporting staff on themes such as Canvas VLE, Equalities, Mental Health, Personal Safety, Artificial Intelligence, Nurturing College as well as a range of personal development subjects including Public Speaking, Sharpening Focus, Assertiveness and Managing Conflict, Effective Communication Using Stories and Creative Problem Solving.
- 3.3.4 An evaluation report is being developed from the feedback and will be shared at the next Organisational Development Committee meeting.
- 3.4 **Learning and Development Framework**
- 3.4.1 We have developed a learning and development framework which supports staff to develop their skills and capabilities including core development and mandatory training against the following key areas:

- Strategic Plan;
  - College Values;
  - Leadership Framework Competencies;
  - CPD Development Categories; and
  - PDP Outputs.
- 3.4.2 This allows us to review the areas of training we provided training for our staff over the previous year and plan the forthcoming year taking cognisance of any gaps.
- 3.4.3 An overview of how we performed against the key areas in 2022/23 can be found in Appendix 1 – Learning and Development Framework.
- 3.5 College Mentoring Programme**
- 3.5.1 We are introducing a mentoring programme which will allow staff to request a College Mentor to support them in an area of their role or development. Details of the programme can be found at Appendix 2.
- 3.5.2 The programme will launch in September 2023, with an initial recruitment and training of a pool of internal Mentors.
- 3.5.3 Staff who would like to request a mentor should have a discussion, as part of their PDP, with their Line Manager to discuss their request before submitting a mentor request application.
- 3.5.4 The programme will be coordinated and monitored by Organisational Development and an evaluation of its effectiveness will be carried out after 6 months of operating.
- 3.6 Future Leaders Programme**
- 3.6.1 Organisational Development are piloting a 'Future Leaders' programme which will provide an opportunity for staff to gain access to development with the aim of supporting them in taking the next steps in their career. Details of the programme can be found at Appendix 3.
- 3.6.2 The programme will be open to all staff in a non-managerial post and should form part of the PDP discussions staff are having with their line managers.
- 3.6.3 For the first year of the programme, staff will be provided with the opportunity to access training and development, including:
- Access to available place on the College Leadership & Management Development Programme;
  - Signposted online leadership training courses;
  - A College mentor;
  - Internal Job Shadowing Opportunities; and
  - Participation in 'Open Innovation' visits to external organisations.
- 3.6.4 We will monitor the uptake of the programme and evaluate the impact that it has had on the participants.

### 3.7 **Internal Communications**

- 3.7.1 There have now been thirteen issues of the new look Clyde Connects published. Informal feedback has been received which has been very positive.
- 3.7.2 The readership statistics for each of the issue are attached at Appendices 4 and 5. We are continuing to promote readership through the College Management Team
- 3.7.3 An action from the staff survey is to increase engagement in Clyde Connects to share success stories with staff that perhaps do not engage in social media where a lot of our successes are celebrated.

### 3.8 **Staff Engagement**

#### 3.8.1 **Staff Survey**

- 3.8.1.1 The Staff Engagement Survey was launched on 20 April 2023 and was opened for completion until 12 May 2023.
- 3.8.1.2 1016 members of staff received the survey for completion and 326 responses were received. This was a 32% response rate.
- 3.8.1.3 42 questions were asked on a scale of 0 (strongly disagree) to 10 (strongly agree). No multiple choice or free text questions were asked.
- 3.8.1.4 The College average score was 6.7
- 3.8.1.5 The results of the survey were presented to EMT and SLT on 16 and 18 May 2023 respectively.
- 3.8.1.6 A summary of the results was circulated to all staff on 2 June and published in Clyde Connects (Appendix 6).
- 3.8.1.7 Organisational Development facilitated a workshop for SLT in June to develop a plan for college wide actions. The workshop identified areas for development and actions to address this:
- 3.8.1.8 A further update is planned to be circulated to staff in September.

#### 3.8.2 **People Excellence Awards**

- 3.8.2.1 On Friday 23 June we held our People Excellence Awards ceremony in the theatre at Langside. The event was also live streamed and recorded.
- 3.8.2.2 The event was delivered by Organisational Development, TV & Media students and staff and an external events company.
- 3.8.2.3 The ceremony was hosted by Jon Vincent and Lorraine McGaw and all nominees were invited to attend with a guest. Invitations were also extended to SLT and Board of Management members. Staff were invited to watch the ceremony live on YouTube.
- 3.8.2.4 A link to the YouTube video, [LINK](#) is available on the staff intranet.
- 3.8.2.5 Information on the winners was published on the staff intranet (Appendix 7).

- 3.8.2.6 A review of the awards is underway to develop them further for next year.

### 3.9 **Restructure Reviews**

- 3.9.1 The Student Experience Restructure Review was facilitated by Organisational Development in June 2023.

- 3.9.2 Questionnaires were sent to all Student Experience staff and the staff who were invited to the focus group – 127 questionnaires were sent out and only 8 were returned.

- 3.9.3 Staff from both teaching and support areas of the College were invited to take part in a focus group, however only, 9 staff came forward to participate in the focus group: 1 Unison Representative, 6 Support Staff, 1 Assistant Principal and 1 Curriculum Manager

- 3.9.4 The main topics identified were:

**POSITIVES** - There is enhanced Management & Leadership, Counselling & Mental Health Support, Library induction on Canvas, greater team engagement with GCCSA, a clearer purpose in the teams.

**AREAS OF DISSATISFACTION** - BSL Plan delivery, there are less staff on campus, there is no reception before 10am, flexibility of Careers Service, assessment arrangement creating additional workload for teaching staff, loss of ICT helpdesk for students

- 3.9.5 During the workshop members of specific teams were able to address some of the concerns others had raised about their service.

- 3.9.6 The feedback from the questionnaires and focus group has been collated and a full report will be prepared and published by David Marshall, Assistant Principal Student Experience.

### 3.10 **Health and Wellbeing**

- 3.10.1 With the Wellbeing Officer in post over the academic year 2022/23 we were able to run health events over the full year in addition to the Healthy College Day in June 2023.

- 3.10.2 Before the Wellbeing Officer post ended in July an evaluation of the year's events was carried out and details can be found at Appendix 8.

- 3.10.3 This year we are piloting a Placement Programme for some of our Healthcare and Fitness students. We are hoping that some of the work they do as part of their course will help to fill the gap left by the loss of the Wellbeing Officer post.

- 3.10.4 If the pilot is successful, we will look to roll this out to other curriculum areas in the College to provide placement opportunities for our students in future years.

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

Appendix 1: Learning and Development Framework

Appendix 2: Mentoring at Glasgow Clyde College

Appendix 3: Future Leaders Programme

Appendix 4: Clyde Connect Readership Statistics December-March

Appendix 5: Clyde Connect Readership Statistics April-June

Appendix 6: Survey Results Comms May 2023

Appendix 7: Winner Information

Appendix 8: Healthy College Day and Wellbeing Programme of Events Evaluation

**5. RISKS**

N/A

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

N/A



## Learning and Development Framework – Outputs from Analysis– 2022/2023

College Value	No.	College Value	No.	College Value	No.	College Value	No.
People-centred	15	Principled	20	Pioneering	41	Passionate	12

CPD Development Category	No.
Canvas	14
Compliance	1
Equality, Diversity & Inclusion	12
Health & Safety	4
ICT Training	8
Induction	1
Leadership & Management Development	8
Learning & Teaching	14
Personal Development	12
Wellbeing	6

Strategic Theme	No.
Inspirational Learning & Teaching	38
Partner of Choice	2
Unrivalled Student Experience	49
Employer of Choice	36
Financial Resilience Through Operational Excellence	2

Leadership Framework Competencies							
Competence	No.	Competence	No.	Competence	No.	Competence	No.
Leading & Developing People	4	Accountability	0	Creative Problem Solving	0	Inspiring & Motivating	1
Communicating & Influencing	0	Integrity	1	Thinking & Acting Strategically	0	Embracing Change	0
Customer Focussed	0	Promoting Equality, Diversity & Inclusion	3	Planning & Innovating	1	Achieving Excellence	2

# Mentoring at Glasgow Clyde College



**People-centred**



**Pioneering**



**Principled**



**Passionate**

## Mentoring

### What is mentoring?

Mentoring is a powerful tool for personal and professional development. It involves a relationship where an experienced and knowledgeable individual provides guidance and support to another individual.

### What is the difference between mentoring and coaching?

A mentor is someone who shares their knowledge, skills and/or experience, to help another to develop and grow, whereas a coach is someone who provides guidance on goals and helps candidates to reach their full potential.

### What are the benefits?

There are many benefits of mentoring, both for the mentor and the mentee. The mentee gains access to the mentor's expertise, experience, and knowledge, which they can use to improve their skills, knowledge, and performance. Mentoring can also help the mentee gain a broader perspective on their career and personal goals, as well as provide them with opportunities for networking and personal growth. While mentors can gain new perspectives and insights from their mentee's experiences and ideas.

Some of the benefits also include:

- Increased motivation and performance
- Improved interpersonal relationships, communication and networks
- Clearer idea of career path or goals
- Better understanding of what is required in their role
- Greater confidence
- Easier integration into a new role if the individual is in a new post

### What type of mentoring is available?

#### Mentoring by a more senior staff member

Traditionally, the most common mentoring relationships are between a senior member of staff and a junior member of staff, with the senior member of staff providing guidance. This arrangement accords with the view that a more senior mentor is likely to have successfully navigated some of the challenges facing the mentee.

#### Peer mentoring

Peer mentoring is a supportive relationship between staff of the same grade or role. Peer mentors often face the same challenges as their mentees so can provide current experience.

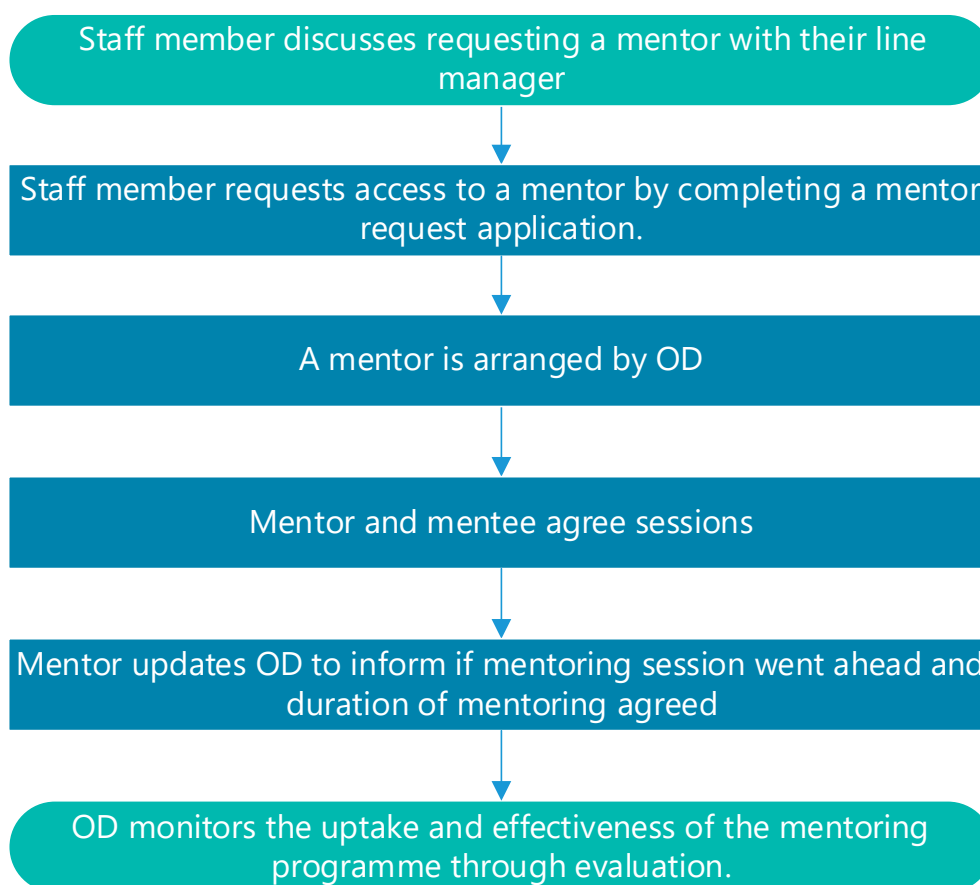


## How to access mentoring in Glasgow Clyde College

The mentoring programme is coordinated by the Organisational Development Team who will match applicants to an appropriate mentor.

Staff who would like to request a mentor should have a discussion, as part of their PDP, with their Line Manager to discuss their request before submitting a mentor request application.

An overview of the process is as follows:



## How long does mentoring last?

Mentoring can occur through one-off conversations or through a series of conversations over a period of time.

The duration of how long the mentoring will take place will be discussed and agreed by the mentor/mentee at the initial session.



## How to get the most out of mentoring

In order to get the most out of your mentoring experience, you should have an idea of the type of issues/questions you would like to explore with your mentor.

To help you get started on mentoring, you should:

- plan a rough outline of what you want to cover before each session and prepare some questions
- be open, honest and willing to trust your mentor's advice
- expect to be challenged and pushed out of your comfort zone – this is how you develop skills
- expect to make some mistakes - you will learn from them
- be open to feedback and willing to talk about it, if you disagree – mentors are there to learn from you too

## I would like to access a college mentor; how do I apply?

You can complete a mentor request application [here](#).

The Organisational Development team will be in touch to discuss your application.

## Becoming a College Mentor at Glasgow Clyde College

### Who can be a mentor?

Any member of staff can apply to become a mentor and should discuss this with their line manager as part of their Personal Development Plan (PDP) discussions. They should review the '*what makes a good mentor*' section to assess if they have the qualities of a mentor.

Potential mentors should provide a note of interest [here](#) and the Organisational Development team will review the request.

Line Managers will also be contacted to ascertain if there would be any operational issues which would prevent the employee completing the duties and level of commitment of a mentor.

### What makes a good mentor?

The attributes of a good mentor are someone who can:

- Build rapport
- Listen and accurately ascertain meaning
- Ask questions and encourage others to explore issues
- Structure conversations
- Encourage and allow the mentee to take the initiative
- Provide feedback that is both challenging and empathic
- Offer knowledge and advice with care
- Offer fresh perspectives



- Maintain professional boundaries and confidentiality
- Commit sufficient time and energy to the mentoring relationship
- Have a real interest in the success of others

## What training is available for mentors?

Mentors will be provided with formal training and access to a Mentoring Qualification, arranged by Organisational Development prior to taking up a role as a mentor in the College.

This training will be in association with the Scottish Mentoring Network.

Please contact [organisationaldevelopment@glasgowclyde.ac.uk](mailto:organisationaldevelopment@glasgowclyde.ac.uk) for further details about mentoring.



# Future Leaders 2023-24



**People-centred**



**Pioneering**



**Principled**



**Passionate**



## Future Leaders Programme 2023 - 2024

Glasgow Clyde College aspires to provide staff with valuable development opportunities to release their potential.

The 'Future Leaders' programme is an opportunity for staff to gain access to development with the aim of supporting them in taking the next steps in their career.

The programme will launch from September 2023 and will run for the academic year with an evaluation being carried out by the Organisational Development team at the end of the academic year to review the uptake, impact and satisfaction levels of participants and recommendations will be provided on future programmes.

## What will the content be?

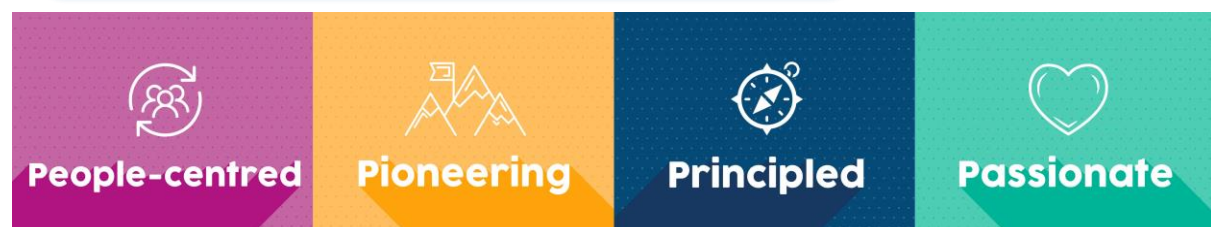
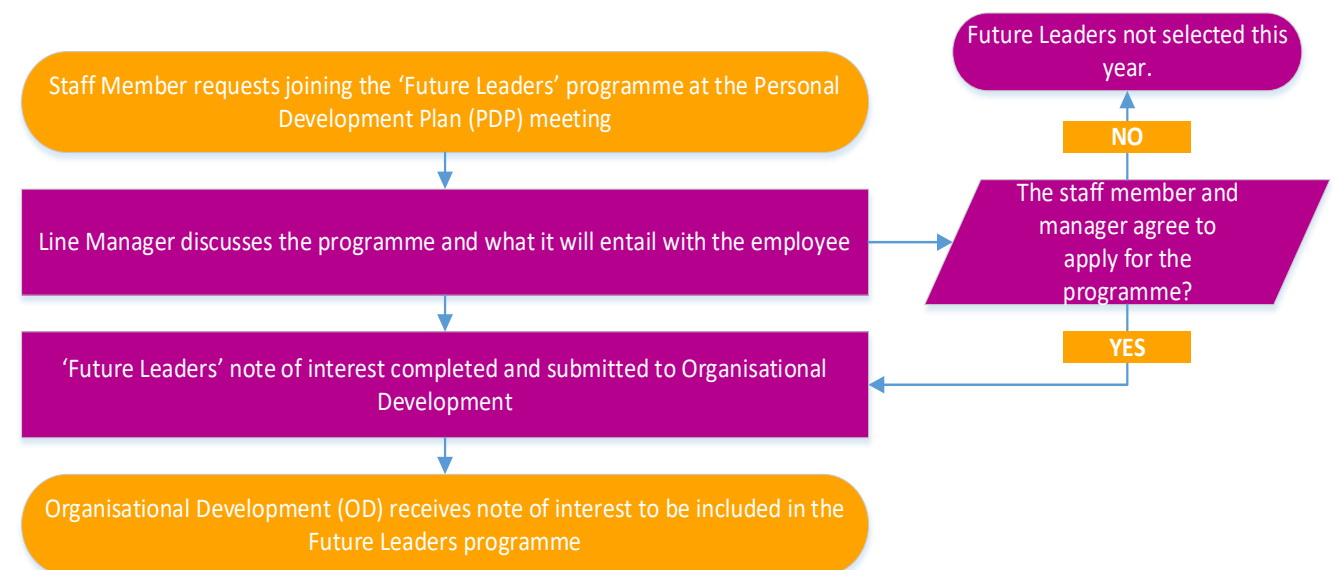
For the first year of the programme, staff will be provided with the opportunity to access training and development, including:

- Access to available place on the College Leadership & Management Development Programme
- Signposted online leadership training courses
- A College mentor
- Internal Job Shadowing Opportunities
- Participation in 'Open Innovation' visits to external organisations

## How to apply for the programme

The Personal Development Plan (PDP) discussions allow staff and managers to have open and constructive conversations about career planning.

Staff and managers should discuss the programme content and how that will support the staff member with their development aims and add a [note of interest here](#). The process is as follows:





## Co-ordination of the programme

The 'Future Leaders' programme will be coordinated by the Organisational Development team. An overview of how this will be coordinated is as follows:



## What other development opportunities are available?

The College provide a number of development opportunities for staff including access to apply for sponsorship for Further and Higher Education courses and programme. More information can be found here - [Professional Development Sponsorship Programme](#).

All staff can also apply for funding/time to attend a course/conference. Courses can be requested by completing a [Staff Development Request](#).

For further details about the 'Future Leaders' programme please contact [organisationaldevelopment@glasgowclyde.ac.uk](mailto:organisationaldevelopment@glasgowclyde.ac.uk)

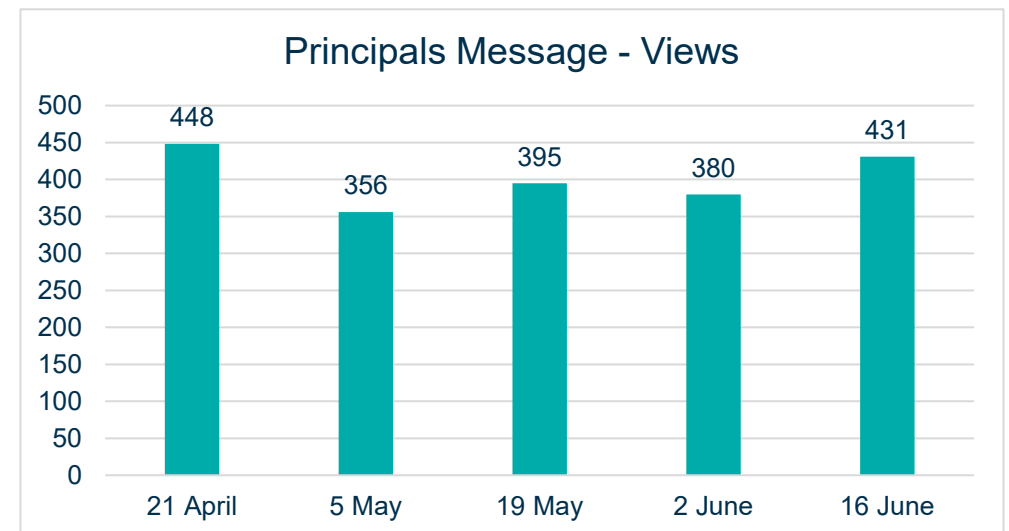
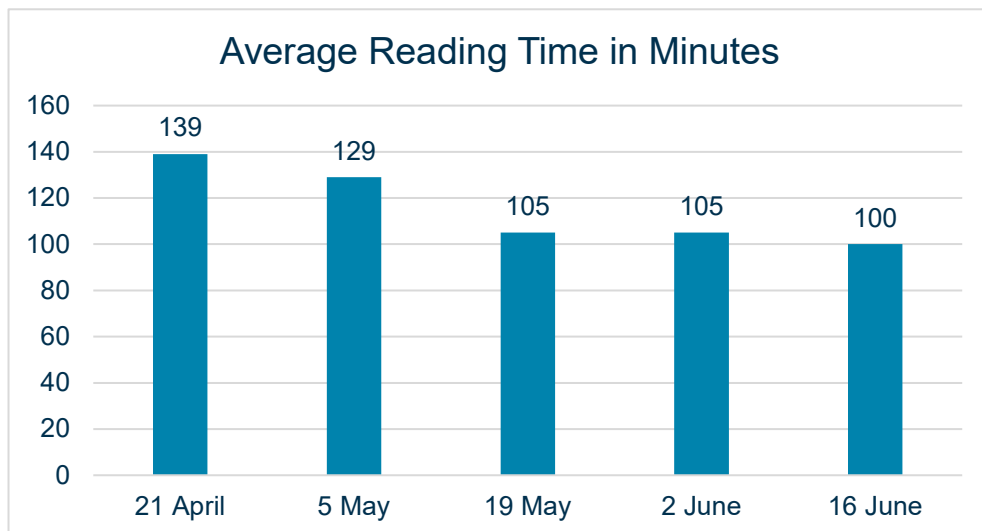
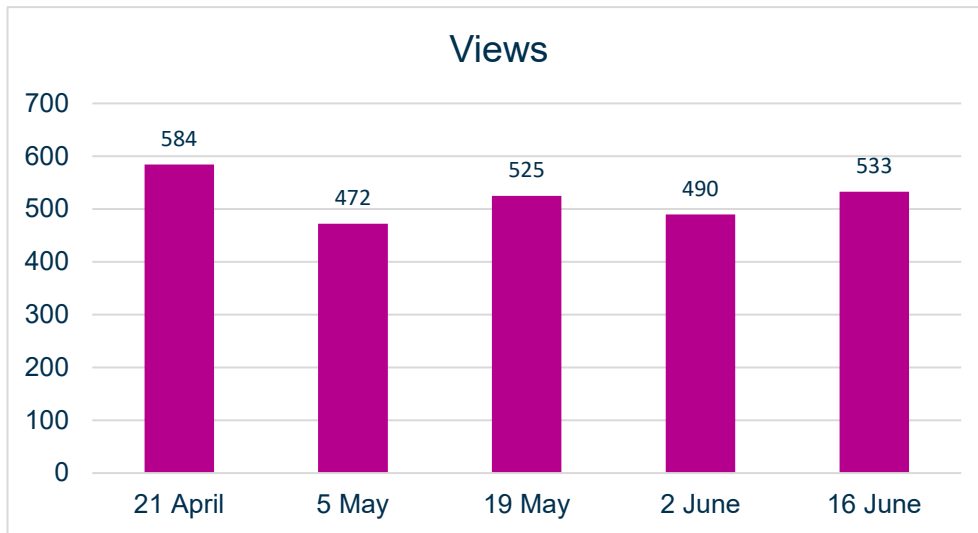


# CLYDE CONNECTS READERSHIP DATA

## 9 Dec 2022 – 31 March 2023

The number of views includes multiple views by the same person.

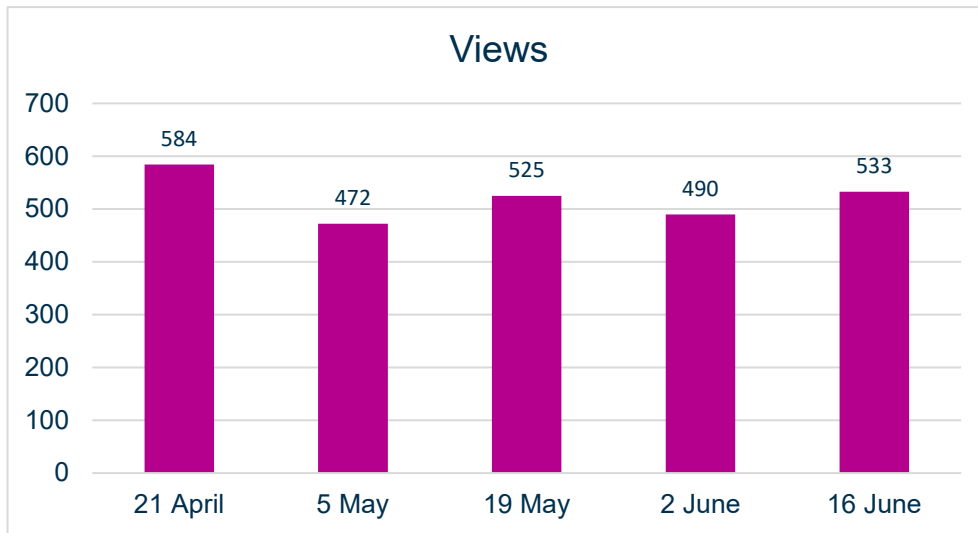
Visitors are the number of people who have viewed.



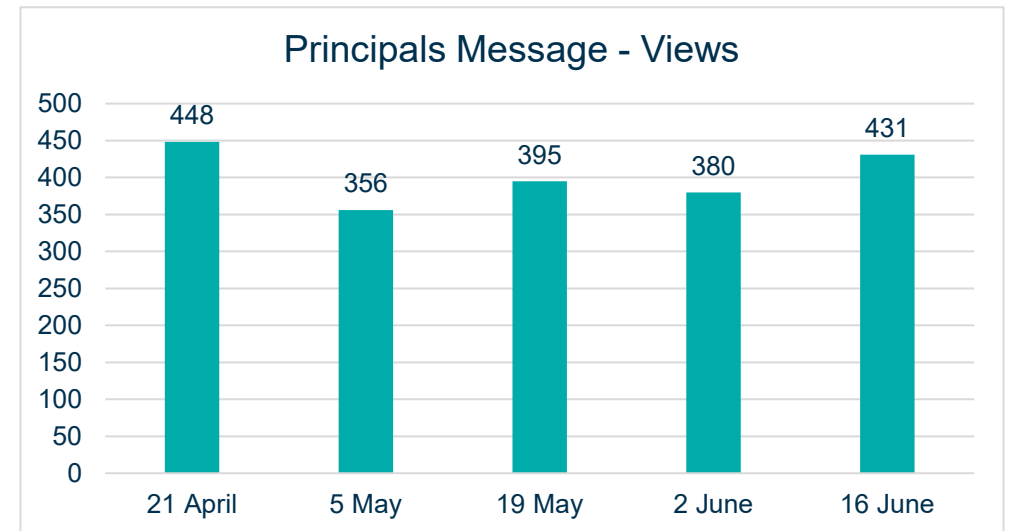
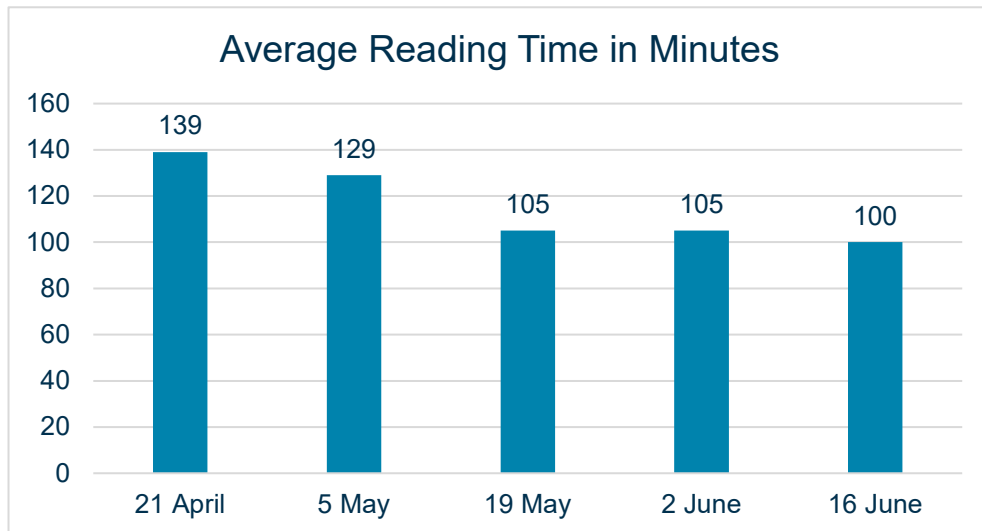
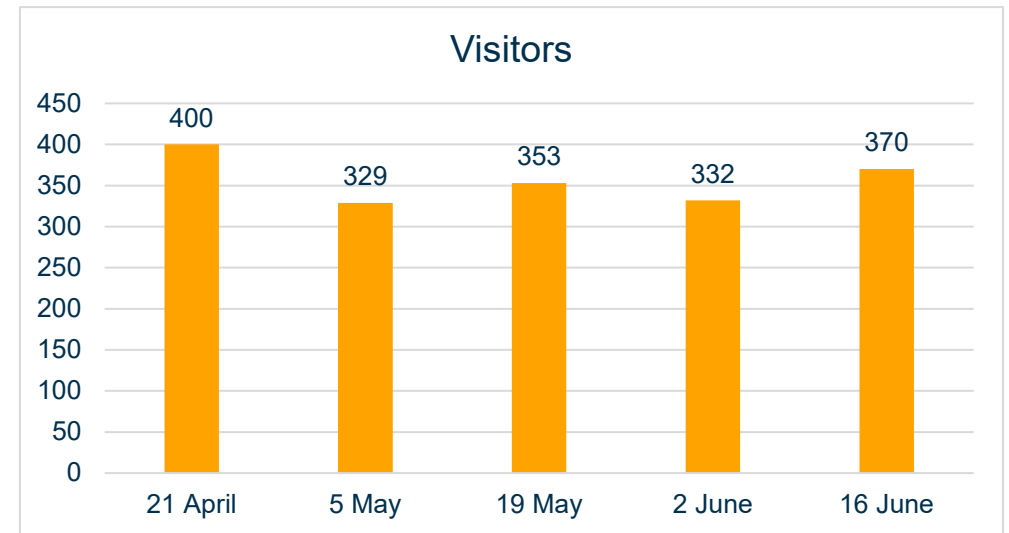
# CLYDE CONNECTS READERSHIP DATA

## 21 April 2023 – 16 June 2023

The number of views includes multiple views by the same person.



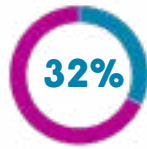
Visitors are the number of people who have viewed.



# Staff Engagement Survey

## April/May 2023

**College Average Response Rate**



**College Average Score 6.7**

Staff were asked questions on a scale of **0** (strongly disagree) **10** (strongly agree)



### Positive Trends

Team relationships  
Safety in the workplace  
No concerns around bullying or harrassment

Making a positive contribution to the community  
Ability to speak up  
Good two way communication

---

### Areas for Action

Visibility of actions taken from survey results  
Perception of Senior Leadership Team  
Celebrating successes.  
Staff understanding of College Strategy, Mission and Vision and how they contribute to the success of these.



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### Next Steps

Assistant Principal feedback sessions  
SLT working to complete and publish College wide actions by the end of June  
Assistant Principal and Management Teams working to complete action plans by the end of June



# People Excellence Awards



**People-centred**



**Pioneering**



**Principled**



**Passionate**

**June 2023**



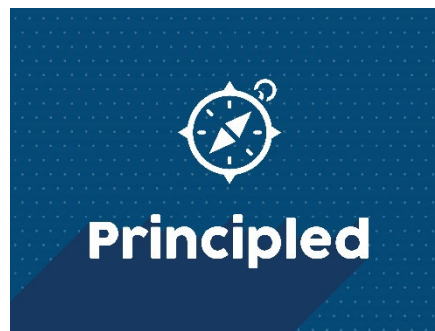
## Best Customer Service - People Centred

Barbara Giblin, Finance

### Nomination:

Barbara is without exception one of the kindest and most caring people I have ever had the privilege of meeting and working with. Barbara cares about those around her and displays that empathy and warmth when engaging with students and staff alike. She underpins this approach with a foundational bedrock of knowledge and experience that makes her an oracle for those around her and one of the most trusted members of her team. Barbara's role involves her communicating regularly with students, many of whom will be embarking on the first tentative steps of their educational journey within the college. I can think of few people I would want more to be my first point of contact if I were a student than Barbara. She is warm and supportive; attentive to detail and keen to listen; and always fair and diligent in her advice and guidance. She has established hugely positive working relationships across the whole college, and consistently works in collaboration with other departments to ensure that any query is answered and every student receives the same high-level of service. Barbara's role ultimately requires her to take in fees from students, many of whom will be entering into a transactional arrangement with an educational establishment for the first time in their lives. She consistently makes potentially difficult or confusing conversations easy for students by being informative, warm, open and engaging. I'll share a personal anecdote that illustrates a wider point: I once witnessed Barbara speaking with an older gentleman who was coming to study an evening class at the college for the first time. He was travelling from further afield than would be typical to attend, and had come into the college on this occasion to speak with Barbara because she had in a previous meeting established a rapport with him when discussing payment for his course. After they had concluded their discussion and he had walked away from the Finance office window, Barbara became aware of additional information that would be helpful for him to know before he came back to attend. I watched her leave the office right away and at pace to catch up with him before he reached his car and left, because she knew that he had a distance to travel before he would return again, and knew enough about him from her personal and caring approach to their interactions that he wasn't a frequent or confident user of computers so would not have been able to pick the information up via an email. And that one example says everything about Barbara and her care and compassion and personal approach. With her calming manner and genuine empathy, she is an outstanding ambassador for the Finance department as a function, and the college as a whole.





## Principled - Championing Diversity, Promoting Inclusion

### Bryony Wilson Computing

#### Nomination:

Bryony is the CM for Computing at Anniesland. Bryony for the past two years was the CM for Cardonald Computing.

A prime example of an amazing Curriculum Manager. Bryony is down to earth, genuine and supportive. Bryony projects confidence and it's inspiring. Bryony is inspiring because she projects a confidence to staff and students and helps enable them in building their own confidence.

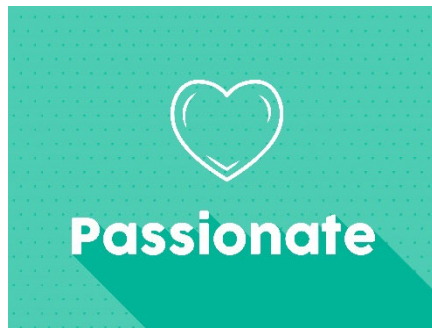
You can quote many examples of Bryony advocating for others. Any occasions when we have had students arrive for classes and interviews who require any physical support you can see Bryony going that extra mile to ensure students are comfortable and supported. I've witnessed Bryony working with our team to ensure wheelchair users and students who require walking aids are fully supported to the point of changing entire timetables to make sure our students don't need to walk great distances. Bryony sees the solutions like this we really need when it comes to supporting the diverse groups we have in our college and helping everyone think of sometime that little extra action that could really make someone's day and experience with our college.

Amongst the team Bryony regularly uses her influence as a CM to positively push forward student events, publications and promote equality. Bryony also always strongly encourages events and seminars throughout the year which support and enable more women into work, women into ICT/computing. Bryony strongly promotes and takes part in college mentoring programmes for the purpose of eliminating barriers in the college to learning.

Bryony has mentored and coached women who wanted to change their work life and build careers in Computing and create new opportunities. Bryony in our staff room. Amongst the team it's also well known that Bryony has a lot of experience in supporting others with emotional and mental health difficulties and ensuring they get the right support from the college. As a CM Bryony is also well empowered and uses her position to always address and call out unacceptable or unethical behaviour which is important when being a role model to other women as well as to all staff and students to help us all achieve equal opportunities for all.

I would refer to Bryony as a shining example of a Diversity Champion, always promoting inclusion amongst staff and students.





## Passionate - Igniting Inspiration

### Bryony Wilson Computing

#### Nomination:

Bryony is the CM for Computing at Anniesland. Bryony for the past two years was the CM for Cardonald Computing. Bryony is a strong example and inspiration for women (staff and students) to get to the successful level Bryony is at in her profession, it should be celebrated, it's important and always worth mentioning.

Bryony generates so much enthusiasm amongst students and staff. Bryony shows us every day how we can better ourselves and how much more we can be. Bryony always makes time to get to know the student groups, attending classes making sure her colleagues and the students are okay and asking if they need any help or have questions.

Bryony builds a rapport with students and staff which only allows for better mutual stronger relationships. Bryony hosts afternoon open sessions and clubs for students to create a sense of belonging as well as an environment which students feel welcome in.

Somehow using her super powers she is able to be a Curriculum Manager with all the duties that entails as well as a Lecturer, SQA Assessor, Mother, Sea cadets volunteer, college mentor and external mentor. Bryony is an inspiration as a college member of staff who is always trying to better herself, help others better themselves and better our community.

Bryony, as a CM faces challenges in a positive manner everyday with a strong people focus as well as always showing others respect and a high level of professionalism. I think Bryony is a prime example as someone who inspires the rest of us for excellence, to do better and show us we can do more to help and support people.

Bryony enthusiastically represents the college in high esteem always increasing positive perceptions with students and external bodies. Having worked closely with Bryony on school visits around Glasgow it's evident how Bryony represents our college at such a high standard as well as helps build positive impressions and relationships with schools and external bodies which are benefiting our college right now as well as the school students who are then choose to study with us in the new term and right now.







## Pioneering - Innovator of the Year

### Roy Wilson, Computing

#### Nomination:

Roy is the CM for Computing at Cardonald. Roy, being quite computer minded is accustomed to thinking outside the box. Looking at cutting-edge solutions, software and processes for our Computing Students. He proposes ideas to the team, to discuss, have a say in and then push forward.

Through Roy's innovation the Computing department at Cardonald now has a new functioning Broadcasting room for our Esports and Gaming students. The computing Gaming Lab in Cardonald is fully equipped and ready for our new term with Nintendo Switches, Xbox, Gaming PCs, Driving kits for driving games and more. Roy has introduced several activities that we have used with students in engaging and creating a safe welcoming environment.

Roy has also organised internal informal CPD sessions with staff which have had nothing but positive feedback. Roy has held sessions with his team to allow them to gel as a team, to work together but also feel they can relax amongst their colleagues and just have fun. Making their work relationships so much stronger. Showing courage with his colleagues in suggesting new ideas that they've never done before.

Roy uses his initiative and creativity to improve the performance of the team and in achieving department goals such as utilising college systems like Teams and using his experience in gaming to promote the college on social media such as the Esports Gaming tournaments we have had live streamed and promoted on Twitch, Facebook and Twitter. This kind of ambition needs to be acknowledged.





# Pioneering - Innovative Teaching Practice

(This category had joint winners)

## 1. Stuart Thomson, Computing

### Nomination:

Stuart is one of our esteemed computing lecturers. Before Stuart was a lecturer here he was a brilliant computing student. He excelled with us then went on to Uni before then coming back as a lecturer. Stuart has many pioneering ways in which he delivers his classes. Stuart has a strong networking skill which he uses to teach many computing students. Stuart, during lockdown developed many complex learning materials aimed at online learning and allowed our students to thrive in their learning. Stuart uses interactive technologies in class and online which help explain very complex computing concepts, making them easier to understand.

Stuart always creates a positive impact on students which his charismatic personality, quick humour and down to earth styles of teaching and communicating with people. Stuart has shared many of his innovative ideas and techniques with other lecturers as well as his extensive pioneering materials and content on Canvas.

Stuart's journey began as a computing student a few years ago and then he represented our college in World Skills and still continues to do promote our college now by taking part in and getting our new computing students read for World Skills. Stuart is an ideal example of pioneering through hard work. I have seen first hand how Stuart's methods of teaching show a significant impact on teaching effectiveness because not all lecturers can do what he can do. He is able to through is innovative styles and content explain and teach complex concepts to the newest generation of network engineers, ICT professionals, developers and ethical hackers.

Stuart's work has had a massive impact on student learning. Our students enjoying courses only ever makes them want to continue and progress with us more thus helping student retention.

Stuart is a strong example of a lecturer showing real innovation through hard work in a subject area that isn't the most sought after but after learning with Stuart will definitely have better skilled students for the future work force.





## Pioneering - Innovative Teaching Practice

(This category had joint winners)

### 2. Joanne Morton, Social Science Highers and Nationals, Anniesland

#### Nomination:

I work with Joanne on the Social Sciences programs at Anniesland, and have shared a class with her on the Intro to Social Science over the session 2021 – 2022. In this time I have been in awe of the sheer level of creativity, passion, inventiveness and adaptability that Joanne brings to the class and to the Social Sciences in general.

She has a veritable arsenal of heuristics, materials, activities; she has a brilliantly creative approach to delivering material, whilst stringently meeting learning outcomes.

Since I have worked with her, Joanne has demonstrated how effectively that we can use technology as an active learning practice, as well as the importance of active, kinetic learning as a method for students to have a fully realised learning experience.

She is extraordinarily knowledgeable about psychology, and has demonstrated this through her classroom activities which give profound and deep meaning to her students. A recent example of this exemplary and ingenious practice was how Joanne created the materials and conditions simulating a famous psychology experiment – rather than just recounting to the students how the experiment went, the students *lived* the experience; she managed to create an extra sense of significance in their learning

For these reasons, for her creativity, inventiveness and passion for developing new methods, I think Joanne is a brilliant candidate for the innovative teaching practice award



# Employee of the Year

## Linda McFall, ESOL

### Nomination:

Linda embodies the college's values and demonstrates exceptional professionalism, organization, and care for both students and lecturers in her department. She is a dedicated team player who went above and beyond during the closure of our Anniesland campus. Linda took it upon herself to contact community venues and partners, meticulously assessing their suitability and availability to temporarily host our classes. With her remarkable organization skills and Excel spreadsheet expertise, she created detailed timetables and records for every session of every course, ensuring efficient delivery across various community venues in the city. Linda ensured that everyone involved, from lecturers and managers to students and support staff, was well-informed of the timetabling arrangements.

Not only did Linda arrange community venues for her own department, but she also graciously shared availability information with other schools and faculties in the college, ensuring fair opportunity and access for all. She dedicated countless hours, including evenings and weekends, to provide the necessary information and support for ESOL classes to run as smoothly as possible under challenging circumstances. Linda even opened her home for colleagues to pick up and drop off materials and resources, showing selflessness and unwavering support for her students and colleagues. She went the extra mile, traveling across the city to collect photocopying, resources, student cards, and more.

Furthermore, Linda was always present at the centers to organize equipment and resources required for classes, resolving any issues that arose, and providing support to colleagues at other locations. Her commitment extended beyond the closure period, as she meticulously planned and organized the gradual return to the Anniesland campus, ensuring the proper collection and return of resources to the correct departments.

Throughout all these endeavours, Linda remained caring, compassionate, and people-centred, truly exemplifying what it means to be an outstanding employee at Glasgow Clyde College. It is our strong belief in the Faculty of Access and Continuing Learning that Linda McFall is deserving of the Employee of the Year accolade. Beyond this period of time Linda has been a champion for ESOL learners and has shaped the sector, let alone the college experience for those facing trauma, fleeing conflict and experiencing financial barriers. She constantly seeks better approaches for learners with compassion. She has worked with 1000s of learners in a compassionate and practical approach. She responds, at all times with positive solutions. She demonstrates new and novel approaches in content design and delivery which helps learners to make a positive contribution to society and to progress both in their personal difficulties and economically. Linda also helps her colleagues at all time thought Sharing all resources and findings with other teaching staff through frequent and engaging workshops and meetings.

She works across faculties to **create a positive impact on student learning** by advocating and supporting the needs of diverse student learners providing positive and practical solutions to resolve the difficulties faced by learners. Linda sees problems and solves them with positivity and practical support. **Works with community partners** to ensure progression and in the recent Anniesland crisis supported all curriculum teams to move to Community venues taking on responsibilities which were above and beyond her role to ensure teaching was effective.

Linda is a constant problem solver who embodies the principles of the college and what it means to work in FE. She changes lives in practical terms on a daily basis and deserves recognition for the impact she has made to so many people who face persecution and challenges. Linda advocates for others and strives to eliminate barriers across the College, supports fair treatment and equal opportunity for all, finds solutions that are acceptable to diverse groups and addresses unacceptable or unethical behaviour with diplomacy.



## Team of the Year

### Numeracy/Communication Servicing Team

#### Nomination:

This team is made up of Maths and English lecturers. They work across all areas of the college to provide servicing for numeracy, maths, English and Communication units. This means that they need to have a really diverse skillset and they work tirelessly to contextualise their content to make it relevant and valuable for their learners. This also means that their teaching commitments change from block to block and from year to year. They collaborate with all teaching teams across the college to ensure that they are delivering high quality learning and they always take on any feedback about what they can add to make their courses more useful for learners.

This team are incredibly adaptable. They have to work across all campuses and often have to travel between campuses in a day and they do this without complaining. This means that they have to work across all campuses, with hundreds of different students and a number of different CMs. They also often have to set up in a brand-new classroom – one maths lecturer has used 27 different classrooms in the last academic year. They can be given classes on their timetables at very short notice and have to create and learn brand new content. Their car is often their office!

**Passion and people-centredness** - Their passion for their subject areas can be seen in how they collaborate with other staff around the college to answer questions and create the best plans for individual learners. This can sometime involve adding in additional teaching sessions, study support and guidance/advice sessions. The English and Communication lecturers take time to investigate and learn about different subject areas to contextualise their content to ensure students are engaged.

**Pioneering** - Both English and Maths staff use creative teaching methods to increase engagement, understanding and confidence in their learners. A number of maths lecturers have created and developed new content for units within their own time and a lot of maths lecturers have developed teaching videos that students find really useful for revision and learning.

**Principled** - Staff in this team, work with learners at all different levels and with a range of differing needs and abilities. They always ensure that they will do all that they can to get students to achieve the units.



## Principal's Award

Kacper Kacica

Glasgow Clyde College Student Association

**What the Principal said about his choice for this award this year:**

Kacper joined GCC as a student in 18/19 on an NQ Business with IT (level 5) and has since completed a HNC and HND in Business Administration, Management and Operations. Kacper was elected as Vice President of GCCSA after a year of being a class representative and was a valuable asset to the Student Association during a difficult year where we also faced a pandemic. After successfully completing his HND, he moved on to GCU.

Kacper then returned as an Engagement Assistant in the GCCSA staff team for the last 18 months and he has managed this role fantastically alongside his studies at Glasgow Caledonian University. Kacper has just achieved a first-class honours degree; BA (HONS) International Business with Human Resource Management.

Kacper's enthusiasm, organisational skills, commitment and kindness have shone through within GCCSA and across the College. His dedication to promoting students is matched by the support he provides to his colleagues and he is a true example of a member of staff that lives the College Values. Kacper will be sadly missed but is moving on with the best wishes of his friends and colleagues within the College but will always be welcomed back.



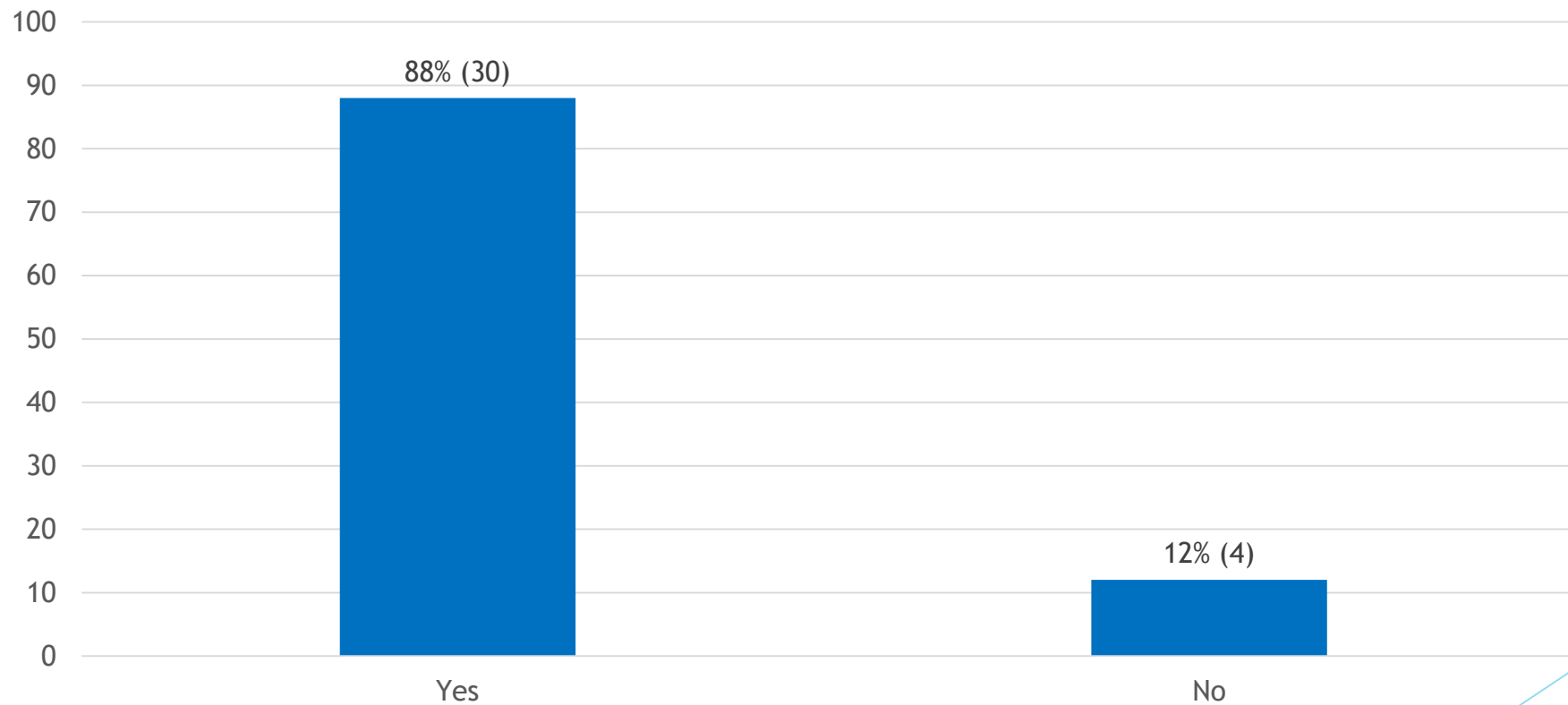


# Healthy College Day and Wellbeing Programme of Events Evaluation

34 responses

299 staff engagements up from 181 Healthy College Day 2022

# Did you participate in the Healthy College Day 2023?



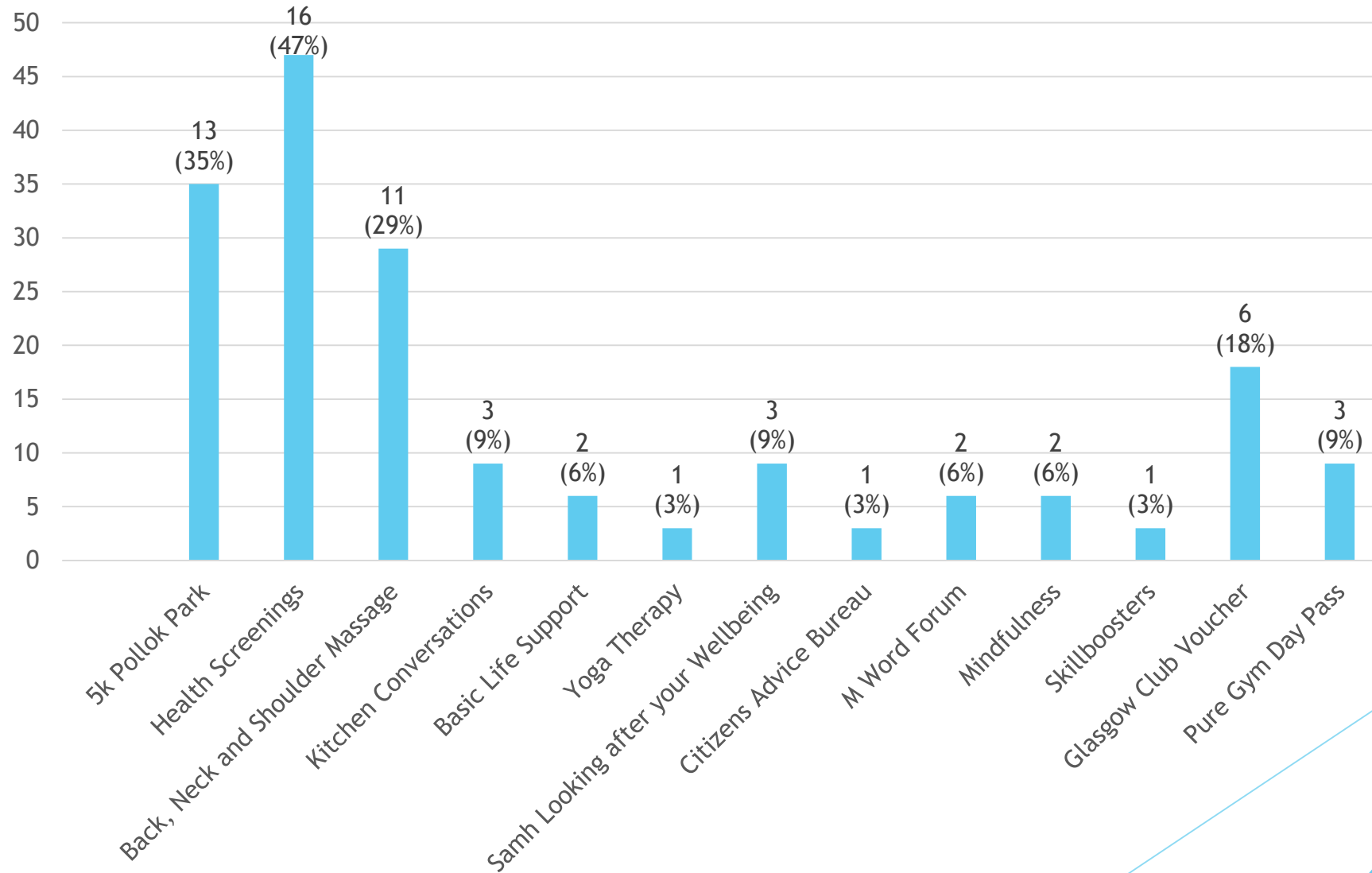


# If 'No', what was your reason for not participating:

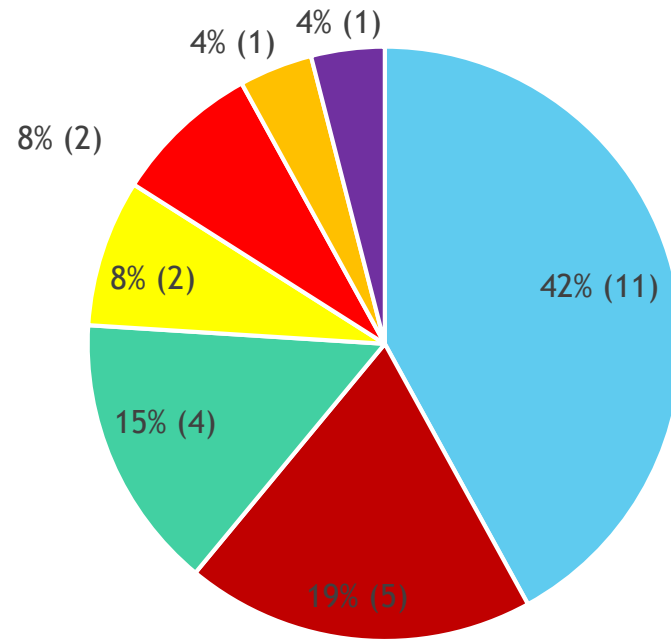
- ▶ 9% (3) reported 'didn't feel able to take time off work'
- ▶ 3% (1) reported 'you were not working that day'
- ▶ Comments:

'Not that I didn't feel unable to leave work, my department is still fully operational that day'

## Q4. What activities did you participate in? (Select all that apply)



# What was your favourite activity?



■ 5K ■ Massage ■ Health Screening ■ Kitchen Conversations ■ Mindfulness ■ Samh ■ Yoga Therapy

# Why?

6 respondents (21%) answered **Massage** for this question. ...

5k because of the atmosphere  
good opportunity  
neck and shoulder staff Kitchen Conversations sore neck  
activities fun **Massage** good Message - just so good  
Cardonald Children colleagues  
blood work **Health Screening** great getting outdoors  
screenings are really good Pollock park  
massage was fantastic

# What was your least favourite activity and why?

- ▶ All comments were positive

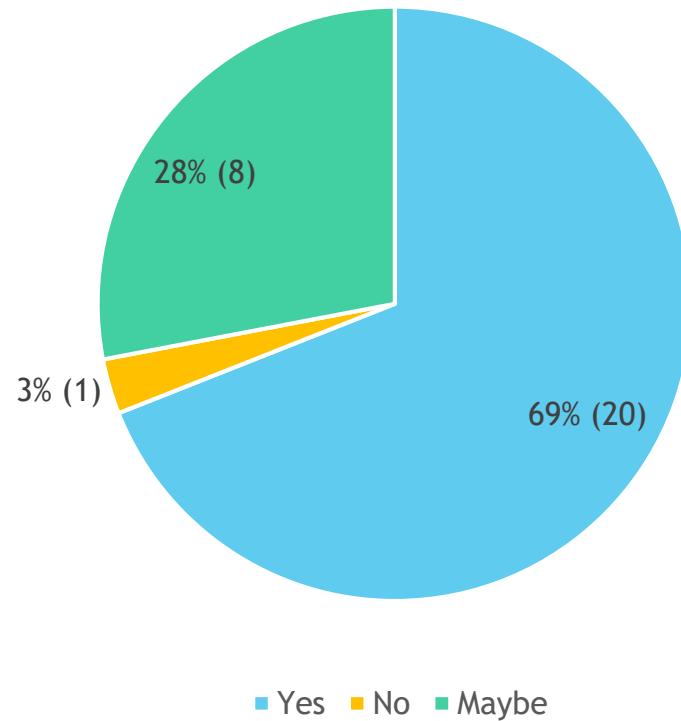
1 respondents (6%) answered **Health check** for this question. ...

**beneficial**  
**fingers**  
**not applicable**

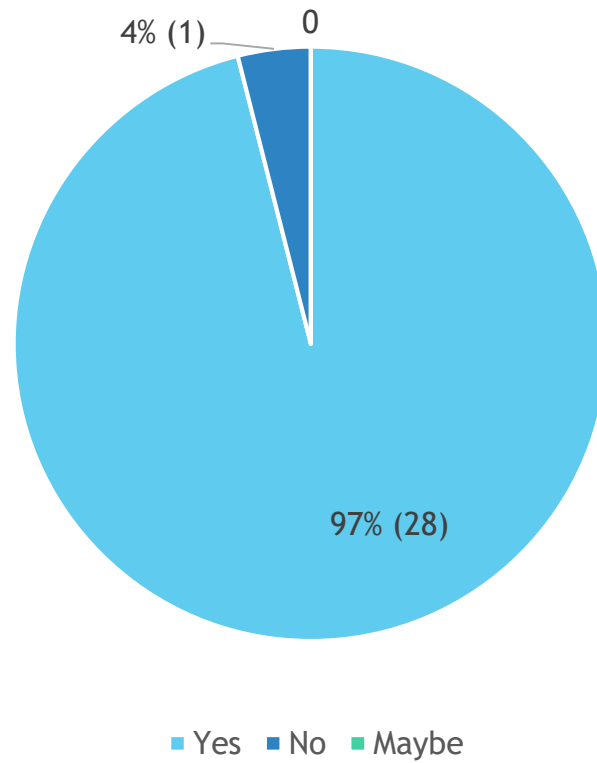
**Health check**  
**none**

**Pollock Park**  
**good variety**

# Do you think a mix of online and face to face activities worked well?



# Do you think there was a good variation of activities?



# Anything different you would like to see?

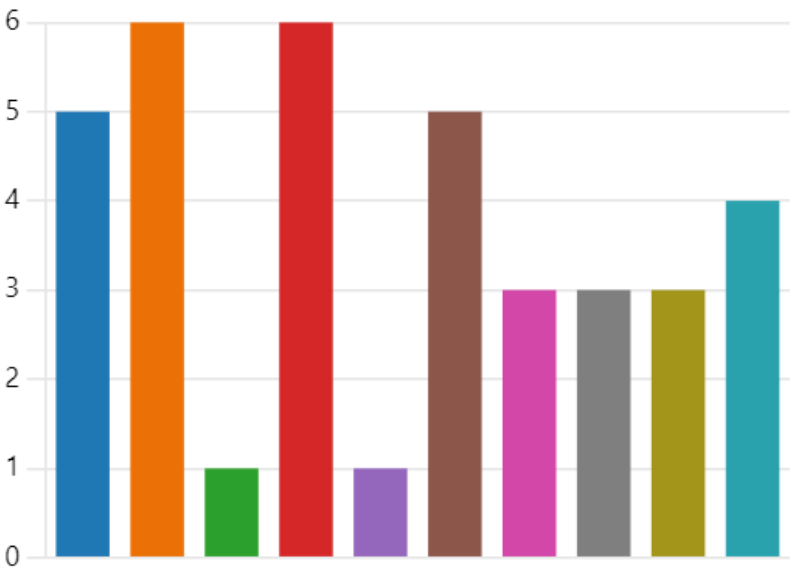
**Key Themes: Gyms open, more complementary therapies and bonding/social activities**

- ▶ No had a good day
- ▶ More activities to help with mental health
- ▶ More complementary therapies and staff bonding activities during the lunch
- ▶ Having the gym open
- ▶ More outdoor activities, park walking/picnics at the other campuses
- ▶ The activities I participated in were excellent
- ▶ Can't think of anything, it's a wide array of activities already
- ▶ College to close so all staff can participate
- ▶ Meditation
- ▶ More people with an interest in different activities coming forward to lead events
- ▶ Yoga at all campuses
- ▶ Cold water therapy/meditation/reiki sessions

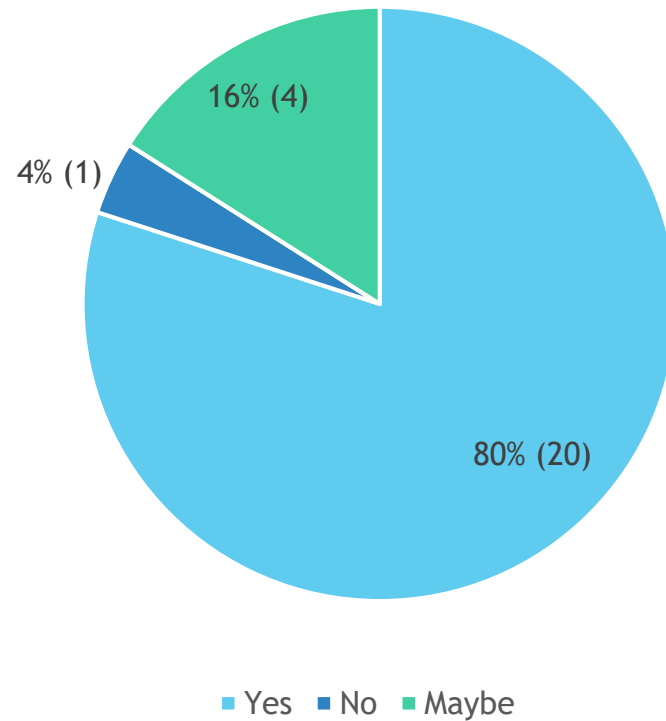


The next 4 questions relate to the wellbeing programme of events that have been running throughout the year. Have you been able to participate in any of the following wellbeing activities (select all that apply).

- The M word- perimenopause an... 5
- Gym/games hall access and exe... 6
- Student hair salon 1
- Student beauty treatments 6
- MOT's for Men 1
- Mindfulness 5
- St Johns basic life support 3
- Healthy eating group 3
- Money Advice Scotland, Citizen... 3
- Information stalls- such as NHS ... 4



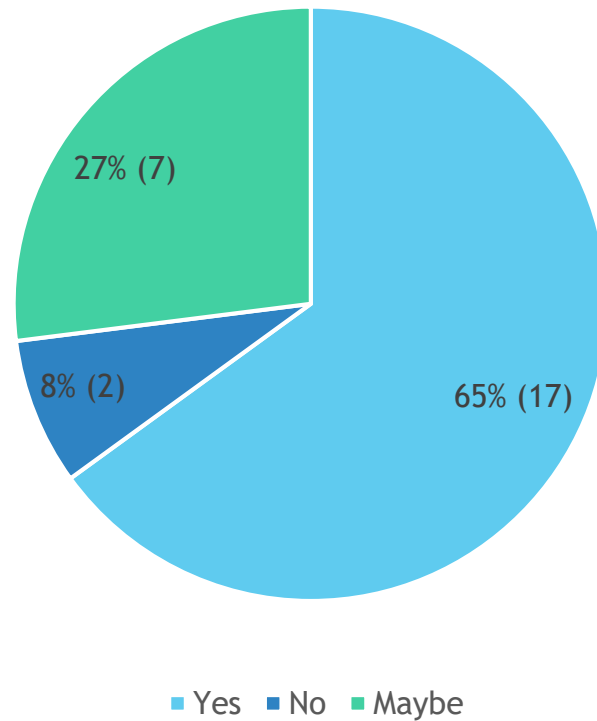
Have you found having more wellbeing activities running throughout the year beneficial?



# Can you please explain your answer to the above question?

- ▶ Helps to keep me focused on my wellbeing throughout the year.
- ▶ I really enjoy being able to use the college gym facilities. I think that this is a real benefit for staff and allows for a happier and healthier workforce
- ▶ I used the gym before the pandemic and would like to use it again, but it's not available on the days I am in college.
- ▶ More information and options for staff, better availability to access the services.
- ▶ Always beneficial but particularly during/post pandemic.
- ▶ Good variation of themes for staff to consider
- ▶ It is good to see the College taking an interest in staff wellbeing particularly in time of uncertainty.

We launched our wellbeing page on the staff intranet in December 2022, have you found this page helpful?



# Any Other Comments?

**Feedback was overall positive- a few comments about gym access and a couple others.**

- ▶ It would be good for the gym to be open for longer periods of time. I understand that there are constraints to this, but if the gym was open before the start and at the end of the work day this could really be beneficial. More classes at the gym would also be a bonus. I feel that these can go a bit under the radar for many staff. Also, if these were available at the end of the work day, it may attract more people
- ▶ Great staff benefits, I hope this continues and grows.
- ▶ Gym access is still very limited at some campuses - for both staff and students and access to showers to encourage more cycling.
- ▶ There may be a wellbeing page but I would imagine most teachers barely have time to get their lunch, and that is usually done in front of their computer screen.

# Any Other Comments? (continued)

- ▶ I hope that the healthy week continues every year it is very much appreciated thank you
- ▶ Thank you very much to all involved in making this event. I thoroughly enjoyed myself and I couldn't believe receiving free gift vouchers for Glasgow Club! I am very grateful and looking forward to more future events.
- ▶ This programme requires to be rolled out more often throughout the year, at present it appears a little "bolted on" and campus specific
- ▶ The health day is great and I hope it stays and grows each year. Having stuff on all year round is also great
- ▶ Thank you to the team for continuing to provide an excellent programme of healthy activities throughout the year :-)
- ▶ It would be nice to be able to take part but having caring responsibilities makes it hard and ask if the day we cant participate are we able to take a day off and volunteer another day?

## Organisational Development Committee

### Schedule of Work 2023/2024

#### Standing Items (every meeting)

<b>For discussion</b>	
Key Performance Indicators Report	
Notes re Support and Teaching JCNC meetings	
Assistant Principal HR Report	
<b>For noting</b>	
Attendance Management Report (annual report discussed at Sept meeting)	
Health and Safety Report	
Organisational Development Report	

<b>20 September 2023</b>
Employer of Choice strategy
Health and Safety Report – annual report for Board
Staffing Profile
Annual Attendance Management Report
Protected Characteristics – recruitment
PDP Completion Report
Staff Engagement Survey
<b>31 January 2024</b>
SFC – Annual Staffing Return
Psychological Safety
Equal Pay Report - discussion
<b>18 May 2024</b>
Equality Mainstreaming Report- including Gender Pay Gap Report
Annual People Report