

The next meeting of the Organisational Development Committee will be held on **Wednesday 29 April 2020 at 4.30 pm.**

The meeting will be held remotely to comply with Covid-19 restrictions.

A G E N D A

20.15	Welcome and Apologies		S Heidinger
20.16	Declarations of Interest		S Heidinger

Minutes of Previous Meeting

20.17	Minutes of Previous Meeting –15 January 2020	P	S Heidinger
20.18	Matters Arising – Action Grid	P	S Heidinger
20.19	Notes from JNC Lecturing and Support Meetings	P	N Patton

Items for Discussion

20.20	Assistant Principal HR Report	P	L McGaw
20.21	Covid-19 Update	P	L Ferries
20.22	Attendance Management Report	P	N Patton
20.23	Organisational Development Report	P	G Crankshaw
20.24	Health and Safety Report	P	G Crankshaw
20.25	KPI Report	P	L McGaw
20.26	Strategic KPIs	P	C McConnell
20.27	Committee Remit	P	CMcConnell

Continual Improvement

20.28	Equalities Impact Assessment on Decisions Made		S Heidinger
20.29	Review of Papers (Including disclosable status)		S Heidinger
20.30	Any Other Business		S Heidinger

Date of Next Meeting: 23 September 2020,
Langside Boardroom

ORGANISATIONAL DEVELOPMENT COMMITTEE MEETING

Date of Meeting	29 April 2020
Paper Title	Assistant Principal, Human Resources Report
Agenda Item	20.20
Paper Number	20.20
Responsible Officer	Lorraine McGaw, Assistant Principal, Human Resources
Status	Disclosable
Action	For Discussion

1 INTRODUCTION

- 1.1 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 function since the last Committee meeting, and which is not covered within other Organisational Development Committee papers.

2 ACADEMIC MANAGEMENT RESTRUCTURE

- 2.1 Phase 2 of the consultation process ended on 4th March 2020 and the publication of the final structure was due to be released on 25th March 2020. The implementation phase, through which the new structure would have been populated, was due to commence on 20th April 2020 with the structure coming into effect on 1st August 2020.
- 2.2 In the light of Covid 19, the release of a final academic management structure has now been delayed, and the timescale to which we were working will be very significantly impacted. Work is still ongoing to prepare a final structure paper and it is intended that this will be discussed with the Trade Union representatives, prior to wider publication, by the end of April 2020.
- 2.3 All staff were notified by Brian Hughes, Vice Principal, Curriculum and External Relations on 3 April that it will not be possible to begin to populate any new structure until into the 2020/21 academic session. In the meantime, until a new structure is populated and implementation of it begins, the status quo will apply with all current post-holders remaining in place until then.
- 2.4 The exception to this will be those individuals who applied for, and took, Voluntary Severance. Arrangements are already in place for those individuals to finish in June. The College received a total of 20 requests for voluntary severance and 12 of them were made offers with 11 of those offers being accepted.

3 NATIONAL SUPPORT STAFF JOB EVALUATION PROJECT

- 3.1 The national picture is that 12 Colleges have had the evaluations commenced by the national team with a number of them having almost complete for the first round (500 posts out of circa 2,700 in total). Given COVID-19, progress has dipped however evaluations are still being undertaken by the 22 trained role analysts across Scotland.
- 3.2 There are circa 7 Colleges, including Glasgow Clyde College, for which the national scoring evaluation process by the trained role analysts has not commenced, however recent advice from Colleges Scotland anticipates that we will be one of the next ones. We are currently sitting at 86% of the College's job evaluation roles complete with 15 questionnaires outstanding. This has been a very significant piece of work for all affected staff within the support staff teams. Those remaining posts where we have questionnaires outstanding are primarily in posts that are cross campus where there has been difficulty in getting the post holders to agree.
- 3.3 I will be notified when the national job evaluation process starts for the College so that we are prepared for any questions coming from the analysts. These will be channelled through HR who will then need to obtain responses from both the line Manager and the relevant post holder(s). Clearly that may be particularly challenging given current circumstances with staff on lockdown.

4 EMPLOYEE ENGAGEMENT SURVEY

- 4.1 Due to the situation with COVID-19 our Employee Engagement survey cycle is currently being reviewed.

5 RISK ANALYSIS

- 5.1 There are no specific risks associated with this paper however there is a challenging process in taking the Academic Management Restructure forward.

6 LEGAL IMPLICATIONS

- 6.1 There are no legal implications associated with this paper.

7 FINANCIAL IMPLICATIONS

- 7.1 The financial implications of delaying the Academic Management Restructure are currently being discussed alongside the wider implications of the impact of the COVID-19 situation on the College's financial sustainability.

8 REGIONAL OUTCOME AGREEMENT IMPLICATIONS

8.1 N/A

9 HAS AN EQUALITY IMPACT ASSESSMENT BEEN CARRIED OUT

9.1 An Equality Impact Assessment has been undertaken on the proposed Academic Management Restructure.

ORGANISATIONAL DEVELOPMENT COMMITTEE MEETING

Date of Meeting	29 April 2020
Paper Title	COVID 19 Update
Agenda Item	20.21
Responsible Officer	Lindsey Ferries, Assistant Principal, Human Resources
Status	Disclosable
Action	For Discussion

1 INTRODUCTION

- 1.1 The purpose of this report is to provide an update to the Organisational Development Committee on the College's response to the recent Coronavirus Outbreak.

2 BACKGROUND

- 2.1 The decision was taken to close all three campuses of the College from 5pm on Friday 20 March 2020. Prior to that date, the Principal had been in regular communication with staff about the unfolding situation during which time the College were following the advice from the Scottish Government and Health Protection Scotland. Also, the Senior Leadership Team and other key staff had been meeting regularly to plan actions including the potential overall closure of the College.
- 2.2 Helpfully in February, a Business Continuity planning training exercise was held so that the College could test out our responses to an emergency scenario. This, although for a very different scenario, turned out to be very useful timing.
- 2.3 The Principal has been in correspondence on an ongoing basis to commend the work of the lecturing and support staff who are aiming to ensure that College students are supported as much as possible during these unprecedented circumstances. There has been a huge amount of activity from across the College to facilitate remote working with extra laptops delivered to staff as required and facilities made available to students via other arrangements. In addition, the College has been supporting staff who may have COVID-19 symptoms, or supporting others at home who have.
- 2.4 A small number of the campus staff are accessing the buildings on a weekly basis to undertake legionella flushing and to carry out security checks. There is no other activity taking place within the College buildings and all maintenance and contractor building works have been postponed.

3 CURRENT STATUS

- 3.1 As at the date of writing this Report, we are in the 4th week of lock down and our current records show that we have 79 staff who are self-isolating and 36 staff who are experiencing Covid 19 symptoms.

4 COMMUNICATION

- 4.1 Communication is clearly of critical importance during these uniquely challenging circumstances. The Principal is in regular contact with all staff emails, which are issued twice per week, and our internal newsletter Clyde Connects is now published weekly (rather than fortnightly as previously). Managers have also been advised to keep in regular contact with their staff and where possible to maximise the use of technology meetings in order to reduce isolation issues.
- 4.2 Frequently Asked Questions were produced by the OD function and a number of HR bulletins have been issued on a range of topics to keep staff informed e.g. volunteering, pay issues, home working, and leave issues. A key focus has been and continues to be to support staff health and wellbeing and regular advice and guidance on this is issued to all managers and staff in our internal newsletter, Clyde Connects.
- 4.3 The College website is also frequently being updated, particularly to keep existing and future students up to date.

5 ONLINE TRAINING

- 5.1 There has been a range of online resources shared with staff to support them with their respective responsibilities. This has included webinars on remote learning and teaching; a variety of free training resources; sharing good practice guides on for example holding online meetings; and refresher training has been held on the VLE. The College is looking to further develop Online Learning for staff over the lockdown period.

6 PAYMENTS TO STAFF

- 6.1 Our primary focus at this time is on the wellbeing of our staff and students. All staff on College Contracts of Employment are receiving full salary.
- 6.2 For the College's catering and cleaning contracts with ISS and Sodexo, we have agreed with the Contractor that their staff will be furloughed and that the College will top up staff payments to 100% (i.e. 20% net costs paid by the College).

- 6.3 The College is currently viewing a small number of categories of College directly employed staff for whom it may be appropriate to consider the option to furlough. We are currently investigating what work can still be delivered by those delivering flexible workforce development funded courses e.g. online classes, preparation of course materials etc. We anticipate the potential College staff numbers involved in this will be small and will be able to provide an update at the meeting.

7 RISK ANALYSIS

- 7.1 There are risks with home working however all Managers were asked to ensure that their staff completed a home working risk assessment in order that the College continues to comply with our duty of care and minimise any health and safety risks.
- 7.2 There is also a risk to the health and wellbeing of staff both due to the scale of the situation and due to the length of period, it may continue. The College is continuing with actions to address this mainly through communication and on line training being offered.

8 FINANCIAL IMPLICATIONS

- 8.1 There are significant financial implications from the Coronavirus and the College shutdown. As indicated above the College closed on 20th March and after that date there will be very few commercial training courses (only a very few on line), no further apprentice training and limited/no Flexible Workforce Development Fund activity. This situation is expected now to continue until the end of the academic session.

9 LEGAL IMPLICATIONS

N/A at present.

10 REGIONAL OUTCOME AGREEMENT IMPLICATIONS

N/A

11 HAS AN EQUALITY IMPACT ASSESSMENT BEEN CARRIED OUT

N/A

ORGANISATIONAL DEVELOPMENT COMMITTEE MEETING

Date of Meeting	29 April 2020
Paper Title	Organisational Development Report
Agenda Item	20.23
Responsible Officer	Gillian Crankshaw, Organisational Development Manager
Status	Disclosable
Action	For Discussion

1 INTRODUCTION

- 1.1 This report provides details of some of the activities of the Organisational Development team in respect of Staff Development since our last report to the Committee in January 2020.

2 LEARNING AND TEACHING PATHWAY

2.1 Stage 1 – Classroom Essentials

Due to the temporary closure of College buildings, the Classroom Essentials programme has been paused and will recommence when the College reopens.

2.2 Stage 2 - Professional Development Award (PDA)

Support for staff undertaking the Professional Development Award is continuing, where possible. SQA have been asked to clarify the position of staff who still require a second teaching observation assessment and if this can be evidenced by another source, e.g. professional discussion.

2.3 Stage 3 - Teaching Qualification in Further Education (TQFE)

The Teaching Qualification in Further Education programme is continuing, with the University of Dundee providing an extension for staff to submit their final coursework.

- 2.3.1 The TQFE programme is currently going through a tendering process. This is for all Colleges across Scotland and is being led by Advanced Procurement in Universities and Colleges (APUC). The timescale for completion is June 2020.

2.4 Stage 4 - Developing Learning and Teaching

This programme has been paused until the College buildings reopen.

3 STAFF LEARNING DAYS

3.1 It is our intention to hold the College's Staff Learning Days in June and are in the process of seeking online courses to ensure we can offer a range of options in our programme.

3.2 Online Training Resources for Staff Homeworking

3.2.1 Access to a range of online learning resources was available to all staff immediately following the announcement that the College was closing its buildings. Links to resources were sent to all staff by email and can be accessed through the staff intranet.

3.2.2 Organisational Development have purchased online training through Skillsboosters. This online training offers a range of courses in Equality, Diversity and Inclusion, Wellbeing, Leadership, Communication and Compliance. Due to the technical nature of making these courses easily accessible through the College Virtual Learning Environment (VLE) we require input from the E-Learning team. They are currently focussed on working with lecturing staff to ensure student learning materials are accessible online. We anticipate however being able to release the courses to staff shortly following the Easter break.

4 COLLEGE VALUES

4.1 The Organisational Development Team have an operational plan in place to assist with embedding the College Values. We are working with the Marketing department on visual images for this which are progressing.

4.2 The values are now fully embedded in the Induction Programme.

4.3 The Organisational Development Team held a workshop with SLT on how they can work to embed the College Values and the leadership behaviours and competencies required to model the values.

4.4 We also held workshops with all College managers to discuss the values, what it means for their teams and provide them some techniques to enable them to have discussions within their teams on how they can embed the values in their work.

4.5 To assist with consistency of message cascading to all staff, a Facilitation Guide and additional resources were given to Managers who were tasked with completing team workshops by the end of February. Managers were to update their Assistant Principal on the progress of these workshops to allow reporting at the Senior Leadership Team meetings.

- 4.6 The Values have been embedded into the Personal Development Planning process.
- 4.7 The Annual Staff Awards process incorporating the Values have been reviewed and will be presented to EMT for discussion and agreement.
- 4.8 The Values based Leadership Framework and Leadership Charter were launched at the College Management Conference in March.
- 4.9 The Values have been incorporated into the Employee Engagement Survey which was due to launch in April but will now take place later in the year.
- 4.10 Work still ongoing includes, embedding the Values in the Human Resources procedures including incorporating the values-based competencies into the interview process.
- 4.11 Internal communication is a key component of embedding the Values and some visuals have been introduced. The Values are now displayed in the public areas of all three campuses, staff email signatures display the Values, computer screens display the Values at sign on, and working with the Marketing team we have introduced Power Point templates incorporating the values.
- 4.12 Organisational Development are working in partnership with Marketing to regularly introduce new communications to ensure the Values remain prominent. The latest initiatives to be introduced are: vinyls will be displayed in the boardrooms at Anniesland and Langside and in each of the meeting rooms in the Business Centre at Cardonald; managers will be provided with laminated posters to be displayed in workrooms and offices in all three campuses.
- 4.13 The values should be at the forefront of all meetings to ensure any decisions made are in line with the Values.
- 4.14 During this time of home working a page has been setup on Workplace to enable staff to share what work they are doing to display the values.

5 LEADERSHIP

5.1 Leadership Charter

As noted above the Leadership Charter was introduced at the College Management Conference (which is the meeting of all managers) in March. The Charter is best characterised as a set of standards that we can hold ourselves and each other accountable to. This will form part of any PDP

discussion for staff in line management positions. The presentation that was given to the College Management Conference is attached in Appendix 1.

5.2 Leadership Framework

Our values-based Leadership Framework was launched at the College Management Conference in March along with the Leadership Charter. This is also contained in the attached Appendix presentation. The Framework lays out the competencies we expect our leaders and managers to have or to work to achieve. There are 3 competencies for each value and behind each of the 12 competencies we have defined a set of behaviours.

5.3 Leadership Programme

The Organisational Development Team have secured funding from GCEF to run a Leadership Programme which will initially be aimed at staff currently in management roles within the College. The team are currently in discussion with the Business Development team to produce a CMI level 5 (scqf level 8) course which would be bespoke to fit with our values and framework. It is hoped that in year two of this programme we could roll this out to aspiring managers.

6 INTRANET

6.1 The Organisational Development team have delivered the new staff intranet with training provided, by the team, to the owners of each team page. The front page has been handed over to the Marketing Department to keep updated.

6.2 The team were due to run a quick poll of staff opinion on the new intranet to ensure any development needs could be addressed before the team fully concluded their part of the project, however, this has been delayed due to the current circumstances with COVID-19.

6.3 Organisational Development will remain involved with the intranet project until staff opinion is collated and development needs are implemented.

7 PERSONAL DEVELOPMENT PLANNING (PDP)

7.1 The team have reminded managers about the Personal Development Plan (PDP) process and tried to encourage Managers and staff to hold their PDP meetings during the College building closure.

7.2 Participating in this process will facilitate productive discussions between Managers and staff and allow them to coordinate development planning for the year ahead.

8 RISK ANALYSIS

There are no specific risks associated with this paper.

9 LEGAL IMPLICATIONS

There are no legal implications associated with this paper.

10 FINANCIAL IMPLICATIONS

There are no financial implications associated with this paper.

11 REGIONAL OUTCOME AGREEMENT IMPLICATIONS

N/A

12 HAS AN EQUALITY IMPACT ASSESSMENT BEEN CARRIED OUT

N/A

People-centred

I will demonstrate respect and trust to ensure the dignity of others promoting open and honest communication

I will be clear that the needs and interests of students, colleagues and stakeholders will be at the forefront of all decision making

I will be visible to my team encouraging and welcoming the views of others to improve my performance and that of my team(s)

I will express my appreciation to others, celebrate their achievements and encourage them to be ambitious for themselves and others

Pioneering

I will create an unrivalled learning experience and work environment, empowering staff to be innovative, ambitious and courageous in their unrelenting pursuit of excellence

I will forge mutually beneficial partnerships to best utilise our resources and realise opportunities

I will foster a culture of restless success throughout the college that seeks to challenge the status quo and deliver improved levels of service

I will identify leading practice, implement it without delay, continually refine and share the learning with others

Principled

I will challenge stereotypes and be proactive in ensuring that fairness, equality and inclusivity are at the heart of the College guiding everything we do

I will confront behaviour that is inconsistent with our values in a constructive and respectful manner

I will consistently deliver on my promises and implement decisions without delay

I will present myself at all times in a manner that is in keeping with my role as a leader and exemplar to others

Passionate

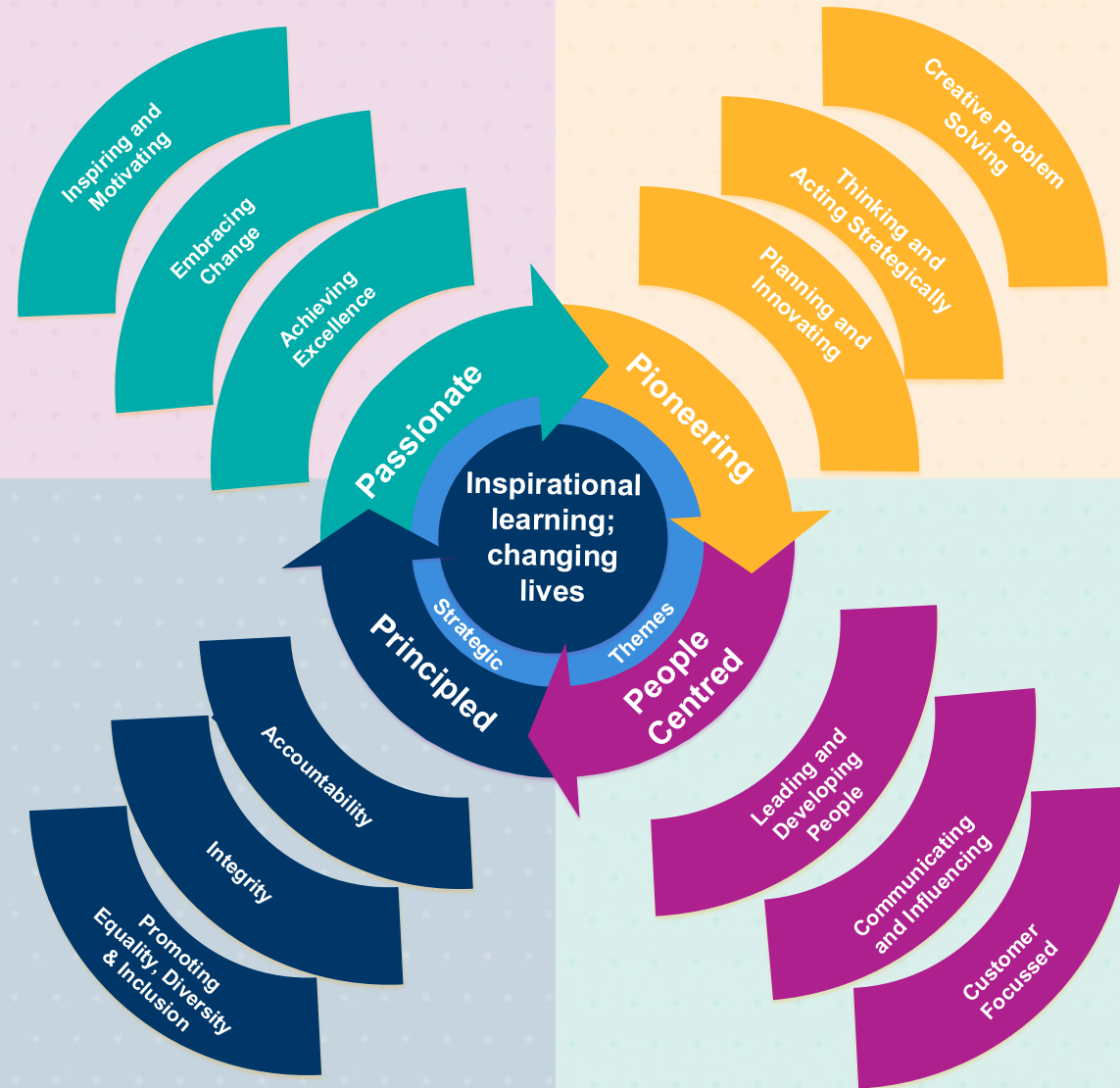
I will be relentless in my ambition to inspire students and colleagues to fulfil their potential

I will act as an ambassador for the College, maximising positive perceptions and opportunities for collaboration

I will maintain a comprehensive knowledge of factors that affect my role and areas of responsibility seeking out and participating in development opportunities

I will lead by example at all times setting challenging targets for myself and my team

Leadership Framework



People Centred Behaviours

Leading and Developing People	Communicating and Influencing	Customer Focussed
Translates strategy into meaningful goals.	Uses clear, simple, inspirational and authoritative language in messages to staff.	Generates and promotes professionalism when dealing with all customers, both internal and external.
Inspires others, leading by example, developing and demonstrating the college values and fostering a sense of collective ownership.	Communicates honestly and authentically to develop trust.	Understands and applies high standards.
Pushes self and others to achieve their goals, acknowledging success and achievement.	Maintains effective networks locally, nationally and where appropriate internationally.	Monitors current and future developments within the sector and in particular competitor activities.
Is visible, approachable and instils mutual trust and confidence.	Demonstrates an open, respectful and professional approach.	Evaluates and reviews the customer service model and service standards, making continuous improvements.
Seeks and acts on feedback from a wide range of perspectives for self and team development	Demonstrates courage and commitment in presenting ideas.	Takes into account the needs of students, colleagues and stakeholders when making decisions
Provides constructive feedback to others.	Listens and values other people's views and encourages creativity.	Promotes the services offered through effective marketing.
Uses a range of approaches to encourage accountability and personal responsibility in all staff.	Can clearly explain the rationale for a decision.	Leading by example instils a high level of service for internal and external customers.

Pioneering Behaviours

Planning and Innovation	Thinking and Acting Strategically	Creative Problem Solving
Ensures transparency, accountability, and the best use of resources.	Explores the likely effects of the external environment on strategy and mitigates or takes advantage of them accordingly.	Is proactive in anticipating and providing creative solutions to problems.
Implements strategic objectives in line with the College Strategic Plan.	Encourages ideas from all areas of the college to inform strategy and objectives.	Evaluates decisions to determine the impact, learning from the consequences of decisions.
Monitors College performance against strategic plans and objectives to maintain focus on key activities.	Uses a variety of approaches to assess the consequences and impact of proposed strategies.	Seeks critical information and consults with others to meet a goal, solve a problem or avoid a risk.
Creates a collaborative environment empowering staff to challenge the status quo, be ambitious, innovative and courageous.	Forges partnership agreements to realise opportunities.	Where appropriate makes decisions and takes action without procrastination.
Ensures teams are appropriately skilled, managed and resourced to operate effectively within budget to achieve strategic goals.	Communicates the future requirements of the College and engages staff in a shared vision.	Encourages others to use their initiative and creativity.
Identifies, implements and shares best practice and encourages other to do so.	Makes and implements strategic decisions based on the College Vision, Mission and Values.	Takes calculated risks to improve performance or achieve a challenging goal.
Considers how current policies, procedures and work practices might be affected by new strategic directions.	Translates the vision for a programme/project into a clear strategy.	

Principled Behaviours

Accountability	Integrity	Promoting Equality, Diversity & Inclusion
Displays a strong commitment to the success of the College and inspires others to commit to goals.	Treats others in a fair, consistent, open and honest manner respecting and maintaining confidentiality.	Promotes equality, diversity and inclusiveness advocating for others and striving to eliminate barriers across the College.
Holds self and others accountable for making decisions in line with legislation and College Policy.	Has respect for others' knowledge and experience and listens.	Challenges inappropriate behaviour, encouraging and supporting others to do so.
Promptly addresses unacceptable or unethical behaviour.	Encourages staff to value and respect each other, challenging those who do not.	Supports fair treatment and equal opportunity for all, respecting the talents and contributions of all individuals.
Acknowledges and learns from mistakes without blaming others.	Builds trust through modelling behaviours.	Understands and ensures staff are up to date with relevant EDI legislation and policies.
Implements decisions without delay.	Delivers difficult messages with openness and honesty.	Is pro-active in integrating equality, diversity and inclusivity into policies, procedures and work practices.
Is clear on responsibilities, maintaining and promoting high standards at all times.	Creates a culture that fosters high standards of ethics by behaving in a fair and ethical manner toward others.	Finds solutions that are acceptable to diverse groups with conflicting interests and needs.
Communicates the importance of compliance and the implications of non-compliance.	Presents a professional image and inspires others to do the same.	

Passionate Behaviours

Achieving Excellence	Embracing Change	Inspiring and Motivating
Continuously strives for excellence by seeking areas for business improvement.	Leads the vision for change with commitment and enthusiasm.	Motivates self and others to develop and make continuous self-improvement.
Drives improvement in customer perceptions of the College, seeking external recognition where possible	Manages change in a confident manner reducing the concerns experienced by others by clarifying priorities.	Congratulates staff on success and excellent work and makes work fun
Leads by example inspiring others to identify key goals and use their talents to achieve those goals.	Takes into account different motivations and reactions when planning and implementing change.	Encourages staff to take advantage of opportunities for progression.
Proactively advances own professional expertise through keeping abreast of current and future developments in my area of expertise.	Continuously assesses and analyses the gap between the current state and the College Vision, initiating change programmes to achieve long term goals.	Enthusiastically represents the college increasing positive perceptions and taking advantage of opportunities for collaboration.
Develops processes that improve productivity and eliminates non-value-added activities.	Facilitates a positive and flexible approach to change programmes ensuring effective, sustained change is achieved.	Acts as a coach.
Responds to setbacks in a positive manner and is resilient in the face of difficulties.	Uses self-awareness and feedback to understand how to change self to help achieve change in others.	Fosters independence in others and shows confidence in the ability of staff.
	Establishes and uses different communication channels to disseminate the rationale for change and to celebrate achieving change.	Suggests and asks for others' ideas to improve quality, efficiency and effectiveness.

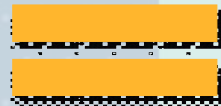
How Does it all Fit?

PDP discussions for College Management Staff

Leadership Framework



**Management Training
Optional and Mandatory**



Leadership Charter

**Relevant courses from
Leadership and Management
Development Programme**

Leadership and Management Development Programme

**Certificated
Option**

**Action
Learning Sets**

**Job
Shadowing**

Masterclass

**Reflective
Learning**

**Innovation
Visits**

Leadership and Management Development Programme March – September 2020

March

- Promoting Equality, Diversity & Inclusion
- **Innovation Visits**

May

- **Leading & Developing People - Effective Delegation**
- **Accountability - Risk Assessment, Accident/Incident Investigation**

June

- **Communicating and Influencing - Microsoft Teams**
- **Achieving Excellence - Recruitment and Selection**

September

- **Launch of Certified aspects of Programme**



People-centred



Pioneering



Principled



Passionate

ORGANISATIONAL DEVELOPMENT COMMITTEE MEETING

Date of Meeting	29 April 2020
Paper Title	Health and Safety Report
Agenda Item	20.24
Paper Number	20.24A, 20.24B, 20.24C
Responsible Officer	Gillian Crankshaw, Organisational Development Manager
Status	Disclosable
Action	For Discussion

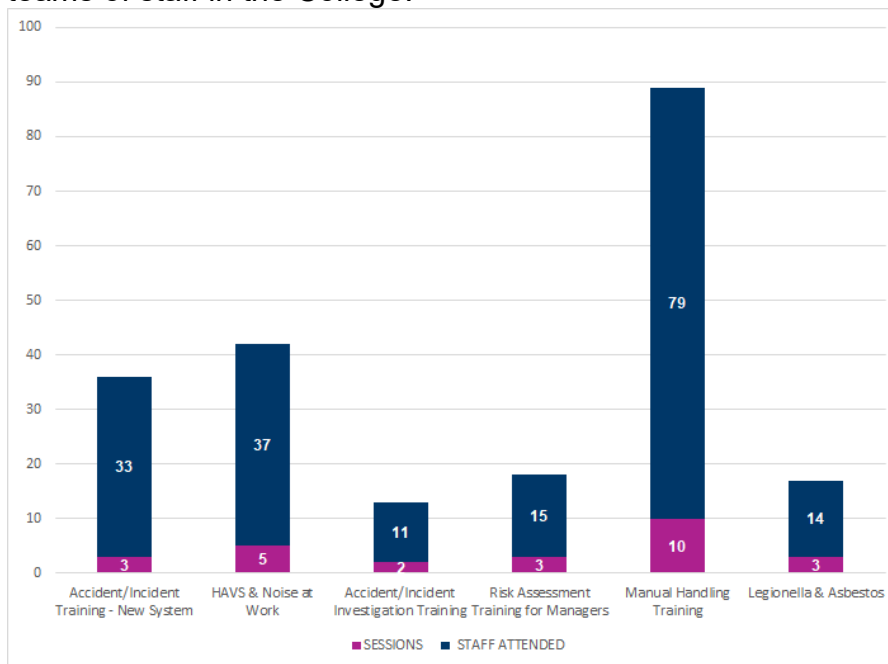
1 INTRODUCTION

- 1.1 This report covers activity undertaken by the Organisational Development team in relation to Health & Safety since the last report to the Committee in January 2020.

2. HEALTH AND SAFETY REVIEW

- 2.1 As reported at the Organisational Development Committee in January, all Policies, Procedures and Guidelines under the remit of the Health and Safety team are under a full review, with a training programme to support implementation.
- 2.2 The team have now finalised 16 of the aforementioned documents, and the training for many of these commenced in late November. The remainder of the procedures are at various stages including some being with Unions for consultation and some with the Quality Department for checking.
- 2.3 A total of 15 Heads of Curriculum/Department and Managers have completed the Risk Assessment training. This has resulted in a marked improvement in the understanding of the need to carry out/ update appropriate risk assessments for Faculty/Department activities. This is evidenced in the increase in numbers of risk assessments now being completed by these trained staff in their areas of responsibility and requests for support in carrying out appropriate risk assessments for College-led external activities.
- 2.4 The graph below shows the number of training sessions that have already been delivered and the number of staff attending them. Many of the sessions are delivered to specific teams for example HAVS and Noise at work are relevant to very specific

teams of staff in the College.



2.5 Due to the closure of the campuses in relation to COVID-19 the training, which was scheduled from March to June 2020, will unfortunately have to be rescheduled to take place when the College staff return.

3 ACCIDENT AND INCIDENT REPORTING SYSTEM (AIR)

3.1 Our online accident and incident reporting system is now live and being used by staff. The team are finding it much easier to use and record progress of investigations and actions.

3.2 A Guidance Note on the operation of the AIR system was circulated to all staff at the start of March 2020 and staff members have responded positively by reporting a number of incidents on the AIR system.

3.3 Following the launching of the online AIR system and face to face training given to some key staff (First Aiders, Heads of Curriculum/Department and Department Managers) in its operation, there has been a noted change in the level of awareness and recognition of incidents to be reported. Two near miss events were recorded by the end of February 2020 and these were promptly investigated.

3.4 The OD Team will develop the reporting side of the system with the College Systems Development team to allow us to be able to provide more detailed reports to the Health and Safety and

Organisational Development Committees. The Systems Development team will also be able to link the online records to the College's dashboard which is in development.

- 3.5 The Systems Development team are currently working on making the Hazard Observation and Near Miss reporting side of the system accessible for students. The Organisational Development team will run an information campaign to go along with this when it is available for launch. We work closely with the Students Association and we will engage with them to assist with the launch.

4 STATISTICS

4.1 Accident Statistics

- 4.1.2 The accident statistics from 1 November 2019 – 31 January 2020 are attached (Appendix 1). Comparisons made are against the 3 month period December 2018 to February 2019.

- 4.1.3 The total number of accidents/incidents reported in the period was 31. In the period December 2018 to February 2019, the number was 28.

- 4.1.4 Over this period there was 1 accident reported to the HSE (RIDDOR – Reporting of Injuries, Diseases and Dangerous Occurrences Regulations).

- 4.1.5 The highest category of accidents was machinery/tool cuts with 18 in the period. For the period December 2018 to February 2019, the highest category was also Machinery Tool Cuts with 11 recorded incidents.

- 4.1.6 With the increased involvement of Heads of Curriculum and Senior Lecturers in the accident investigation process we have seen improvements in the responses to accidents for example on immediate actions taken. This is underpinned by repeat demonstrations of safety procedures that are part of the course induction procedure.

- 4.1.7 Over the period 1 November 2019 – 31 January 2020, 4 accidents required hospital attention.

4.2 First Aid Call Outs

- 4.2.1 Over the period 1 November 2019 – 31 January 2020 the College First Aiders have attended 65 calls and 31 of these were accidents, which are recorded in the accident statistics. Details of first aid call outs are attached (Appendix 2). For the similar

period last year, the first aiders attended 48 call outs of which 28 were recorded accidents.

4.3 Near Miss Reports

4.3.1 The total number of near misses reported in the period 1 November 2019 – 31 January 2020 was zero (Appendix 3). For the period December 2018 to February 2019, the number was also zero. We have been promoting the need for near miss reporting through posters and discussions with teams and will continue to promote this through the launch of the online reporting system.

5 SERVICE DESK PROVISION

5.1 From 1 November 2019 – 31 January 2020, 30 health and safety service desks requests have been logged. Of these 27 have been completed and closed and 3 requests are currently active. The highest volume of requests were for First Aid Alerts. This positive response follows a number of meetings held between the Health and Safety team and several Departments/Schools, where the roles and responsibilities of staff towards colleagues and students were clarified and explained.

5.2 Discussions have taken place with MIS who are responsible for recording student data and some Assistant Principals, to discuss and develop more effective means of ensuring that everyone with a medical condition who may need support whilst on campus is properly identified, the relevant details captured and made readily accessible to the College First Aiders and the Senior Lecturers responsible for the students.

6 FIRE RISK ASSESSMENT

6.1 Fire risk assessments have been undertaken, by an external contractor, for the College's three campuses. The reports from which an action plan has been created for remedies are being shared for the Estates team to allow preliminary works on the recommendations to begin. The Organisational Development team will report on the progress of actions to the College Health, Safety and Safeguarding Committee until all actions have been addressed.

7 COVID-19

- 7.1 During the Business Continuity meetings of the COVID 19 situation, the Organisational Development team were represented on the Crisis Management team by the Organisational Development Manager and the Senior Health and Safety Officer to ensure the team could be involved in providing the necessary advice to the Senior Leadership Team.
- 7.2 The team had the initial lead in communicating information on the changing message in relation to COVID-19 and set up a dedicated area on the Staff Intranet where staff could find FAQ and links to government information.
- 7.3 In response to the evolving situation with the outbreak of COVID-19 in the UK and the transition to homeworking for most College staff, the Health and Safety team developed a Home Working Risk Assessment Checklist, which was circulated to all staff in the course of the week that staff began to work from home.
- 7.4 The Checklist afforded Line Managers an opportunity to discuss directly with their team members their arrangements for working from home in order to ensure that the duty of care requirement of Health and Safety legislation was addressed despite the change in the operating environment.
- 7.5 Furthermore, a specific risk assessment to cover the activities of staff within the Estates Department, responsible for carrying out essential site maintenance and statutory premises management duties during the College closure, was completed in collaboration with the Head of Estates and shared with the relevant staff.

8 RISK ANALYSIS

- 8.1 The risks for the Health and Safety team at the current time relate to staff homeworking, however, as reported above all staff were required to complete a homeworking risk assessment and discuss any concerns with their line manager. In addition, staff were reminded of the Health and Safety Service Desk which is being monitored as normal.

9 LEGAL IMPLICATIONS

- 9.1 There are no specific legal implications associated with this paper and its contents.

10 FINANCIAL IMPLICATIONS

- 10.1 The financial implications for the Organisational Development team in respect of Health and Safety this year come from staff time for delivery of training.

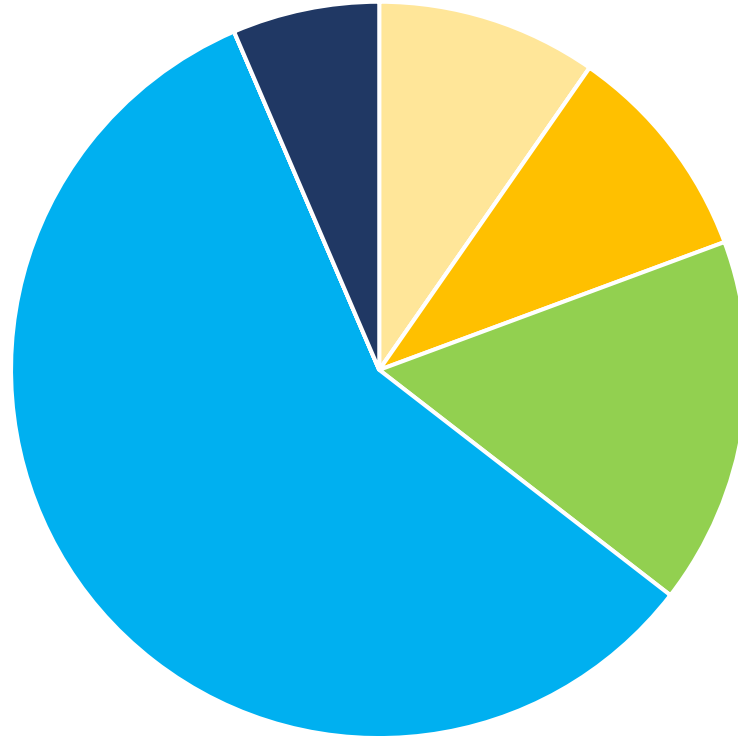
11 REGIONAL OUTCOME AGREEMENT IMPLICATIONS

- 11.1 N/A

12 HAS AN EQUALITY IMPACT ASSESSMENT BEEN CARRIED OUT

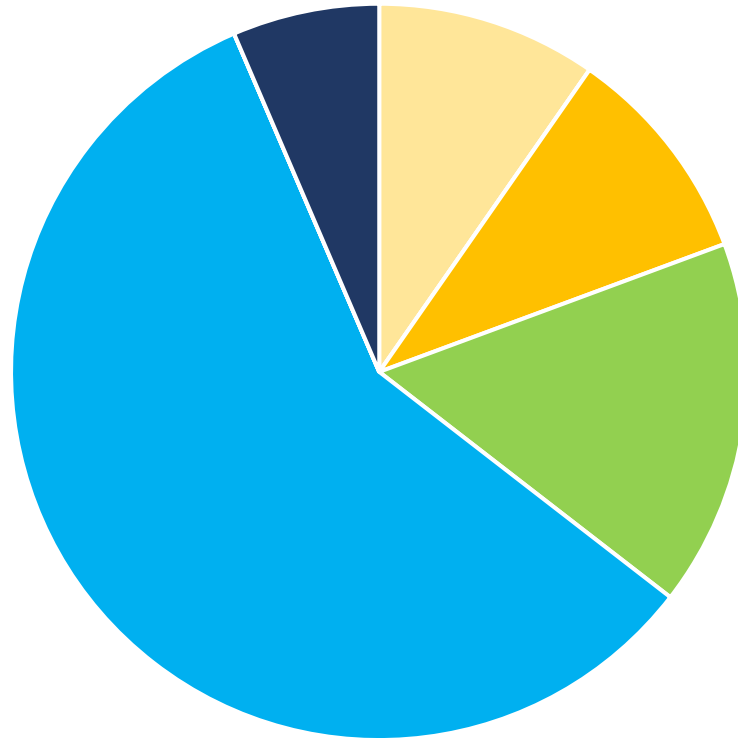
- 12.1 Equality Impact Assessments are undertaken for each new procedure being developed.

Accident Category



- Slip / Trip / Fall
- Manual Handling
- Burns / Scalds
- Cuts
- Machinery/Tool Cuts
- Eye Injuries
- Physical/Verbal Assault
- Other

Accident Category



- Slip / Trip / Fall
- Manual Handling
- Burns / Scalds
- Cuts
- Machinery/Tool Cuts
- Eye Injuries
- Physical/Verbal Assault
- Other

Health & Safety

Near Misses for Glasgow Clyde College

1 November 2019 – 31 January 2020

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

ORGANISATIONAL DEVELOPMENT COMMITTEE MEETING

Date of Meeting	29 April 2020
Paper Title	KPI Report
Agenda Item	20.25
Paper Number	20.25A
Responsible Officer	Lorraine McGaw, Assistant Principal Human Resources
Status	Disclosable (except HR KPIs)
Action	For Discussion

1 REPORT PURPOSE

- 1.1 The attached paper provides an update on the Key Performance Indicators for the second quarter of 2019/20, which are either reported for each quarter or for the full year based on the individual KPI and how it is monitored and reported. For data protection purposes, the Committee are asked to support the recommendation that the Human Resources Management KPIs are non-disclosable.

2 KEY PERFORMANCE INDICATORS

2.1 Occupational Health Surveillance

Our Occupational Health provider, Integral were unable to offer appointments until January 2020 hence the completion rates for these are zero in quarter 1 and low in quarter 2. These appointments were being scheduled between January and March however have now all had to be cancelled given the College closure.

2.2 Health and Safety On Line Induction Completion Rates

In October 2019, the College increased the escalation process where there was non-completion of the Health and Safety on line induction. There was an improvement in the completion rates in the second quarter and this will continue to be closely monitored. There will now be no new starts from end March due to the lockdown period.

2.3 Number of Accidents Reported

There were 31 accidents reported in quarter 2 which compares to 28 for the same period in 2018/19.

2.4 Staff On Line Induction Completion Rates

The College continued to encourage staff with management involvement to complete the general on line induction within acceptable timeframes through quarter 2.

2.5 Working Days lost through Sickness Absence

The figure for working days lost through sickness absence for quarter 2 is 5.52% which is a 0.41% decrease on the same period last year which was a figure of 5.93%. The Human Resources team continued to work with line managers and staff through quarter 2 to facilitate early returns to work where possible.

2.6 Working days lost to work related stress

This separate KPI has been added for 2019/20 at the request of the Organisational Development Committee. A target figure has not yet been set.

2.7 Protected Characteristic Reporting Data

This figure remains unavailable at this time.

2.8 % Permanent Staff Turnover

The Committee asked for the target figure to be set at 5% for this KPI and this has been actioned. The turnover figure is 1.52% in the second quarter.

3 RISK ANALYSIS

There are no specific risks associated with this paper.

4 LEGAL IMPLICATIONS

There are no specific legal implications associated with this paper.

5 FINANCIAL IMPLICATIONS

There are no specific financial implications associated with this paper.

6 REGIONAL OUTCOME AGREEMENT IMPLICATIONS

There are no specific Regional Outcome Agreement implications associated with this paper.

7 HAS AN EQUALITY IMPACT ASSESSMENT BEEN CARRIED OUT

N/A

Key Performance Indicator	Reporting	Target	2017/18	2018/19	2019/20 Quarter 1	2019/20 Quarter 2	2019/20 Quarter 3	2019/20 Quarter 4
HEALTH AND WELLBEING								
Occupational health surveillance baseline test completion for at risk areas	Quarterly	100% actioned within 2 months of start date	30%	54%	(*1) 0%	8%		
Participation rate of staff in Healthy College events	Annually	All staff participation	321 (sessions)	(*2) 106				
HEALTH AND SAFETY								
Health and Safety induction completion rates	Quarterly	100% within 1 month	71%	30%	(*3) 30%	(*4) 69%		
Number of Near Misses Reported	Quarterly	Increase awareness of reporting	N/A	N/A	3	0		
Number of Accidents Reported	Quarterly	Increase awareness and reporting	84	97	30	31		
DEVELOPMENT AND TRAINING								
Staff induction completion rates	Quarterly	100% within 2 months	61%	51%	(*5) 13%	(*6) 44 %		
% of probationary/progress reviews completed at 3 months	Annually	100%	90%	72%				
% of probationary/progress reviews completed at 6 months	Annually	100%	49%	88%				
% of successful probationary/progress reviews	Annually	95%	49%	88%				
Support Staff PDP completion rate (%)	Annually	95%	N/A	22%				
Average days training/CPD uptake per employee	Annually	3 days per staff member	Data Unavailable	Data Unavailable				
Level of permanent teaching staff with TQFE	Annually	90%	79%	74%				
Lecturing staff PDP completion rate	Annually	95%	N/A	24%				
SICKNESS ABSENCE								
Working days lost through sickness absence	Quarterly	4%	3.65%	4.59%	4.95%	5.52%		
Working days lost to work related stress	Quarterly	TBC	N/A	N/A	13%	13%		
STAFF DIVERSITY PROFILES								
Protected characteristic data recorded	Quarterly	85%	TBC	TBC	TBC	TBC		
Equal Pay (Gender Pay Gap)	Annually	Less than 5.0%	5.77%	6.00%				
RECRUITMENT AND RETENTION								
% Permanent staff voluntary turnover	Quarterly	5%	3.54%	4.44%	4.66%	1.52%		
Staff engagement level	Annually	Target 10 - full staff engagement	6.3					
Average number of applications per advertised external vacancy	Annually	more than 8 average per vacancy	11	12				
DATA REDACTED								

*1 The OH Provider was unable to give appointments until January

*2 The HC Day was reduced to 1 event which had higher participation than previous years

*3 This percentage decreases to 29% when including Temporary and Evening Lecturers

*4 This percentage decreases to 58% when including Temporary and Evening Lecturers

*5 This percentage increases to 17% when including Temporary and Evening Lecturers

*6 This percentage decreases to 29% when including Temporary and Evening Lecturers

Items to be reported to Committee – Non KPI data

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

ORGANISATIONAL DEVELOPMENT COMMITTEE MEETING

Date of Meeting	29 April 2020
Paper Title	Strategic KPIs – Theme No 4
Agenda Item	20.26
Paper Number	20.26; 20.26A
Responsible Officer	Christine McConnell
Status	Disclosable
Action	Recommendation

1 REPORT PURPOSE

The Purpose of this report is to ask the Committee to consider “Theme 4 – “Employer of Choice” of the draft Strategic KPIs as presented to the Board of Management at its meeting on 18th March 2020 and contained in Appendix 1.

2. RECOMMENDATION

The Committee is asked to consider the relevant KPIs under the heading “Theme 4- Employer of Choice” and make recommendations to the Board for its meeting on 10th June 2020 on the suitability, or otherwise, of the proposed KPIs to monitor the Nine Strategic Objectives listed.

3. BACKGROUND

3.1 At its meeting on 18 March 2020, the Board considered a suite of KPIs to facilitate the monitoring of the implementation of the College’s Draft Strategic Plan.

3.2 The Board asked a number of Committees to consider the draft KPIs most relevant to its subject area. Accordingly, the Board asked the OD Committee to consider the KPIs listed under Theme 4- Employer of Choice.

3.3 The Board specifically asked the Committee to consider which of the KPIs should be reported to the Board annually to allow the Board to monitor progress. The KPIs highlighted in red in the paper forming Appendix 1 were proposed as being appropriate for annual monitoring by the Board,

4. RISK ANALYSIS



The Strategic Plan is underpinned by the College Strategic Risk Register. Activity is underway to align the content of the Register with the strategic objectives contained in the new Strategic Plan. The involvement of the Board's Committees in the further development of KPIs and targets is expected to highlight where any new or emerging areas of risk may need to be considered. There are no specific risks associated with the content of this report.

5. LEGAL IMPLICATIONS/ FINANCIAL IMPLICATIONS/ REGIONAL OUTCOME AGREEMENT IMPLICATIONS

There are no specific implications associated with the content of this report.

6. HAS AN EQUALITY IMPACT ASSESSMENT BEEN CARRIED OUT

An Equality Impact Assessment has been carried out on the Strategic Planning Framework and no matters of concern were identified.

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Glasgow Clyde College
Strategic Planning Framework 2019/20 – 2024/25

DRAFT Key Performance Indicators

Strategic Theme: 1 - Inspirational Learning and Teaching

Strategic Objectives	Proposed Key Performance Indicators
1 <i>To ensure that learning, teaching and assessment practices are highly effective, engaging and facilitate personalisation and choice for students.</i>	<ul style="list-style-type: none"> • Number of teaching staff engaging in annual classroom observation • % of students highly satisfied with their learning experience. • % of students who believe the way they are taught helps them learn.
2 <i>To facilitate a learning community, which is unrelenting in its desire to improve professional, practice and which sets clear expectations using the Professional Standards for Lecturers.</i>	<ul style="list-style-type: none"> • % of staff undertaking an agreed level of CPD sessions directly related to the Professional Standards for Lecturers • % of teaching staff who are registered with GTCS
3 <i>To achieve the highest levels of stakeholder satisfaction for the quality of teaching practice and service.</i>	<ul style="list-style-type: none"> • % of external stakeholders satisfied with the quality of the teaching they receive.
4 <i>To develop the confidence and competence of staff to utilise digital technology and relevant data analytics to enhance teaching, learning and assessment.</i>	<ul style="list-style-type: none"> • % of teaching staff self-declaring as 'confident' in utilising digital technologies • % of students satisfied with digital learning approaches on their course.
5 <i>To establish a career-long professional learning pathway for all teachers using observation and reflection to develop and strengthen approaches.</i>	<ul style="list-style-type: none"> • % of teaching staff engaging annually in a Peer Learning programme. • Number of staff successfully completing Profession Learning programmes • % of teaching staff who hold TQFE or equivalent recognised qualification.
6 <i>To ensure excellence in approaches to assessment, feedback and progress monitoring.</i>	<ul style="list-style-type: none"> • % of successful EV visits • % of students satisfied with assessment practice and feedback approaches.
7 <i>To create an environment where teachers are encouraged to take innovative approaches to learning and develop student and partner centred engagement practices, which promote the wider ownership of learning.</i>	<ul style="list-style-type: none"> • Number of staff undertaking Open Innovation visits • % of students satisfied with their influence and opportunity in shaping learning experience. • % of external stakeholders satisfied with the quality of engagement from the college
8 <i>To enjoy the benefits of a vibrant and pioneering research activity, which is focused on improving the quality of teaching, learning and assessment.</i>	<ul style="list-style-type: none"> • Number of staff attending Learning & Teaching 'Good Practice' workshops. • % of staff satisfied with their experience of the Research and Development Programme.

Strategic Theme: 2 - Partner of Choice

Strategic Objectives	Proposed Key Performance Indicators
1 <i>To increase opportunities for those in the most disadvantaged communities to remove barriers to participation, widen access to provision and build strong, resilient and prosperous communities</i>	<ul style="list-style-type: none"> • % of credits delivered to residents of SIMD 10 postcodes. • % of successful SIMD10 students. • % of credits in CLD provision. • % of Credits at SCQF levels 1-5
2 <i>To co-create an economy-led curriculum where the content of courses, approaches to delivery and student experiences meet employer needs and regional economic priorities</i>	<ul style="list-style-type: none"> • % of credits delivered in each of the Region's Economic Sectors. • % of employers who are satisfied with the service they receive from the College • % of full-time students with active MyWoW accounts.
3 <i>To establish externally recognised centres of vocational excellence (CoVE), which are aligned to the key regional economic priority sectors.</i>	<ul style="list-style-type: none"> • Number of CoVEs with External Accreditation. • Number of courses with External Accreditation.
4 <i>To address the needs of employers through growth in Apprenticeship provision at all levels and a responsive portfolio of training services which provide upskilling and reskilling opportunities to support inclusive economic growth.</i>	<ul style="list-style-type: none"> • Number of MA starts for which the College is the Managing Agent • Number of MA starts sub-contracted by other Managing Agents. • Number of FA starts in partnership with Schools/ Local Authorities. • Number of successful FWDF engagements leading to in-work upskilling opportunities for employers/employees.
5 <i>To work in partnership with Schools, other Colleges and Higher Education Institutions to ensure that our curriculum supports seamless progression and full articulation for our students.</i>	<ul style="list-style-type: none"> • Number of formal articulation agreements with HE Institutions that guarantee advanced standing for HN students. • % of successful HN students articulating to degree courses with advanced standing. • % of pupils on school-link programmes entering our FT provision the following year. • % of 'Early withdrawal' for students entering our FT provision directly from School. • % success rates of students entering our FT provision directly from Schools. • Number of students entering our courses from other Glasgow colleges. • Number of students progressing from our courses to other Glasgow colleges.
6 <i>To develop and deliver a programme of participant-funded courses which meet the needs and interests of our communities.</i>	<ul style="list-style-type: none"> • Number of participant funded courses on offer. • Number of participants enrolled on participant funded courses. • % satisfaction on participant funded courses. • Income achieved through participant funded courses.
7 <i>To support Glasgow Clyde College Student Association to maximise their contribution to meeting the needs of our student population.</i>	<ul style="list-style-type: none"> • Number of Class Reps actively engaged in meetings. • % of student satisfied that GCCSA influences change for the better (from SFC annual survey).

Strategic Theme: 3 – Unrivalled Student Experience

Strategic Objectives	Proposed Key Performance Indicators
1 <i>To create inclusive and caring learning environments that promote and develop the diversity, wellbeing and resilience of our students.</i>	<ul style="list-style-type: none"> • % of BME students. • % of students with a declared disability. • % of students with declared Care Experience. • Number of students receiving support in Learning Inclusion. • % students who believe they are treated equally and fairly.
2 <i>To inspire and consistently support students to achieve the highest levels of retention, attainment and positive destinations.</i>	<ul style="list-style-type: none"> • % of FE level students completing a qualification (retention). • % of HE level students completing a qualification (retention). • % of FE level students fully achieving a qualification. • % of HE level students fully achieving a qualification. • % of full-time college qualifiers in work, training and/or further study 3-6 months after qualifying. • % gap in performance level of Care Experienced students (retention and achievement) • % gap in performance level of BME students (retention and achievement) • % gap in performance levels of disabled students (retention and achievement) • % gap in performance levels by student gender (retention and achievement)
3 <i>To achieve sector-leading levels of student engagement and satisfaction.</i>	<ul style="list-style-type: none"> • % of students overall, satisfied with their College experience. • % of students participating in the SFC student satisfaction survey.
4 <i>To ensure students are career-ready and resilient through curriculum which is enhanced by outstanding careers information, advice and guidance throughout their student journey.</i>	<ul style="list-style-type: none"> • Number of students engaged in professional careers activity. • % of students who feel College has helped them developed knowledge and skills for the workplace.
5 <i>To ensure that, where appropriate, every course offers the opportunity for students to prepare for employment through work placements, work simulation, industry visits and engagement with employers.</i>	<ul style="list-style-type: none"> • % of full-time students with substantial 'work placement experience' as part of their programme of study. • % of students who feel that their time at College has helped develop knowledge and skills for the workplace.
6 <i>To ensure that students develop the knowledge and skills to participate and excel in skills competitions and awards.</i>	<ul style="list-style-type: none"> • Number of students participating in skills competitions and awards at regional and national levels. • % of participants in skills competitions and awards who are successful
7 <i>To deliver an exceptional student journey which is created in partnership with the Glasgow Clyde College Student Association through a vibrant programme of enrichment activities that create a sense of belonging.</i>	<ul style="list-style-type: none"> • Number of student enrichment activities organised by GCCSA. • % of students who feel GCCSA influences change for the better. • % of students who identify as having a sense of belonging.
8 <i>To invest in facilities, study spaces and recreational places to support students to enjoy, thrive and be inspired.</i>	<ul style="list-style-type: none"> • Annual expenditure on estate maintenance and development • % of students who are satisfied with the quality of facilities, study spaces and recreational area within the College.

Crosscutting Theme: 4 – Employer of Choice

Strategic Objectives	Proposed Key Performance Indicators
1 <i>To nurture a values-based culture throughout the College where the contributions of all members of staff are encouraged and respected.</i>	<ul style="list-style-type: none"> • % of staff reporting that the College culture reflects the agreed Values • % of staff declaring against key protected characteristics; <ul style="list-style-type: none"> ○ Sexual Orientation ○ Disability ○ Race • % mean gender pay gap
2 <i>To promote an environment where innovation, collaboration and challenge are encouraged, celebrated and valued.</i>	<ul style="list-style-type: none"> • Number of nominations made for internal and external awards. • Number of staff ideas/suggestions formally received.
3 <i>To attract, develop and retain appropriately qualified, experienced and motivated members of staff who are the embodiment of our values</i>	<ul style="list-style-type: none"> • Number of posts that require re-advertising (ie hard to fill posts). • % of permanent staff voluntary turnover.
4 <i>To strive to ensure that the College workforce are representative of our local communities and in aspects of their employment experience equality is ensured.</i>	<ul style="list-style-type: none"> • Number of BME staff who apply for jobs at the college • % of BME staff who work for the College. • % of staff with declared disability
5 <i>To support members of staff to achieve high levels of participation in a comprehensive annual programme of personal and professional development.</i>	<ul style="list-style-type: none"> • % of completed PDPs. • % of staff who attend at least one CPD event.
6 <i>To establish and embed career pathways throughout the organisation which create opportunities for professional development, enhancement and progression.</i>	<ul style="list-style-type: none"> • Number of internal promotions. • Number of internal secondments.
7 <i>To create and maintain a positive and sustainable safety culture throughout the College.</i>	<ul style="list-style-type: none"> • Number of staff work days lost due to workplace accidents • Number of reported near misses/hazard observations. • Number of 'Health & Safety Moments' and 'Tool box talks' undertaken across the college • % completion of in Health and Safety on-line induction.
8 <i>To achieve high levels of staff engagement and in so doing ensure that the health, safety and wellbeing of our employees is core to our decision making.</i>	<ul style="list-style-type: none"> • Staff engagement score through staff survey results. • % of annual sickness absence. • % of staff participating in College annual Healthy Working Lives.
9 <i>To nurture leadership capacity and capabilities to ensure the potential and aspirations of all members of staff are realised.</i>	<ul style="list-style-type: none"> • % staff survey positive feedback re leadership. • % of Leaders and Managers who engage in the Leadership Programme

Crosscutting Theme: 5 – Financial Resilience through Operational Excellence

Strategic Objectives	Proposed Key Performance Indicators
1 <i>To ensure that the long-term financial sustainability of the College is maintained through the efficient achievement of challenging income targets and effective expenditure controls.</i>	<ul style="list-style-type: none"> • Adjusted annual operating position in-line with approved budget/FFR • Annual 'staff cost' savings in-line with approved budget/FFR • Cash balance position as forecast in approved budget/FFR (at minimum) • Number of days' expenditure fundable by cash balance • Five-year Financial Forecast position • % of total income from non-SFC sources • SFC Credit target achieved
2 <i>To increase commercial income generation through a highly sought-after range of training and learning activities and through renting out available College facilities.</i>	<ul style="list-style-type: none"> • Commercial income in-line with approved budget • Commercial income contribution to overhead in-line with approved plan • Income from external lets of College facilities (within overall Commercial Plan)
3 <i>To enhance the use of data and business intelligence and to institute rigorous and robust performance monitoring and reporting to support proactive and effective management decision-making.</i>	<ul style="list-style-type: none"> • Number of systems developments implemented • Level of usage of budget monitoring management reporting tool • Level of usage of the College Virtual Learning Environment • Staff costs budget versus actual variance
4 <i>To ensure optimum levels of efficiency and effectiveness across the College and to facilitate targeted investment in priority areas.</i>	<ul style="list-style-type: none"> • % of teaching staff utilisation • % of assessor utilisation • % of room utilisation • Overall funding efficiency (£ per Guided Learning Hour)
5 <i>To implement modern and streamlined business processes and systems, which reduce bureaucracy, meet the changing demands of students and stakeholders, and embrace digital transformation opportunities.</i>	<ul style="list-style-type: none"> • Number of BIT trained staff • Number of key processes reviewed and refined • Volume of paper consumed • Number of print copies (both mono and colour)
6 <i>To ensure that the College consistently operates in a manner which is increasingly environmentally sustainable.</i>	<ul style="list-style-type: none"> • Tonnes of carbon utilisation • Tonnes of waste generated • Number of sustainability improvements implemented

ORGANISATIONAL DEVELOPMENT COMMITTEE MEETING

Date of Meeting	29 April 2020
Paper Title	Committee Remit
Agenda Item	20.27
Paper Number	20.27
Responsible Officer	Christine McConnell
Status	Disclosable
Action	Recommend

1 REPORT PURPOSE

The Purpose of this report is to ask the Committee to consider its Terms of Reference as requested by the Board of Management at its meeting on 18th March 2020

2. RECOMMENDATION

The Committee review its Terms of Reference and make recommendations to the Board at its meeting on 10th June 2020.

3. BACKGROUND

3.1 As a matter of good governance, the Board should annually review each Committee's Terms of Reference. At its meeting on 18 March 2020 the Board asked that each of its Committees consider its Terms of Reference and provide a recommendation on any changes to the Board at its meeting on 10th June 2020. The Organisational Development Committee's current Terms of Reference are contained in Appendix 1.

3.2 The Board specifically asked that the Committee has regard to the following when preparing its report to the Board: -

- Is the existing quorum appropriate and practical?
- Should the balance between non- executive and executive members be expressly defined?

4. RISK ANALYSIS

There are no risks associated with this Review.

5. LEGAL IMPLICATIONS/ FINANCIAL IMPLICATIONS/ REGIONAL OUTCOME AGREEMENT IMPLICATIONS

Addressing the Terms of Reference meets the requirements of the College's governance arrangements. Ensuring that that the College complies with Good Governance requirements meets the expectations of the Scottish Funding Council, Scottish Government, GCRB, OSCR and other relevant stakeholders.

**6. HAS AN EQUALITY IMPACT ASSESSMENT BEEN CARRIED OUT
N/A**

APPENDIX 1

ORGANISATIONAL DEVELOPMENT COMMITTEE

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REMIT OF COMMITTEE

These functions are delegated by the Board of Management to the Organisational Development Committee

REMIT

To consider policy and strategy in relation to staff governance including equality and diversity, human resources, staff well-being and health and safety matters.

To fulfil this function the Committee will

Determine the parameters within which the remuneration and conditions of service of all employees are set. This excludes the Principal and Senior Management and decisions for other staff made through national bargaining.

Formulate the Board's People Strategy and monitor this to ensure targets are being met.

Monitor compliance with relevant legislative or professional requirements relating to the employment of staff

Receive reports of meetings of the Joint Consultation and Negotiation Committees and to consider any matters arising which may require to be raised at Board level.

Review staff engagement. Consider how Human Resources and Organisational Development targets and Key Performance Indicators, including those contained within the College Development Plan and the balanced scorecard are monitored and reported upon.



Make recommendations to the Board on major policy matters but with devolved powers to deal with time urgent matters seeking the Chair of the Board's approval where appropriate.

MEMBERSHIP

The membership of the Committee is a minimum of six members of the Board of Management, one of whom will be the Principal and Chief Executive. The committee shall be chaired by a Board member other than the Chair of the Board. The Chair of the Committee is elected by the Board and the Vice Chair is elected by the Committee. The Board reviews membership every four years.

The Secretary to the Board, the Assistant Principal Human Resources, Head of Human Resources, and the Organisational Development Manager attend the Committee as advisors. The Committee meets three times per year.

QUORUM

The quorum set by the Committee is three members.

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