

# **ORGANISATIONAL DEVELOPMENT Committee**

**Wednesday 16 September 2020**

The next meeting of the Organisational Development Committee will be held on Wednesday 16 September 2020 at 4.30pm by Zoom

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

<b>20.31</b>	Welcome and Apologies		S Heidinger
<b>20.32</b>	Declarations of Interest		S Heidinger

### **Minutes of Previous Meeting**

<b>20.33</b>	Minutes of Previous Meeting –29 April 2020	P	S Heidinger
<b>20.34</b>	Matters Arising – Action Grid	P	S Heidinger
<b>20.35</b>	Notes of Support and Teaching JCNC Meeting	P	J Thomson

### **Items for Discussion**

<b>20.36</b>	Return and Resume Planning	P	J Thomson/L McGaw
<b>20.37</b>	Agile Working Post Covid	V	L McGaw
<b>20.38</b>	Strategy for Budget Saving	V	J Thomson/ L McGaw
<b>20.39</b>	Assistant Principal HR Report	P	L McGaw
<b>20.40</b>	Staff Profile and Turnover	P	N Patton
<b>20.41</b>	Attendance Management Report Quarter Three	P	N Patton
<b>20.41A</b>	Attendance Management Report Quarter Four	P	N Patton
<b>20.42</b>	Annual Attendance Management Report for 19/20	P	N Patton
<b>20.43</b>	Organisational Development Report	P	G Crankshaw
<b>20.44</b>	Health and Safety Report	P	G Crankshaw
<b>20.45</b>	KPI Report	P	L McGaw

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

<b>20.46</b>	Internal Audit – Recruitment and Retention	P	CMcConnell
<b>20.47</b>	Committee Remit	P	C McConnell

### **Other Matters**

<b>20.48</b>	Equalities Impact Assessment on Decisions Made		S Heidinger
<b>20.49</b>	Review of Papers (Including disclosable status)		S Heidinger
<b>20.50</b>	Any Other Business		S Heidinger

**Date of Next Meeting:** 27 January 2021, The Space, Langside

\*These items will not be discussed unless there is a request to do so.

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**ORGANISATIONAL DEVELOPMENT COMMITTEE MEETING**

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Date of Meeting	16 September 2020
Paper Title	RETURN AND RESUME PLANNING
Agenda Item	20.36, 20.36A
Responsible Officer	Lorraine McGaw, Assistant Principal, Human Resources
Status	Disclosable
Action	For Discussion

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**1 INTRODUCTION**

- 1.1 The purpose of the paper is to update the Organisational Development Committee on the overall position in respect of the Glasgow Clyde College response to manage COVID-19 and provide assurance to Committee members.

**2 PROJECT BOARD**

- 2.1 The College established a Project Board supported by five workstreams to look at the following key areas:
- Workplace Physical Reopening
  - Safe Return for Staff
  - Safe Return for Students
  - Curriculum
  - Finance
- 2.2 Membership of these working groups have been taken from across the College and have included Union representation. Full details of the areas covered by each working group is attached in Appendix 1.
- 2.3 The working groups have prepared a number of guidance documents and risk assessments as part of the reopening plans. These include:
- College Risk Assessment
  - Individual Department Risk Assessments
  - Departmental Operating Plans
  - Returning to Campus
  - Occupational Health Questionnaire (Shielding)
  - Scottish Government COVID questionnaire

### **3 COMMUNICATION**

- 3.1** The Principal has issued a weekly communication to all staff since the start of lockdown. The normal Clyde Connects newsletter which is issued during term time has also been distributed.
- 3.2** Along with this and connected to the five working groups we have also established two additional communication channels one focussed on staff and the other on students.
- 3.3** These two communication channels ensure that the latest information about returning to campus is published in our Questions and Answers section on the College Website to ensure that staff and students can easily access the most up to date information without having to login to the College network.
- 3.4** This is updated with any new information every Thursday for staff and every Friday for students. We have also issued two returning to work guidance newsletters providing key information for staff.
- 3.5** We have also issued an invitation to all staff to tell us what is worrying them about returning to campus to allow us to address these issues as much as we possibly can. To date there have been 280 suggestions/comments received between 30 June and 3 September through our HIVE platform which allows staff to submit comments anonymously. All have received an acknowledgement and details of the working group who have received the comments.

### **4 JOB RETENTION SCHEME**

- 4.1** On Friday 20 March, the Chancellor announced a package of 'temporary, timely and targeted measures to support public services, people and businesses through this period of disruption caused by COVID -19' including the Coronavirus Job Retention Scheme (JRS). The scheme guidance was updated on 30 April and following that update the College Sector was considered eligible to apply to access the scheme.
- 4.2** The impact of COVID-19 on our opportunities to continue with our commercial income activities, has seen our commercial income greatly reduced. This loss of income has played a significant role in the 2019/20 financial outturn and with resultant impacts on future years financial planning.
- 4.3** In reviewing the support offered through JRS, we took the decision to place a number of employees, on a period of furlough leave. This was a decision

that was not taken lightly however the situation was unprecedented and required unprecedented action.

- 4.4** The Government support scheme allowed us to obtain a grant to cover 80% of furloughed workers costs, up to a cap of £2,500 per staff member per month. Employers could then choose to top-up the 80% payment and the College did this to therefore pay all furloughed staff 100% of their salaries with the offset of the 80% claim.
- 4.5** We worked closely with our trade union colleagues, who were very supportive, to put in place Memorandums of Understanding to allow us put some staff members on furlough.

- 4.6** The table below shows the number of staff who were on furlough and the amount the organisation was able to claim.

<b>Month claimed</b>	<b>Number of staff on claim</b>	<b>Amount claimed</b>	<b>Scheme Terms</b>
Apr & May	143	£202,602	80% Gross + On costs
June	168	£206,060	80% Gross + On costs
July	161	£190,686	80% Gross + On costs
August	113	£67,661	80% Gross + <b>NO</b> on costs

- 4.7** In September it is anticipated that the number of staff we will be claiming for will be reduced to approximately 21. The current scheme ends at the end of October.

## **5 TEMPORARY STAFFING LEVELS**

- 5.1** At the end of the Academic Session 2019/20 the College issued 135 P45's to temporary lecturing staff. At the time of writing this paper 67 reinstatements for this years' teaching requirement have been actioned. The majority of these contracts have been issued for the full academic session 2020/21 however they are on a period of notice which could be used.
- 5.2** In terms of temporary support staff contracts, we have ended all temporary staff cover from recruitment agencies and only now have a handful of temporary staff covering maternity leave, sick leave, work-life balances and GCEF funded projects.
- 5.3** The College always reviews any potential staff replacements through a Staffing Group with the two Vice Principals and senior HR staff each six

weeks. At this time the College are working on the basis of only filling business critical posts.

## **6 RISK ANALYSIS**

- 6.1 There are risks associated with returning to on campus working however these have been mitigated by the extensive risk assessments in place across the organisation.

## **7 LEGAL IMPLICATIONS**

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

## **8 FINANCIAL IMPLICATIONS**

- 8.1 There are financial implications associated with the end of the Job Retention scheme and the cost of the staff who have been on furlough returning to our payroll for 100% of their costs.

## **9 REGIONAL OUTCOME AGREEMENT IMPLICATIONS**

- 9.1 N/A

## **10 HAS AN EQUALITY IMPACT ASSESSMENT BEEN CARRIED OUT**

- 10.1 N/A

**RE-OPENING PROJECT BOARD**

**FINANCE**

**WORKPLACE –  
PHYSICAL  
REOPENING**

- Health, Safety and Hygiene (signage)
- Risk Assessments
- Cleaning
- Shared Resources (ICT, College vehicles)
- Shared Spaces (catering, prayer rooms, workshops, workrooms, computing/science labs, lifts)
- Physical Changes to Classrooms and Offices
- ICT Equipment (cleaning, staff movement, reducing ICT)
- Nursery
- Equality

**SAFE RETURN FOR  
STAFF**

- Homeworking
- Risk Assessments
- Health and Wellbeing
- Returning to Work (Furlough, Shielding etc.)
- Guidance for Staff and Managers (rotas, start/finish times)
- Recruitment/Induction
- Travel to Work
- Equality
- Staff Training Needs

**SAFE RETURN FOR  
STUDENTS**

- Returning to College
- Access to Buildings
- Risk Assessments
- Guidance for Students
- Welfare and Mental Health Support (shielding)
- Public Transport
- Enrolment and Admissions
- Induction
- Support Services (Funding, Library, Learning Inclusion, Advice, Childcare)
- Safeguarding
- Digital/ICT Access and Skills for Students
- Equality

**CURRICULUM**

- Class Timings
- Teaching Materials
- Canvas
- Blended Learning
- Workload – Timetables
- Schools
- Practical Subjects (workshops, dance studios, theatre)
- Risk Assessments
- Pedagogy
- Equality
- Staff Training

**COMMUNICATIONS**

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**ORGANISATIONAL DEVELOPMENT COMMITTEE MEETING**

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Date of Meeting	16 September 2020
Paper Title	Assistant Principal HR Report
Agenda Item	20.39. 20.39A
Responsible Officer	Lorraine McGaw, Assistant Principal, Human Resources
Status	Disclosable
Action	For Discussion

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**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 are not covered within other Organisational Development Committee papers.

**2 NATIONAL SUPPORT STAFF JOB EVALUATION PROJECT**

- 2.1 The latest information from Colleges Scotland is that the evaluation of the job role questionnaires in respect of the National Support Staff Job Evaluation Project is progressing to their plan. The national timeline is that the project aims to be concluded by April 2021 which means that the approximately 4,700 sectoral support staff job roles (that are in scope) will have gone through the job evaluation process. At the end of August 2020, the project team reported that 61% of these roles have now been 'first scored'. Following this 'first score' there is a second scoring panel and further checks take place before scores are able to be finalised.
- 2.2 In respect of the progress of Glasgow Clyde submitted role questionnaires, we have been advised that the trained analysts have 'first scored' 34 of our roles to date. This represents 31% of our total job roles that are 'in scope'. As part of the detailed evaluation and consistency checking process, the job analysts may have some outstanding questions for our post holders and their Managers.
- 2.3 Feedback on the outcome of our role questionnaires will be advised to us in due course.



### **3 STRESS RISK ASSESSMENT WORKING GROUP**

- 3.1 The Working Group was established in partnership with our trade union colleagues and the first meeting was held on 25 February 2020. The group is guided by the HSE Stress Management Standards. Terms of reference were agreed and were ratified by the Health, Safety and Safeguarding Committee in June.

To date, 5 meetings have been held (February, April, May, June and August).

College historical data in respect of trends of absence due to stress have been reviewed along with other contextual data (e.g. number of Occupational Health referrals etc.). The intention is to survey staff following the HSE stress survey questions when the timing is appropriate.

The group have discussed the College stress risk assessment document, reviewing current controls in place and making proposals of how we can continue to reduce work related stress.

At the last meeting on 17 August, the group scored the current risk ratings for the first three hazards (i.e. Demand, Control and Support) and at the next meeting in September the remaining three hazards will be scored (which are Relationships, Role and Change). Additional control measures to mitigate the risks have been discussed. Thereafter management will progress the additional controls column and allocate responsibility so that the specific actions are agreed and monitored so that the risk ratings can be reviewed in c. 6/12 months' time.

Communication about this Working Group has been issued to staff and the Minutes of Meetings, Schedule of Meetings, etc. are located on the staff health and safety intranet page.

A draft Briefing Sheet for Managers to support their staff's mental health and wellbeing has been prepared and is attached in Appendix 1.

### **4 i-TRENT PROJECT**

- 4.1 In June we engaged a part-time i-trent systems administrator with the funding received from GCEF to support Business Improvements. He has been tasked with improving the functionality of the system and has made good progress to date. Below are some details of the work carried out and improvements to processes:

#### **4.2 Web Recruitment Module**

The web recruitment module is now operational and we have used it to recruit to an internal vacancy as a test of the process. The new system now allows applicants to apply on-line, managers to sift applications electronically, candidates to select interview slots and all communications with candidates to be automated. Once we have selected a successful candidate their key information will be transferred directly to the system therefore eliminating the requirement for a new start process. We are currently in the process of trialling the staff requisition process which will cut down on another manual process. Managers will require some training to allow them to use the system.

#### **4.3 General Updates and build**

We have made significant progress with general processes in i-Trent and with checks being recorded for pre-employment and notifications. We have repaired and improved a number of workflows allowing greater automation within the system. Making these fixes will also allow us to provide better management information reports.

#### **4.4 Discipline and Grievance**

We have enabled the recording mechanism within the system for Discipline and Grievance cases. Documentation and notes will now be able to be added to the record and reminder notifications have also now been set-up.

#### **4.5 Organisational Development Opportunities**

We have scoped the work required for the online learning and development module and are currently working on the build. This will allow us to have the following functionality:

- Booking training courses and development opportunities online.
- Online development and Training plans through CPD.
- Building skills matrix into the software.
- Personal Development Plans reviews through an online process.

#### **4.6 Training**

Throughout the period of lockdown, there has been a great deal of time spent on retraining the HR team so that they have more confidence to use the I-Trent system and to retrieve information from it.

#### **5 RISK ANALYSIS**

5.1 There are no specific risks associated with this paper.

#### **6 LEGAL IMPLICATIONS**

6.1 There are no legal implications associated with this paper.

#### **7 FINANCIAL IMPLICATIONS**

7.1 There are no specific financial implications associated with this paper.

#### **8 REGIONAL OUTCOME AGREEMENT IMPLICATIONS**

8.1 N/A

#### **9 HAS AN EQUALITY IMPACT ASSESSMENT BEEN CARRIED OUT**

9.1 N/A

## Appendix 1

### **Mental Health and Wellbeing - Managers Briefing Sheet (draft)**

#### **Introduction**

As a Manager it is important that you are fully aware of your role in supporting your staff's mental (as well as physical) health and wellbeing. The covid 19 pandemic continues to significantly impact our daily lives and whilst planning is in place for a gradual return to the campuses, staff may be feeling particularly anxious. Anyone can experience stressors to their mental health and in the current environment this may show itself in different ways. This briefing note has been produced as a short guide to assist you in supporting your staff's mental wellbeing. Ensuring the welfare of your staff and creating a supportive working environment is a key requirement of being an effective manager and leader.

#### **What can cause Stress in the workplace (either on campus or homeworking)?**

- Excessively high workload
- Lack of control over work
- Conflicting demands on time and interruptions especially if homeworking
- Lack of skills and capability
- Poor working relationships
- Lack of managerial support and guidance
- Poor working environment (i.e. lack of space, light, comfort etc.)

#### **How can I recognize the signs of stress?**

Each member of your staff will have their own unique set of circumstances and the pandemic may result in new stressors on their health and wellbeing which can impact their effectiveness at work. Some examples of signs of stress can include:

- Reduced quality of work, increased errors
- Unfocused and appears unmotivated
- Constant fatigue, change in appearance
- Increased time off/sick leave
- Altering in working patterns from normal (i.e. responding to emails very early or late).

#### **What if a member of my team discloses a mental health issue – what do I do?**

The first step is to encourage the employee to discuss their health and any concerns relating to work that they may have. Arrange a confidential online meeting with them and have it face to face. Discuss what actions can be taken to reduce any work stress issues (i.e. reduced workload, reduction in hours, period of unpaid leave etc.) and explain what support the employee can access. Please be aware that once any health



or disability information is disclosed by an employee, the College has a legal duty to make reasonable adjustments to their work in order to support their health and wellbeing. This is irrespective of whether or not the employee has a medical diagnosis.

### **How can I support my staff just now?**

You are responsible for your staff wellbeing and performance at work. The best approach to reduce the risk of staff being stressed is to be proactive by asking how they are and listening to their concerns. Ensure you are approachable and available so that your team will be comfortable in raising any confidential issues with you. Some suggestions to support your team are:

- Keep in regular contact with your team, both individually and collectively
- Start by acknowledging the uncertainty and the stress it causes
- Be honest and sincere
- Share what you are feeling/experiencing
- Reassure them about the work that is going on in respect of the re opening the campuses
- Remind your staff to check the staff Qs and As for regular Thursday updates
- Get the whole team together on a virtual call on a regular basis where you can
- Keep staff up to date with your current operational plans and involve them in your risk assessments which should be regularly reviewed
- Listen to any concerns and seek advice as necessary
- Be alert to staff who may be struggling and signpost them to support as appropriate
- Encourage your team to take daily action for self-care (i.e. regular breaks, exercise and stretching, switch off devices etc.) and model that behavior yourself

### **Where can I go to for further information and support?**

Your HR Adviser will be able to provide support and to also signpost you to a number of resources including:

- PAM Assist (confidential counselling support)
- Occupational Health (Integral)
- Individual stress risk assessments
- TogetherAll



31 August 2020

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**ORGANISATIONAL DEVELOPMENT COMMITTEE MEETING**

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Date of Meeting	16 September 2020
Paper Title	Organisational Development Report
Agenda Item	20.43
Responsible Officer	Gillian Crankshaw, Organisational Development Manager
Status	Disclosable
Action	For Discussion

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**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 April 2020.

**2 TEACHING QUALIFICATION IN FURTHER EDUCATION (TQFE)**

- 2.1 In the year 19/20 we successfully put 10 teaching staff through the Teaching Qualification in Further Education at the University of Dundee. For the academic year 20/21 we have enrolled a further 11 teaching staff on the course which we are now accessing through the University of Aberdeen. Although we are using a new provider this is still done through distance learning.

**3 STAFF LEARNING DAYS**

- 3.1 The Staff Learning Days were held on 11–12 June 2020 and 12–14 August 2020. These were the first CPD days in which the team had to deliver a fully online programme.
- 3.2 The events had a strong focus on supporting staff to prepare for online teaching with sessions on Microsoft Teams and Zoom being heavily featured.
- 3.3 The programme provided training sessions to support lecturing staff to develop their online materials and use the new staff and student Virtual Learning Environment (VLE) which is a product called Canvas.
- 3.4 We also focussed on supporting staff mental health with a range of mental health sessions.
- 3.5 Following the June 2020 learning days, staff highlighted that they would like the opportunity to have one to one support across various subjects.

To facilitate this, we dedicated Friday 14 August to staff surgeries in the following areas:

Basic IT Skills  
Canvas  
Equality, Diversity and Inclusion  
Microsoft Teams  
Zoom

### 3.6 **Training Sessions**

3.6.1 93 facilitated training sessions were provided over the development days with 66 one to one surgeries held.

The following facilitated sessions were delivered:

#### **Canvas**

Canvas Quizzes – for formative assessments and knowledge checking  
Develop an Online Induction Course  
Planning for Distance Learning  
Setting and Marking Assignments in Canvas  
Teaching with Canvas  
Using Canvas for your own CPD/Training and Development  
Using Video to Support Learning - ClickView in Canvas  
Welcome to Canvas - your new VLE for Learning, Teaching and CPD

#### **Compliance**

Data Breaches and How to Avoid Them  
Data Protection and Security for Home Working  
The Lives of Others - Privacy and Video Conferencing

#### **Leadership**

Coaching Skills for Leaders  
Courageous Conversations  
Leading in Turbulent Times

#### **Learning and Teaching**

How to Teach Using Zoom  
Recording Lessons for YouTube  
Teaching Online - What have we learnt so far?

#### **Microsoft & IT Training**

Columbus  
Getting Started with Office 365  
Getting Started with Microsoft Teams  
Guide to Microsoft Teams



Jisc - Building Digital Capabilities Tool – Information Sessions  
 Microsoft Teams for Teaching & Learning  
 Microsoft Planner and Microsoft To Do  
 Microsoft Basics – Hints and Tips

**Personal Development**

Confidence to Succeed  
 Coping in a Crisis: Building Your Resilience in Work  
 Dealing with Difficult People and Unreasonable Behaviour at Work  
 Tips on Completing an Internal Application Form or CV

**Wellbeing**

Careers Guidance for Anxious Students during COVID-19  
 Developing confidence with Substance use with students  
 Eating Disorders  
 Life after Lockdown, Wellbeing Action Plan  
 Managing Stress in Today’s World  
 Mental Health in the Workplace  
 Preparing for Change  
 Responding to Student Distress

3.6.2 In addition to the facilitated sessions, we also provided a range of online materials which can be accessed by staff, anytime.

**3.7 Staff Feedback**

3.7.1 Feedback was collected through an online evaluation and the results show a positive response in terms of the subjects offered.

3.7.2 Staff were asked ‘Overall how satisfied were you with the topics offered?’ 85.53% (June) stated that they were very satisfied/satisfied and 88.23% (August) stated that they were very satisfied/satisfied.

3.7.3 We also collected feedback from Teaching staff to understand if attending the learning days, as a student, has influenced their approach to how they will teach online. The following feedback was provided:  
 Question – ‘Thinking about your experience of being an online student during the Learning Days, will you take anything from the experience and put it into use when you develop your own online teaching?’

	<b>June</b>	<b>August</b>
<b>Yes</b>	94.00%	92.31%
<b>No</b>	2.00%	0%
<b>Don’t Know</b>	4.00%	7.69%

- 3.7.4 Some of the comments provided from teaching staff on how it will form their approach to online teaching included:

Being clear to students the structure and timings of the lessons.

Creating varied activities

Looking at the layout of the teaching online and ensuring it has clear instructions, engaging and motivating

Don't rush - people need time to process information, to try things and to ask questions

It's important to make the online sessions as interactive as possible.

Students need to be actively participating to stay engaged

Don't cram too much into one session, bite size chunks, turn audio off and use the comments tools

Take breaks more often and don't have too many slides

Helped me to appreciate how challenging online learning can be

### 3.8 **Next Steps**

- 3.8.1 Many of the sessions were recorded and have been made available to staff to review, along with a range of other resources.

- 3.8.2 We have partnered with Jisc to identify the tools and resources we need to develop our staff and students' digital skills and confidence. Utilising their discovery and insights programmes we will establish what we need to make sure staff have the training required to support their digital skills.

- 3.8.3 We are also continuing to support staff with their development needs. A sub group of the Return to Work Physical Distancing Group was established to look specifically at CPD requirements for staff. The sub group is chaired by the OD Manager and the Learning and Development Officers and Administrator participate in the group to ensure the team have a good understanding of what the current challenges are and how the CPD offering can help to address some of these challenges.

### 3.9 **Online Training Resources for Staff Homeworking**

- 3.9.1 Throughout the period of time the College buildings have been closed we have been adding to our online resources for staff to access while homeworking.

## 4 **EMPLOYEE ENGAGEMENT**

### 4.1 **Idea Box**

- 4.1.1 Using our Hive survey platform we gave all staff the opportunity to provide us with feedback on how they were coping with homeworking, what they

were feeling about returning to the campuses and also for them to provide us with any ideas they had about making either of these situations better for staff and/or students. We called this area of the platform Idea Box.

- 4.1.2 Comments submitted are anonymous, however, we can filter by School/Department, campus and also by various protected characteristic groupings, providing anonymity can be maintained. Despite this we can still respond directly to the contributor.
- 4.1.3 We have received 280 comments (to 4 September) and all have received a response from Organisational Development to ensure they know their comments have been looked at.
- 4.1.4 Where appropriate the comments are forwarded to the relevant returning to campus workstream for consideration.
- 4.1.5 This part of the Hive system will be used going forwards as a general suggestions area.

#### 4.2 **High Fives**

- 4.2.1 The other part of the Hive platform that we are about to launch is the recognition area called Hive Fives. We are looking to rename this to fit with the College Values.
- 4.2.2 The idea behind this is to allow any member of staff to recognise any other member of staff's contribution to the College.
- 4.2.3 The recognition can be private or seen by all. This is determined by the member of staff receiving the comment.

### 5 **LEADERSHIP FRAMEWORK/CHARTER PROGRAMME**

- 5.1 As advised at the April Organisational Development Committee meeting, we launched the Leadership Charter and the Leadership Framework at our College Management Conference Meeting in March this year. At that point we also commenced our new Values based Leadership and Management Development Programme.
- 5.2 In the first edition of Clyde Connects this new academic year we launched to the wider College to share awareness of the Charter and the Framework.
- 5.3 Our vision for the Charter and Framework is to provide a set of standards to measure ourselves against and support our managers to develop and display the values of the College and lead their teams by example.

5.4 The Leadership and Management Development Programme has continued with events included in the June and August CPD days and we have planned further events in September, October and November.

5.5 The accredited part of our new programme, which we previously planned to commence in September, has been postponed to February 2021 due to the demands on staff dealing with changes to working practices related to Covid-19.

## **6 RISK ANALYSIS**

There are no risks associated with this paper.

## **7 LEGAL IMPLICATIONS**

There are no legal implications associated with this paper.

## **8 FINANCIAL IMPLICATIONS**

There are no financial implications associated with this paper.

## **9 REGIONAL OUTCOME AGREEMENT IMPLICATIONS**

N/A

## **10 HAS AN EQUALITY IMPACT ASSESSMENT BEEN CARRIED OUT**

N/A

**ORGANISATIONAL DEVELOPMENT COMMITTEE MEETING**

Date of Meeting	16 SEPTEMBER 2020
Paper Title	HEALTH AND SAFETY REPORT
Agenda Item	20.44, 20.44A
Responsible Officer	GILLIAN CRANKSHAW, ORGANISATIONAL DEVELOPMENT MANAGER
Status	DISCLOSABLE
Action	FOR NOTING

**1 INTRODUCTION**

1.1 This report covers activity undertaken by the Organisational Development team in relation to Health & Safety from April 2020.

**2. HEALTH AND SAFETY REVIEW**

2.1 As reported previously the Health and Safety review is progressing well and we have now published 20 new procedures/guidelines to support the new Policy.

2.2 A full training programme is underway to support the introduction of the new procedures. Some training is targeted to specific groups of staff and others will be college wide. This will be carried out as soon as we are able to do this given the restraints placed upon us by Covid-19.

2.3 Risk assessment training was undertaken recently by the College management team with many other supervisory staff also participating in this training. The Senior Health and Safety Officer ran these sessions online including specific information related to COVID-19 secure requirements. In addition to these sessions, the managers who had previously attended Risk Assessment training were provided with an update on COVID-19 secure requirements.

**3 STATISTICS**

**3.1 Accident Statistics 1 May to 31 July 2020**

3.1.1 The accident statistics from 1 May to 31 July 2020 are attached in Appendix 1. There have been no accidents reported in this period, which we fully attribute to the College buildings being closed during this time.

**3.2 First Aid Call Outs**

3.2.1 Over the period 1 May to 31 July 2020, the College First Aiders attended no calls due to the closure of the campuses.

### 3.3 **Near Miss Reports**

3.3.1 There were no near misses reported in the period from 1 May to 31 July 2020, which we fully attribute to the College buildings being closed during this time.

### 3.4 **Hazard Observations**

3.4.1 There were also no hazard observations in this period which we fully attribute to the College buildings being closed during this time.

## 4 **SERVICE DESK PROVISION**

4.1 From 1 May 2020 to 31 July 2020, 14 requests have been logged on the College Health and Safety Service Desk and 3 of these requests have been closed with 11 requests currently active. The highest volume of requests was for work equipment for staff working at home.

4.2 There has been a significant decrease in the number of tickets raised on the Health and Safety service desk for this period, which we are directly attributing to closure of the buildings.

4.3 The Organisational Development Team has arranged delivery of operator chairs, to those staff requiring one. This was identified either through their home working risk assessment or for those members of staff who have specific chairs when in the campuses.

## 5 **FIRE RISK ASSESSMENT**

5.1 Fire risk assessments have been undertaken, by an external contractor, for the College's three campuses. The reports from which we have created an action plan for remedies are being shared with 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.

## 6 **COVID-19**

6.1 The majority of the Organisational Development team are involved in the Safe Return to Campus working groups and subgroups setup to ensure staff and students are able to safely return to the College buildings.

6.2 The team have provided additional training and support to managers and staff across the College and have worked to provide and contribute to supportive documentation to ease the process of return. This had included a significant amount of work on Risk Assessments both overall for the College and for Teams and Individuals.

6.3 Organisational Development have been working with the Estates team to ensure COVID related signage and one-way systems etc. are in place for staff return to the buildings and this is now complete.

6.4 A guidance document for staff, and one for students, entering the building has been produced and circulated to all staff and students.

## **7 RISK ANALYSIS**

7.1 The risks associated with this paper are in connection with returning to College buildings and the implications of not getting that right. The risks have been reduced significantly since our report in June due to the Risk Assessment training conducted.

## **8 LEGAL IMPLICATIONS**

8.1 There are legal implications if the College does not comply with the HSE and Government Guidelines on Covid-19. With the HSE announcing a strategic increase in the number of spot checks that they are now carrying out, and a heightened awareness amongst the general public on the consequences of non-compliance with Covid-19-secure measures. It is imperative that the College can robustly demonstrate that it is committed to discharging its duty of care to staff, and ensures the health, safety and welfare of all.

## **9 FINANCIAL IMPLICATIONS**

9.1 There have been costs associated with procurement of hand sanitiser, new cleaning materials, additional PPE and signage. The total cost of this has not yet been assessed.

## **10 REGIONAL OUTCOME AGREEMENT IMPLICATIONS**

10.1 N/A

## **11 HAS AN EQUALITY IMPACT ASSESSMENT BEEN CARRIED OUT**

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

## Health & Safety

### Accident Statistics for Glasgow Clyde College

1 May to 31 July 2020

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



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**ORGANISATIONAL DEVELOPMENT COMMITTEE MEETING**

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Date of Meeting	16 September 2020
Paper Title	KPI Report – Quarter 4 of 2019/20
Agenda Item	20.45
Paper Number	20.45, 20.45A
Responsible Officer	Lorraine McGaw, Assistant Principal Human Resources
Status	Disclosable (except HR Management KPIs)
Action	For Discussion

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**1 REPORT PURPOSE**

- 1.1 The attached paper provides an update on the HR & Organisational Development Key Performance Indicators for quarter 4 of 2019/20. For data protection purposes, the Committee are asked to note that the five Human Resources Management KPIs are non-disclosable.

**2 KEY PERFORMANCE INDICATORS**

**2.1 Occupational Health Surveillance**

Due to COVID-19 and College closure there were no Occupational Health Surveillance tests in quarter 4. Discussions will be taking place with our provider to discuss realistic timescales to re-establish testing.

**2.2 Healthy College Events**

The Healthy College event was held virtually in June this year which has made it more difficult to capture overall participation rates.

The figure of 85 participants for quarter 4 in the KPI report is for staff participation in online events as below:

- Yoga Class– 14
- Rebound Class- 18
- Mindfulness Classes - 25
- Tri Hit Class - 22
- Cake competition – 6
- Walk/Runs/Cycles – number not known

### **2.3 Health and Safety On Line Induction Completion Rates**

The completion of Health and Safety on-line induction continues to be a priority for the organisation. There were no new starts in quarter 4 due to COVID-19, hence the reason for the 0% figure.

### **2.4 Number of Accidents Reported**

There were 26 accidents reported in quarter 3 and none reported in quarter 4 whilst the College was closed. The College continue to encourage staff to report any accidents or near misses at home.

### **2.5 Staff On Line Induction Completion Rates**

This figure is zero for quarter 4 due to no new starts. The College will continue to encourage new staff with management involvement to complete the general on-line induction within acceptable timeframes.

### **2.6 Level of permanent teaching staff with TQFE**

At the time of writing this report the figure for staff with TQFE is unavailable due to a system error. If the information is available at the time of the meeting the figure will be given verbally and then updated on the spreadsheet for future reference.

### **2.7 Working Days lost through Sickness Absence**

The average absence at Glasgow Clyde College for quarter 4 of the academic year 2019/20 was 1.17% which is lower than previous quarters partly due to the College closure. The Human Resources team continue to work with line managers and staff to facilitate early returns to work where possible.

### **2.8 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. For quarter 4 the working days lost due to work related stress is showing as high at 22%, however this is because this KPI is expressed as a % of days lost based on absence due to work related stress over the total days lost through absence in the period. The total days lost across all reasons is much lower in quarter 4 hence the % against this reason ends up as higher. The actual days lost due to work related stress in quarter 4 was 119 days which is lower than quarter 3 which was 217 days.

### **2.9 Protected Characteristic Reporting Data**

This figure remains unavailable at this time.

## **2.10 % Permanent Staff Turnover**

The figure for turnover for quarter 4 of 2019/20 is high at 15.4% as it includes all of the temp lecturers whose contracts ended at the end of term (135 temporary staff a number of whom were employed again in August) plus the 11 Voluntary Severance leavers and some retirement. The Committee asked that the figures in relation to staff turnover should be “monitored” rather than be a target.

## **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
<b>HEALTH AND WELLBEING</b>								
Occupational health surveillance baseline test completion for at risk areas	Quarterly	100% actioned within 2 months of start date	30%	54%	(*1) 0%	8%	0%	0%
Participation rate of staff in Healthy College events	Annually	All staff participation	321 (sessions)	(*2) 106				85
<b>HEALTH AND SAFETY</b>								
Health and Safety induction completion rates	Quarterly	100% within 1 month	71%	30%	(*3) 30%	(*4) 69%	(*7) 27%	0%
Number of Near Misses Reported	Quarterly	Increase awareness of reporting	N/A	N/A	3	0	2	0
Number of Accidents Reported	Quarterly	Increase awareness and reporting	84	97	30	31	26	0
<b>DEVELOPMENT AND TRAINING</b>								
Staff induction completion rates	Quarterly	100% within 2 months	61%	51%	(*5) 13%	(*6) 44 %	(*8) 18%	0%
% of probationary/progress reviews completed at 3 months	Annually	100%	90%	72%				82%
% of probationary/progress reviews completed at 6 months	Annually	100%	49%	88%				88%
% of successful probationary/progress reviews	Annually	95%	49%	88%				88%
Support Staff PDP completion rate (%)	Annually	95%	N/A	22%				5%
Average days training/CPD uptake per employee	Annually	3 days per staff member	Data Unavailable	Data Unavailable				Data Unavailable
Level of permanent teaching staff with TQFE	Annually	90%	79%	74%				Data Unavailable
Lecturing staff PDP completion rate	Annually	95%	N/A	24%				17%
<b>SICKNESS ABSENCE</b>								
Working days lost through sickness absence	Quarterly	4%	3.65%	4.59%	4.95%	5.52%	3.52%	1.17%
Working days lost to work related stress	Quarterly	TBC	N/A	N/A	13%	13%	13%	22%
<b>STAFF DIVERSITY PROFILES</b>								
Protected characteristic data recorded	Quarterly	85%	TBC	TBC	TBC	TBC	TBC	TBC
Equal Pay (Gender Pay Gap)	Annually	Less than 5.0%	5.77%	6.00%				6.00%
<b>RECRUITMENT AND RETENTION</b>								
% Permanent staff voluntary turnover	Quarterly	N/A	3.54%	4.44%	4.66%	1.52%	1.83%	15.40%
Staff engagement level	Annually	Target 10 - full staff engagement	6.3					6.3
Average number of applications per advertised external vacancy	Annually	more than 8 average per vacancy	11	12				12
<b>HUMAN RESOURCE MANAGEMENT</b>								
Number of disciplinaries each year	Annually	NON DISCLOSABLE						
Number of grievances each year	Annually	NON DISCLOSABLE						
Number of capability reviews per year	Annually	NON DISCLOSABLE						
No of dignity at work Cases	Annually	NON DISCLOSABLE						
Number of dismissals	Annually	NON DISCLOSABLE						

\*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

\*7 This percentage decreases to 21% when including Temporary and Evening Lecturers

\*8 Ther percentage decreases to 11% when including Temporary and Evening Lecturers

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**BOARD OF MANAGEMENT MEETING**

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Date of Meeting	16 September 2020
Paper Title	Internal Audit Report
Agenda Item	20.46
Paper Number	20.46, 20.46A
Responsible Officer	Christine McConnell
Status	Disclosable
Action	For Noting

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**1 REPORT PURPOSE**

The purpose of this report is to ask the Committee to note the report of the College's Internal Auditors on Staff Recruitment and Retention/ Staff Development as contained in Appendix 1.

**2. RECOMMENDATION**

The Committee is asked to note the Report.

**3. BACKGROUND**

**3.1** As part of the Internal Audit plan, as agreed with the Audit Committee, the College's Internal Auditors carried out a review of the Staff Recruitment and Retention processes and procedures within the College.

**3.2** The Internal Auditors rated the processes as "Satisfactory" with 3 recommendations.

**3.3** The Audit Committee considered the report at its meeting on 20 May and asked that the report be shared with the Organisational Development Committee.

**3.4** The Committee is asked to note the report.

**4. RISK ANALYSIS**

N/A

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

**6. HAS AN EQUALITY IMPACT ASSESSMENT BEEN CARRIED OUT**

N/A



# Glasgow Clyde College

## Staff Recruitment and Retention / Staff Development

**Internal Audit Report No: 2020/04**

**Draft issued: 03 May 2020**

**Final issued: 11 May 2020**

**LEVEL OF ASSURANCE**

**Satisfactory**

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## Level of Assurance

In addition to the grading of individual recommendations in the action plan, audit findings are assessed and graded on an overall basis to denote the level of assurance that can be taken from the report. Risk and materiality levels are considered in the assessment and grading process as well as the general quality of the procedures in place.

Gradings are defined as follows:

<b>Good</b>	System meets control objectives.
<b>Satisfactory</b>	System meets control objectives with some weaknesses present.
<b>Requires improvement</b>	System has weaknesses that could prevent it achieving control objectives.
<b>Unacceptable</b>	System cannot meet control objectives.

## Action Grades

<b>Priority 1</b>	Issue subjecting the organisation to material risk and which requires to be brought to the attention of management and the Audit Committee.
<b>Priority 2</b>	Issue subjecting the organisation to significant risk and which should be addressed by management.
<b>Priority 3</b>	Matters subjecting the organisation to minor risk or which, if addressed, will enhance efficiency and effectiveness.



## Management Summary

### Overall Level of Assurance

**Satisfactory**

System meets control objectives with some weaknesses present

### Risk Assessment

This review focused on the controls in place to mitigate the following risks on the Glasgow Clyde College ('the College') Strategic Risk Register:

- Organisational risk O5 - Failure to recruit and retain an appropriately skilled and effective workforce, current rated as a medium risk.

### Background

As part of the Internal Audit programme at the College for 2019/20 we carried out a review of the college's recruitment, retention and staff development arrangements. The Audit Needs Assessment, completed in November 2017, identified this as an area where risk can arise and where Internal Audit can assist in providing assurances to the Board of Management and the Principal that the required control environment is operating effectively, ensuring risk is maintained at an acceptable level.



## Staff Recruitment and Retention / Staff Development

### Scope, Objectives and Overall Findings

This audit reviewed the adequacy and effectiveness of policies and procedures for staff recruitment and selection and the processes in place that contribute to the retention and development of staff. The audit also assessed the arrangements in place for succession planning.

The table below notes the objectives for this review and records the results:

Objective	Findings			
	1	2	3	
<b>The specific objectives of this audit were to obtain reasonable assurance that:</b>				
1. There are appropriate formal policies and procedures relating to recruitment and selection which meet legal requirements, including those regarding equality and diversity, and these are being followed in practice	Satisfactory	0	0	2
2. The College has appropriate policies and processes in place that contribute to the retention of staff, including good employee engagement, reward and recognition, and ongoing training which are in line with good practice and being effectively implemented	Good	0	0	0
3. Appropriate succession planning arrangements are in place.	Satisfactory	0	0	1
		0	0	3
<b>Overall Level of Assurance</b>	<b>Satisfactory</b>	System meets control objectives with some weaknesses present		

### Audit Approach

A sample of senior managers were interviewed and the College's recruitment and retention arrangements along with its succession planning processes, were reviewed and tested to assess compliance against the above objectives.

## Staff Recruitment and Retention / Staff Development

### Summary of Main Findings

#### Strengths


- The Staffing Group, which meets every six weeks, provides the College with a corporate oversight of the recruitment process ensuring that all recruitment is in line with the College's aims objective and available funding;
- There is an up to date guide in place detailing the required steps to be taken when recruiting staff;
- Job roles are defined and placed on the pay scales based on the independent FEDRA job evaluation process;
- Guidance and support are available for the staff undertaking the selection process including interviews;
- The recruitment team uses a checklist to monitor the progress of each recruitment exercise to ensure compliance with the required approach;
- The required preemployment checks, including identity and disclosure are undertaken before employment commences;
- A new induction process is now in place to support new employees;
- The college has introduced a new set of values which set a benchmark for expected behaviours for its staff;
- All staff undertake an annual review to identify individual staff training needs which are assessed against the college values, in addition this process identifies individuals personal developmental objectives;
- Training and development programmes are in place to support College staff training needs and developmental objectives;
- Support is also in place for lecturers without a teaching qualification to obtain the General Teaching Council Scotland (GTCS) qualification;
- GTCS has approved the College's CPD approach for ongoing validation for teaching staff to maintain their professional teaching qualification;
- The College has a wide range of non-pay benefits to staff including increased flexible working, pensions, life insurance, employee support and a staff discount scheme;
- There are Key Performance Indicators (KPI's) in place to monitor the recruitment and retention process including training undertaken by staff with six monthly progress reports submitted to the Board of Management Organisational Development Committee; and
- Overall, the College has a low staff turnover rate, at an average of around 4%.

#### Weaknesses

- The Terms of Reference (ToR) for the Staffing Group which provides strategic oversight of the College's recruitment process is not fully aligned with best practice in corporate governance as it does not detail the role of the group within the College's governance and assurance arrangements;
- Audit testing identified a mismatch between the maintenance of the clerical and system records held by HR, therefore not all the recruitment checklists were not always fully updated in both systems; and
- There is no formal approach to staff succession planning in place within the College.

### Acknowledgements

We would like to take this opportunity to thank the staff at the College who helped us during our audit.



## Main Findings and Action Plan

**Objective 1: There are appropriate formal policies and procedures relating to recruitment and selection which meet legal requirements, including those regarding equality and diversity, and these are being followed in practice.**

### **Recruitment-Decision Making**

There is a Staffing Group in place which consists of the Vice Principals of Curriculum, External Relations, and Resources and College Development, the Assistant Principal Human Resources and the Head of Human Resources. The Staffing Group meets six weekly and its role is to provide a corporate oversight of the recruitment process. All recruitment bids are submitted to the group as part of a formal business case, and the group considers each application to determine if:

- The role is funded within the College's current funded full-time equivalent (FTE) staffing levels;
- If not, the source of the funding for the post;
- Whether it is a permanent or temporary, full time or part time role;
- If temporary or a fixed term award, the duration of the role; and
- Assess whether the role meets an identified business need and is aligned with the College's strategy.

Once the approval for the post is received, the HR team initiate the recruitment process. Terms of reference are in place detailing the remit of the Staffing Group; however, the remit does need to be updated to meet best practice and to align with the College's wider governance arrangements.

**Staff Recruitment and Retention / Staff Development**

**Objective 1: There are appropriate formal policies and procedures relating to recruitment and selection which meet legal requirements, including those regarding equality and diversity, and these are being followed in practice. (continued)**

Observation	Risk	Recommendation	Management Response			
<p>A review of the terms of reference for the Staffing Group has confirmed that it does outline the membership; the roles and responsibilities of the group and the meeting frequency. However, best practice would suggest that the terms of refence should also set out how the Staffing Group interfaces with the wider governance arrangements. So, for example which forum does this Group report to and when and what should be reported? In addition, the document should set out the frequency of the review of the Group's roles and responsibilities.</p>	<p>The terms of reference of the staffing Group may not capture the way in which the group links into the wider governance framework of the College and how often the terms of reference should be reviewed.</p>	<p><b>R1</b> The terms of reference for the Staffing Group should be reviewed and updated to describe the role of this forum within the wider College corporate governance framework and describing the timescale for subsequent review of the terms of reference for the Group.</p>	<p>The terms of reference for the College staffing group will be revised to ensure that the link to the wider governance framework is clear.</p> <p><b>To be actioned by:</b> Vice Principal Resources and College Development</p> <p><b>No later than:</b> 31 August 2020</p> <table border="1" data-bbox="1691 1037 2116 1173"> <tr> <td data-bbox="1691 1037 1915 1173">Grade</td> <td data-bbox="1915 1037 2116 1173">3</td> </tr> </table>		Grade	3
Grade	3					

**Staff Recruitment and Retention / Staff Development**

**Objective 1: There are appropriate formal policies and procedures relating to recruitment and selection which meet legal requirements, including those regarding equality and diversity, and these are being followed in practice. (continued)**

Observation	Risk	Recommendation	Management Response		
<p>Our audit testing identified a mismatch between the maintenance of the clerical and system records, therefore not all of the recruitment checklists were fully updated. However, it should be noted that the paper HR files examined were up to date and these are the primary information source. The root cause of this is the concurrent operation of two systems, one clerical hardcopy and one electronically based. The mismatch in records could increase the risk that required elements of the recruitment processes are not fully completed in line with the required guidance before a new employee commences employment. While testing has not identified any instances of this at present, the operation of dual systems increases the possibility of this risk crystallising.</p>	<p>The mismatch in record keeping processes could increase the risk that required elements of the recruitment processes are not fully completed in line with the required guidance before a new employee commences employment. While testing has not identified any specific instances of this occurring, the operation of dual systems increases the possibility of this risk crystallising.</p>	<p><b>R2</b> Records should be accurately updated and maintained consistently across the hardcopy and electronic records. Ideally, the College should work towards developing a single consistent approach for processing recruitment documentation, including consistency in record keeping and retention.</p>	<p>The College are having advanced discussions with our software provider to get web recruitment operational. It is estimated that it will take approximately 3 days consultancy work to get the system operational resulting in only one system for recording recruitment processes.</p> <p><b>To be actioned by:</b> Assistant Principal Human Resources</p> <p><b>No later than:</b> 31 August 2020</p> <table border="1" data-bbox="1691 1013 2128 1149"> <tr> <td data-bbox="1691 1013 1915 1149">Grade</td> <td data-bbox="1915 1013 2128 1149">3</td> </tr> </table>	Grade	3
Grade	3				

## Staff Recruitment and Retention / Staff Development

**Objective 2: The College has appropriate policies and processes in place that contribute to the retention of staff, including good employee engagement, reward and recognition, and ongoing training which are in line with good practice and being effectively implemented.**

The audit review of the financial reward and recognition processes in place confirmed that the college complies with the nationally agreed pay scales for both teaching and non-teaching staff. Job roles are placed on the relevant pay scales with the use of the FEDRA job evaluation process which is used by all Scottish Further Education bodies. This evaluation approach independently assesses the job role and its place within the nationally agreed pay scales.

A number of non-financial benefits are also available to staff these include;

- Flexible work arrangements including;
  - Flexi time;
  - Family friendly approach to working;
  - Favourable maternity and paternity leave arrangements;
- Occupational health services;
- Employee support programme;
- Pension scheme;
- Life insurance;
- Training and development programme for staff; and
- A staff discounts scheme

In line with current practice within the FE sector in Scotland, the College does not have a formal staff appraisal process. However, the College is committed to the ongoing development of staff at all levels. There is an annual programme of staff development assessment and needs linked to the College values and the personal development objectives of individual members of staff. This approach identifies individual training and developmental needs, along with any personal development aspirations, to enable staff to meet the College values, which are the benchmark for all staff to demonstrate expected work behaviours. Once needs and personal objectives are identified, applications are made for the provision of training to support the identified needs.

Until the current Academic year, August 2019 to July 2020, this process was not mandatory. Therefore, the exact level of compliance with this requirement across the college could not be assessed. However, the completion of this training development review is now mandatory, compliance rates can now be assessed and will be reported to Senior Management Team (SMT) after the completion of the current academic year ending 31 July 2020.

Once training needs are identified the College has a defined process in place for addressing these needs, this policy is available to all staff on the intranet. There is a formal guidance and procedures in place for individual training and development needs which is currently being updated. Once applications are made for training and developmental needs, they are scored with the merits of each application with funding provided to those who are deemed to be worthy of support. College funds for training and development is limited resulting in the use of the scoring assessment approach and the need to focus in on key development areas.

## Staff Recruitment and Retention / Staff Development

**Objective 2: The College has appropriate policies and processes in place that contribute to the retention of staff, including good employee engagement, reward and recognition, and ongoing training which are in line with good practice and being effectively implemented. (continued)**

The College does not deliver specific training courses in-house. Instead, funding is provided, or access is provided to learning materials via eLearning or other training modules. The only exception to this approach are the three CPD days which are delivered at each campus. All three campuses receive tailored events which are based upon the identified needs and these sessions comprise of a combination of internal and external training events.

One of the key development areas is the desire to improve the current ratio of qualified lecturers in place, currently this stands at 70% (362 out of 514 employed lecturers are qualified). To obtain the qualification the College is required to fund 150 hours of additional staffing costs to backfill for each member of staff participating in this training. The cost of this limits the numbers the college can support through this process on an annual basis, in academic year 19/20 the college offered 12 places. The GTCS, the professional teaching body has recently reviewed and approved the colleges CPD approach, validating its use for teaching staff to maintain their professional qualification.

There are KPIs in place to monitor progress against the success of the training and development initiatives within the college which are reported to the Organisational Development Group on a six-monthly basis. In addition the most recently completed staff survey in 2018 only identified one issue in relation to the provision of training and this has now been addressed. The staff survey to capture the views of staff on training and development issues is now due but has been delayed due to the current COVID-19 pandemic.

The College has also signed up to the Scottish Government's Staff Governance Charter to promote improved employee involvement in the College's strategic direction. This approach involves joint working with key stakeholders such as Trade Unions, professional organisations and other FE bodies.

## Staff Recruitment and Retention / Staff Development

### Objective 3: Appropriate succession planning arrangements are in place.

At present there are no formal succession planning arrangements in place. We were advised that there have been previous attempts to introduce a formal succession planning framework, but these attempts have been unsuccessful. The College has in place a robust recruitment process which has been successful in recruiting key posts when the need has arisen. This has also been supported using contingency plans when senior or key staff leave the College. In recent years, the College has been able to manage the loss of key postholders (including the Principal and Vice Principal) without any business interruption. However, there is an acceptance that more formal succession planning arrangements should be in place because this would provide additional support in recruiting the posts the college has already identified as 'Difficult to fill'.

Observation	Risk	Recommendation	Management Response
There is currently no formal staff succession planning framework in place within the College.	The College is unable to recruit an external candidate or promote an internal candidate to fill a key vacant post within the College.	<b>R3</b> The College should set out a timetable to develop and introduce a formal staff succession planning process for identified key posts.	<p>The College has in recent years reviewed turnover of senior staff in key positions and identified opportunities for succession planning. For example, the current Depute post took on the Principal post and the current VP took on the Depute post and an AP was promoted into a VP post. There is always open external recruitment for permanent senior posts and therefore a succession planning process is in place although not documented. We will however develop a more formal succession planning process.</p> <p><b>To be actioned by:</b> Assistant Principal Human Resources</p> <p><b>No later than:</b> 31 December 2020</p>
			<p style="text-align: right;"><b>Grade</b></p> <p style="text-align: right;"><b>3</b></p>



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**BOARD OF MANAGEMENT MEETING**

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Date of Meeting	16 September 2020
Paper Title	Organisational Development Committee Remit
Agenda Item	20.47
Paper Number	20.47, 20.47A
Responsible Officer	Christine McConnell
Status	Disclosable
Action	For Approval

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**1 REPORT PURPOSE**

The purpose of this report is to ask the Committee to approve the updated Remit for the Committee as contained in Appendix 1.

**2. RECOMMENDATION**

The Committee is asked to approve the updated Remit as contained in Appendix 1.

**3. BACKGROUND**

**3.1** At its last meeting on 27 April 2020, the Committee approved its Remit-subject to updating to reflect minor changes in terminology.

**3.2** This exercise has now been completed and the updated Remit is attached at Appendix 1 with the changes shown in tracking.

**3.3** The Committee is asked to approve the Remit as revised.

**4. RISK ANALYSIS**  
N/A

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

Ensuring Committee remit is accurate is essential to ensure competency of decisions

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



## **ORGANISATIONAL DEVELOPMENT COMMITTEE**

### **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 where it is the role of the Committee. 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 of the College with the three recognised unions 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 Corporate Plan and balanced scorecard information 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 Clerk 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.

*Note : TOR to be reviewed to reflect changes in terminology ( from OD Committee 27 April 2020)*

*REVIEWED JUNE 2020*