

ORGANISATIONAL DEVELOPMENT Committee

Wednesday 27 January 2021

The next meeting of the Organisational Development Committee will be held on **Wednesday 27 January 2021 at 4.30 pm.**

The meeting will be held remotely.

A G E N D A

| | | | |
|--------------|--------------------------|--|-------------|
| 21.01 | Welcome and Apologies | | S Heidinger |
| 21.02 | Declarations of Interest | | S Heidinger |

Minutes of Previous Meeting

| | | | |
|--------------|--|---|-------------|
| 21.03 | Minutes of Previous Meeting –16 September 2020 | P | S Heidinger |
| 21.04 | Matters Arising – Action Grid | P | S Heidinger |
| 21.05 | Notes of Support and Teaching JCNC Meeting | P | J Thomson |

Items for Discussion

| | | | |
|--------------|--|---|-------------|
| 21.06 | Assistant Principal HR Report | P | L McGaw |
| 21.07 | KPI Report and Future Improvement Plan | P | L McGaw |
| 21.08 | Attendance Management Report August to October 2020- Quarter One <ul style="list-style-type: none"> • Impact of Covid on attendance • Target for reducing work related stress | P | N Patton |
| 21.09 | Staff Profile and Turnover update and action plan | P | N Patton |
| 21.10 | Organisational Development Report | P | G Crankshaw |
| 21.11 | Health and Safety Report | P | G Crankshaw |

Continual Improvement

| | | | |
|--------------|---|--|-------------|
| 21.12 | Equalities Impact Assessment on Decisions Made | | S Heidinger |
| 21.13 | Review of Papers (Including disclosable status) | | S Heidinger |
| 21.14 | Any Other Business | | S Heidinger |

Date of Next Meeting: 19 May 2021

ORGANISATIONAL DEVELOPMENT COMMITTEE MEETING

| | |
|---------------------|---|
| Date of Meeting | 27 January 2021 |
| Paper Title | KPI Report |
| Agenda Item | 21.07 |
| Paper Number | 21.07A |
| 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 full year of 2019/20 and for Quarter 1 for year 2020/21. 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

Due to COVID-19 there were no Occupational Health Surveillance tests in Quarter 3 or Quarter 4 of 2019/20 resulting in the annual KPI figure only being 3%. This has continued into 2020/21 with the Occupational Health Provider initially unable to give appointments until January 2021 and this has again changed in light of the lockdown restrictions currently in place with appointments also being cancelled in March and April 2021. Discussions are currently taking place with our provider to discuss realistic timescales to re-establish testing.

2.2 Healthy College Events

We continue to have a full calendar of Healthy College events for 2020/21 and will offer these remotely until such times as restrictions are lifted.

2.3 Health and Safety Online Induction Completion Rates

The completion of Health and Safety online induction continues to be a priority for the organisation. The number of new employees continues to be low at this time.

2.4 Number of Accidents Reported

The number of accidents reported for the year 2019/20 was 387, which is similar to the number of accidents reported in previous years. The number of accidents reported in the first Quarter of 2020/21 is low due to a very limited number of staff being on site during this period.

2.5 Staff On-Line Induction Completion Rates

The College continue to encourage staff to complete the general online induction within acceptable timeframes.

2.6 Level of permanent teaching staff with TQFE

The level of permanent teaching staff with TQFE has dropped slightly from previous years to 73%. This is due to experienced staff who had a TQFE qualification retiring during 2019/20. We continue to support 11 staff annually to complete the TQFE programme however due to the remission and backfill arrangements in place this continues to be an expensive programme to support hence the restricted number of staff each year.

2.7 Working Days lost through Sickness Absence

The average absence at Glasgow Clyde College for academic year 2019/20 was 3.78% which is 0.32% lower than the target level for the academic year. However, in comparison to 2018/19 it is 0.81% lower. The figure for Quarter 1 is 3.47% which is considerably lower than Quarter 1 in 2019/20 which was high at 4.95%. The Human Resources team continue to monitor this figure closely and will work with line managers and staff through the remainder of the year to facilitate early returns to work where possible.

2.8 Working days lost due to work related stress

The figure for the first Quarter of 2020/21 is 9.8%, which compares to 13% recorded in the same period last year.

2.9 Protected Characteristic Reporting Data

This figure remains unavailable at this time.

2.10 % Permanent Staff Turnover

The staff turnover figure for 2019/20 at 14.08% was a high figure which was mainly due to temporary staff contracts being ended in June 2020. All staff who had their contracts ended had under 2 years' service. A number of staff who had contracts terminated in June received new contracts in September 2020. The turnover figure for the first Quarter of 2020/21 is low at 2%.

2.11 PDP (Personal Development Plan) Completion Rates

The completion rates for PDP's was low for 2019/20, the deadline for the paperwork submission was July 2020. As reported at the last Committee meeting a decision was taken not to pursue staff at a time when they found themselves working in difficult circumstances. We have reminded staff about participating in the PDP process this year and will monitor progress.

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 | 2020/21 Quarter 1 | 2020/21 Quarter 2 | 2020/21 Quarter 3 | 2020/21 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) 3% | 0% | | | |
| Participation rate of staff in Healthy College events | Annually | All staff participation | 321 (sessions) | 106 | (*2) 85 | | | | |
| HEALTH AND SAFETY | | | | | | | | | |
| Health and Safety induction completion rates | Quarterly | 100% within 1 month | 71% | 30% | 46% | 46% (*3) | | | |
| Number of Near Misses Reported | Quarterly | Increase awareness of reporting | N/A | N/A | 5 | 0 | | | |
| Number of Accidents Reported | Quarterly | Increase awareness and reporting | 84 | 97 | 87 | 6 | | | |
| DEVELOPMENT AND TRAINING | | | | | | | | | |
| Staff induction completion rates | Quarterly | 100% within 2 months | 61% | 51% | 31% | 15% (*4) | | | |
| % 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% | 73% | | | | |
| Lecturing staff PDP completion rate | Annually | 95% | N/A | 24% | 17% | | | | |
| SICKNESS ABSENCE | | | | | | | | | |
| Working days lost through sickness absence | Quarterly | 4% | 3.65% | 4.59% | 3.78% | 3.47% | | | |
| Working days lost to work related stress | Quarterly | TBC | N/A | N/A | 13.67% | 9.8% | | | |
| 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% | 6.00% | | | | |
| RECRUITMENT AND RETENTION | | | | | | | | | |
| % Permanent staff voluntary turnover | Quarterly | 5% | 3.54% | 4.44% | 14.08% | 2.00% | | | |
| 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 | 12 | | | | |
| HUMAN RESOURCE MANAGEMENT | | | | | | | | | |
| Number of disciplinaries each year | | | | | | | | | |
| Number of grievances each year | | | | | | | | | |
| Number of capability reviews per year | | | | | | | | | |
| No of dignity at work Cases | | | | | | | | | |
| Number of dismissals | | | | | | | | | |

*1 The OH Provider was unable to give appointments until January and thereafter appointments in March and April were cancelled due to Covid-19

*2 The HC Day moved online and participation was difficult to monitor however this is the minimum number of participants we had

*3 This percentage increases to 60% when including Temporary and Evening Lecturers

*4 This percentage increases to 23% when including Temporary and Evening Lecturers

ORGANISATIONAL DEVELOPMENT COMMITTEE MEETING

| | |
|---------------------|---|
| Date of Meeting | 27 January 2021 |
| Paper Title | Organisational Development Report |
| Agenda Item | 21.10 |
| Paper Number | 21.10A1, 21.10A2 |
| 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 Organisational Development since our last report to the Committee in September 2020.

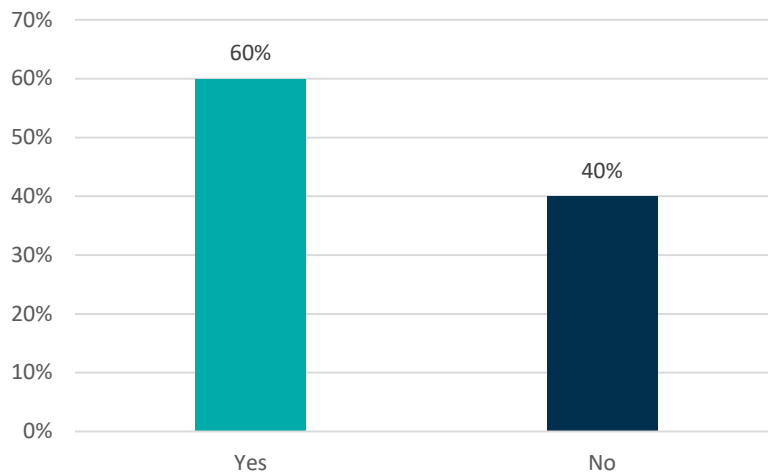
2 TEACHING PROFESSIONAL PATHWAY

- 2.1 10 staff are currently progressing with the TQFE qualification, which is being delivered by University of Aberdeen. One member of staff from the 2019/20 TQFE programme has been given an extension to complete his studies with University of Dundee.
- 2.2 We are recommencing the Classroom Essentials programme for teaching staff in January with places being offered for 24 staff. The programme was paused in March 2020 and has been redeveloped to an online programme, delivered by the college Teaching Fellows

3 STAFF LEARNING DAYS REVIEW

- 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 As part of the evaluation of the event, we took the opportunity to ask staff for their feedback on what impacted on their ability to participate in the Learning Days and also the timing of when the Learning days were held.

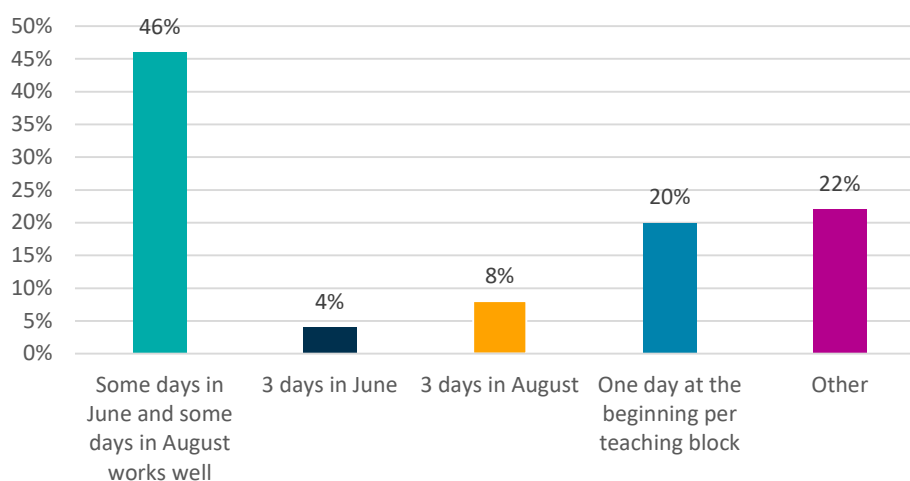
We asked staff if they attended all of the sessions they planned to attend and the feedback was as below:



3.3 Reasons for non-attendance included:

- General work commitments (main reason for majority of respondents).
- Time of year not good for CPD events due to level of work.
- Session times clashed so had to choose an option
- Childcare/Family requirements.
- Session fully booked.

3.4 We asked staff, if we were to review the format of the three Staff Learning Days what do they think would be the most beneficial and the responses are summarised below:-



3.5 Comments relating to the 'other' selection included:

- Introduce 'down weeks' between blocks to allow for course team meetings and CPD days throughout the year.

- Ongoing throughout the year.
- I found I had forgotten some of the content I learned in June. August days were more helpful.
- Learning days need to be more spaced apart – not all at once.
- Learning days should be just prior to Christmas holidays.

3.6 From the feedback, 46% have stated that holding the learning days in June and August works well. However, there was feedback from the Learning and Development sub-group of the Safe Return to College work stream, which supported development days spread throughout the year. In response to this the College have reviewed the Teaching Calendar and cannot identify days throughout the year where this can be applied so will remain with the current model.

3.7 There were some staff comments regarding forgetting learning from sessions attended in June, due to the break over the summer. To assist in this we had a number of staff repeating workshops in August or requesting recordings to refresh what they had learned in June.

3.8 SLT members have been asked to discuss and agree the format for CPD days going forward.

4 LEADERSHIP FRAMEWORK/CHARTER/PROGRAMME

4.1 The Organisational Development team have recently provided the following courses as part of the Leadership and Management Development Programme.

- Controlling the Controllable
- Resilience
- Motivating Ourselves and Others to Achieve Excellence
- Staff Communication: Principled and People centred

4.2 The attendance on the courses provided between September 2020 and January 2021 is as follows:

| Course | No. of Managers attended | % of invited Managers attended |
|---|---------------------------------|---------------------------------------|
| Controlling the Controllable | 24 | 55% |
| Resilience | 27 | 61% |
| Motivating Ourselves and Others to Achieve Excellence | 25 | 57% |
| Staff Comms: Principled and People centred | TBC | TBC |

- 4.3 The College has also offered the opportunity to staff in 'supervisor' roles to attend. So far we have had the following numbers attending from these roles:
- 4.4 Controlling the Controllable - 0
Resilience - 3
Motivating Ourselves and Others to Achieve Excellence – 1
Staff Comms: Principled and People centred – TBC
- 4.5 Each Assistant Principal has been provided with the details of attendance from the managers in their area and has been asked to encourage attendance on the programme for future sessions.
- 4.6 In addition, the Organisational Development team will be offering our Managers the opportunity to achieve a recognised Management qualification, CMI Level 5 Diploma in Management and Leadership. This programme is supported by the Glasgow Clyde Education Foundation.
- 4.7 The team are working with the College Business Development Unit to design the course and have identified 8 key units to develop our Manager's skills and knowledge. The course will be customised to ensure that our College values are embedded in the content.
- 4.8 The units selected are:
1. Principles of Leadership Practice
 2. Principles of Managing and Leading Individuals and Teams to Achieve Success
 3. Principles of Delivering Coaching and Mentoring
 4. Managing Conflict
 5. Managing Change
 6. Creating and Delivering Operational Plans
 7. Principles of Innovation
 8. Using Data and Information for Decision Making
- 4.9 We launched this opportunity to all of our managers on 10 December 2020 and asked them to express a note of interest and are offering ten places in the first cohort.
- 4.10 The programme will commence in February 2021 and will be a mixture of tutor led sessions and self-study.
- 4.11 The programme brochure can be found in Appendix (1).

5 EMPLOYEE ENGAGEMENT

5.1 Idea Box

5.1.1 The College has in place an idea box through the Hive platform which is the College employee engagement tool for all staff to submit any suggestions or comments. We have received 328 comments and all have been responded to by Organisational Development to ensure that individuals know their comments have been considered.

5.1.2 The Idea Box will continue to be used during the pandemic and going forwards as a general suggestions area.

5.2 Hive Fives – Clyde Shout-Out

5.2.1 The other part of the Hive platform that we are about to launch is the recognition area called Hive Fives and it is intended to call this Clyde Shout Out.

5.2.2 Through Clyde Shout Out, any member of staff will be able to recognise any other member of staff's contribution to the College. The "shout-outs" will be categorised into the College four Values groupings.

5.2.3 The recognition can be private or seen by all. This is determined by the member of staff receiving the comment and the member of staff giving the comment, permission from both is required for it to be made public. Public recognition will be displayed on the Staff Intranet.

5.3 People Excellence Awards

5.3.1 These awards will celebrate the exceptional contribution made by individuals or teams which exemplify the College Values since March 2020.

5.3.2 The Awards were launched on 8 December with nominations open until 18 December. (Appendix 2)

5.3.3 A panel of judges selected from across the College has reviewed the nominations and winners will be announced at our online People Excellence Awards ceremony.

5.3.4 The Awards ceremony will be held online on 19 February 2021.

5.3.5 We have engaged with a current Glasgow Clyde College media student to perform the role of host for the event and the production team are our internal staff from Organisational Development and the TV Production team.

6 INTERNAL COMMUNICATIONS

The team continue to review and disseminate information for staff in terms of communications on key matters for staff in particular in relation to the Covid-19 pandemic.

7 RISK ANALYSIS

There are no specific risks associated with this paper.

8 LEGAL IMPLICATIONS

There are no legal implications associated with this paper.

9 FINANCIAL IMPLICATIONS

There are no financial implications associated with this paper.

10 REGIONAL OUTCOME AGREEMENT IMPLICATIONS

N/A

11 HAS AN EQUALITY IMPACT ASSESSMENT BEEN CARRIED OUT

N/A

LEADERSHIP AND MANAGEMENT

DEVELOPMENT PROGRAMME

inspirational learning; changing lives



CMI Level 5

Diploma in Management and Leadership



People-centred



Pioneering



Principled



Passionate

CMI Level 5 Diploma in Management and Leadership

The Chartered Management Institute (CMI) is the Chartered Body for Management and Leadership. The institute's qualifications are nationally recognised, desirable and transferable.

The CMI Level 5 Management and Leadership course is designed to help managers and leaders develop their skills and knowledge.

Supported by the Glasgow Clyde Education Foundation, we are offering our managers a fantastic opportunity to study and achieve the Level 5 Diploma in Management and Leadership.

How will I benefit?

With this course, you will explore fundamental management theories and models, and improve your practical management skills.

You will develop an in-depth understanding of process and staff management.

You will enhance your problem-solving skills, enabling you to apply them directly in your workplace, benefiting you and the college.

What will I learn?

Throughout the course, you will be exposed to up to date management thinking, processes and practices that will help you to identify best practice in management and leadership and work out how these insights can be implemented in the college.

You will study the following units:

- Principles of Leadership Practice
- Principles of Managing and Leading Individuals and Teams to Achieve Success
- Principles of Delivering Coaching and Mentoring
- Managing Conflict
- Managing Change
- Creating and Delivering Operational Plans
- Principles of Innovation
- Using Data and Information for Decision Making

Further details on each of the units can be found at the end of the brochure.



How is the course delivered?

You will attend group webinars which will be two half day sessions per unit, along with a half day induction, where there will be pre-reading required (approx 1 hour). These sessions will be during the normal working day. The full timetable will be provided at the beginning of the course. You will also have access to the course tutor for one to one coaching sessions, if required.

The units you will be studying are:

| Unit Title | CMI Learning Journey Online | Completing Assessments |
|---|-----------------------------|------------------------|
| Principles of Leadership Practice | 4 hours 15 min | 4 - 5 days |
| Principles of Managing and Leading Individuals and Teams to Achieve Success | 6 hours 35 min | 3 - 4 days |
| Principles of Delivering Coaching and Mentoring | 4 hours 5 min | 3 - 4 days |
| Managing Conflict | 2 hours 45 mins | 3 - 4 days |
| Managing Change | 4 hours 10 mins | 3 - 4 days |
| Creating and Delivering Operational Plans | 6 hours 20 mins | 3 - 4 days |
| Principles of Innovation | 3 hours 15 mins | 3 - 4 days |
| Using Data and Information for Decision Making | 3 hours | 3 - 4 days |

How long will it take to complete the course?

It will take approximately 12 months to complete the Diploma.

When do I study and complete my assessments?

The CMI Learning Journey is the minimum self-directed study time that is required to achieve the qualification. This will be undertaken in your own time.

Completing assessments will also be undertaken in your own time. The timings above are approximate and will vary from person to person.

How will the course be funded?

The College will pay the full course fees supported by the Glasgow Clyde Education Foundation.

Do I need any qualifications?

No formal educational qualifications are required to study at any level of the CMI.

CMI Membership

When you first join CMI as a member, you will become an Affiliate, which is the starting point of your membership journey. You will have a one year's free membership from enrolment on the course.



Once in membership, you can choose to upgrade depending on your qualifications and experience.

Terms and conditions of funding

If you resign or leave the college under a voluntary severance package within 12 months of completing the programme, you will be required to repay 50% of the course fees.

If you leave the college before completing the programme, you will be required to repay 100% of the course fees.

If you withdraw from the course prior to completion, then you will agree to reimburse the college with the full course fees.

You will complete an agreement form, covering these terms, prior to commencing the course.

How do I express an interest to attend?

Following a discussion with your line manager and agreement from them that you can participate in the course, you should email your expression of interest to organisationaldevelopment@glasgowclyde.ac.uk, copying in your line manager.

The closing date for expressions of interest is **Thursday 14 January 2021**.



CMI Level 5 Diploma in Management and Leadership

Principles of Leadership Practice

The aim of this unit is to develop managers' understanding of ethical leadership and the impact of culture and values on leadership. Managers will examine leadership models and the concept of empowerment, with consideration of techniques and methods for leading others.

Principles of Managing and Leading Individuals and Teams to Achieve Success

The aim of this unit is to equip managers with an in-depth understanding of the theoretical and practical approaches to leading and managing teams effectively. Managers will identify the techniques used to monitor and manage individual and team performance, assess current and future capabilities and adopt approaches to respond to these. On successful completion of the unit, managers will not only understand how to meet the challenge of leading individuals and teams, they will know how to support, motivate and inspire them to exceed expectations.

Principles of Delivering Coaching and Mentoring

Coaching and mentoring are proven techniques used to enhance the skills, knowledge, talents and potential of individuals as part of an organisational learning and development strategy. This unit explores the principles and practices of coaching and mentoring, and the impact these techniques can have in the development of a high-performance culture.

Managing Conflict

Managing conflict takes resilience. It requires the ability to evaluate complex information, make evidence based judgements and act professionally within the bounds of organisational and legal frameworks. This unit is designed to equip the learner with strategies to manage conflict with confidence, find creative solutions and make difficult decisions.

Managing Change

This unit has been designed to enable the learner to evaluate types and reasons for change within organisations and be able to select and apply theoretical models for its management. The purpose is not only to enable learners to develop the skills to manage change and achieve set objectives, but to do so in a professional manner with open and honest communication throughout the entire process.



People-centred



Pioneering



Principled



Passionate

Creating and Delivering Operational Plans

The ability to translate organisational objectives into operational plans is an essential management skill. The unit opens with the importance of understanding the strategic direction of the organisation and how to contribute to the strategic planning process. It then focuses on the knowledge and skills required to create and deliver operational plans. This includes the need to set key performance indicators, monitor quality and outcomes against the plan, and know how to effectively report on findings.

Principles of Innovation

Innovation has the power to transform organisations, teams and individual performance. When a culture of innovation and entrepreneurship thrives, new ideas and initiatives flourish. This unit has been designed to enable learners to identify opportunities for innovation in the workplace (which may be in the form of new working practices, processes, new products or services), analyse the rationale for developing initiatives and know how to turn ideas into reality.

Using Data and Information for Decision Making

The ability to analyse and manage data and information can lead to increased competitiveness, innovation, productivity and customer satisfaction. However, with data and information volumes increasing at unprecedented levels, the ability to interpret, use, and harness 'big data' can become an organisational challenge. The aim of this unit is to equip learners with an understanding of the purpose and practices of interpreting, managing and presenting business data and information to inform decision making.



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Passionate



PEOPLE EXCELLENCE AWARDS

These awards will celebrate the exceptional contribution made by individuals or teams which exemplify the College Values since March 2020.

Staff cannot nominate themselves or their own team, however line managers can nominate individual team members.

To nominate send a statement with details of the contribution, proposed category and name of the individual or team to Organisational Development organisationaldevelopment@glasgowclyde.ac.uk

Nomination statements can include:

- Examples of commitment to time and effort;
- How the individual/team went above and beyond the expectations of their role;
- The direct or indirect impact on the work of the College;

*****Nominations close on Friday 18 December at 12noon.*****

A panel of judges selected from across the College will review the nominations and winners will be announced at our online People Excellence Awards on 29 January 2021.

AWARD CATEGORIES

| | |
|-------------|---|
| Award Title | EMPLOYEE OF THE YEAR |
| Criteria | Best individual response to the COVID-19 pandemic embracing the College values in the course of their work. |
| Eligibility | All staff |

| | |
|-------------|---|
| Award Title | TEAM OF THE YEAR |
| Criteria | Best team response to the COVID-19 pandemic embracing the College values in the course of their work. |
| Eligibility | All Schools/Departments |





PEOPLE EXCELLENCE AWARDS

| PEOPLE CENTRED | |
|----------------|---|
| Award Title | BEST CUSTOMER* FOCUSED SOLUTION IN RESPONSE TO THE COVID-19 PANDEMIC |
| Criteria | <ul style="list-style-type: none"> • Applied high standards • Collaborated well with other departments in the College • Demonstrated an open, respectful and professional approach • Solution focused |
| Eligibility | All staff *applies to service to internal and external customers |

| PIONEERING | |
|-------------|---|
| Award Title | INNOVATIVE TEACHING PRACTICE IN RESPONSE TO THE COVID-19 PANDEMIC |
| Criteria | <ul style="list-style-type: none"> • Demonstrated new and novel approaches in content design and delivery • Created a positive impact on student learning by supporting diverse student learners • Shared the innovation with other teaching staff • Developed technology or strategy that demonstrates significant impact on teaching effectiveness, student learning and/or student retention |
| Eligibility | Teaching staff |
| Award Title | INNOVATIVE SUPPORT INITIATIVE IN RESPONSE TO THE COVID-19 PANDEMIC |
| Criteria | <ul style="list-style-type: none"> • Displayed cutting-edge thinking • Introduced activities that are transformational for their team or college • Used initiative and creativity to improve performance • Is ambitious, innovative and courageous in presenting ideas |
| Eligibility | All Support staff |





PEOPLE EXCELLENCE AWARDS

| PRINCIPLED | |
|-------------------|---|
| Award Title | CHAMPIONING DIVERSITY, PROMOTING INCLUSION IN RESPONSE TO THE COVID-19 PANDEMIC |
| Criteria | <ul style="list-style-type: none">• Advocated for others, striving to eliminate barriers created by the pandemic• Supported fair treatment and equal opportunity for all• Introduced solutions to increase inclusion for diverse groups• Addressed unacceptable or unethical behaviour |
| Eligibility | All staff |

| PASSIONATE | |
|-------------------|---|
| Award Title | INSPIRING AND MOTIVATING IN RESPONSE TO THE COVID-19 PANDEMIC |
| Criteria | <ul style="list-style-type: none">• Generated enthusiasm amongst colleagues and students• Has been resilient and faced challenges in a positive manner• Led by example inspiring others to strive for excellence• Enthusiastically represented the College increasing positive perceptions with students and external bodies |
| Eligibility | All staff |



ORGANISATIONAL DEVELOPMENT COMMITTEE MEETING

| | |
|---------------------|---|
| Date of Meeting | 27 January 2021 |
| Paper Title | Health and Safety Report |
| Agenda Item | 21.11 |
| Paper Number | 21.11A1, 21.11A2, 21.11A3, 21.11A4 |
| 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 September 2020 since the last report to the Committee.

2 HEALTH AND SAFETY REVIEW

- 2.1 As reported previously the Health and Safety review is progressing well. We have published 20 new procedures/guidelines to support the new Policy. Of the 9 remaining procedures and policies, 2 procedures have been sent out for consultation, 4 are currently being prepared for the consultation process and review of the 3 others will be undertaken from December 2020.
- 2.2 Due to COVID-19 restrictions training will be limited to the procedures that are suitable for an online training package. The rest of the training will be delivered when we return fully to campus.

3 STATISTICS

3.1 Accident Statistics 1 August to 31 October 2020

- 3.1.1 The accident statistics from 1 August to 31 October 2020 are attached in Appendix 1. There were 6 accidents reported in this period, which included one RIDDOR-reportable event, for a student who slipped and fell on the football pitch and sustained a crack to his wrist as he tried to break his fall.

3.2 First Aid Call Outs

- 3.2.1 Over the period 1 August to 31 October 2020, the College First Aiders attended to 8 First Aid call outs.

3.3 Near Miss Reports

3.3.1 There were no near misses reported in the period from 1 August to 31 October 2020.

3.4 Hazard Observations

3.4.1 There were also no hazard observations reported during this period.

4 SERVICE DESK PROVISION

4.1 From 1 August 2020 to 31 October 2020, 61 requests were logged on the Health and Safety Service Desk. 46 of these requests have been closed by the Team and 15 requests are currently active. Live requests are, in the main, requests for Personal Emergency Evacuation Plans (PEEPs), or future First Aid Alerts for students not currently attending campus and industrial placement risk assessments for placements which are currently on hold due to COVID-19.

4.2 There has been a significant increase in the number of requests raised on the Health and Safety service desk compared to the last reporting period which was expected with the return of some face-to-face activities during this period.

4.3 Within the period 1 August to 31 October 2020, 39 requests for operator chairs were received from staff experiencing discomfort as a result of new and/or existing back problems. The Organisational Development Team has organised and arranged the delivery of chairs to those staff requiring one as identified through their home working risk assessment, in addition to staff who have ergonomic chairs when in the campuses.

5 FIRE RISK ASSESSMENT

5.1 Progress has been recorded on a number of the recommendations made in the fire risk assessments carried out for each campus. The work on this has been undertaken by Organisational Development and the Estates Department. The Organisational Development team will continue to 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 Organisational Development team remains actively involved in monitoring the COVID-secure systems that have been established to ensure staff and students' activities remain safe within the College buildings. The team are also responsible for reviewing and updating the College Wide Generic Risk Assessment and supporting all departments with their Risk Assessment although these are the responsibility of individual department line managers to complete.

- 6.2 The team supported the development and introduction of the COVID-19 Contact Tool Kit, designed to support managers and staff across the College and keep track of COVID-related reports received from students and staff members. The data collated enables the College to meet reporting requirements to the Scottish government.
- 6.3 Following the various COVID-19 restrictions by the Government, communication and guidance has been provided to relevant managers to support them in the review of their Departmental risk assessments. These updates have been received, reviewed, and stored centrally by the Organisational Development team.
- 6.4 Relevant guidance for staff and students continues to be updated and provided to staff and students as required.

7 RISK ASSESSMENT LIBRARY

- 7.1 The team have been working with Systems Development on a project to introduce a digital library for all live and archived risk assessments. Testing on this has now been completed and the library launches in January 2021.
- 7.2 A User Guide has been developed for staff and will be circulated with the launch of the library.
- 7.3 The library has various access levels dependant on individual's roles within the College.
 - 7.3.1 All staff can see and read-only the Risk Assessments relevant to their Departments/Schools.
 - 7.3.2 Managers can see and edit the Risk Assessments relevant to their Departments/Schools.
 - 7.3.3 Managers can also see and read-only the Risk Assessments prepared by other Departments/Schools.
 - 7.3.4 In the absence of a line manager, special access can be granted to a designated staff member(s) to allow temporary manager access.

8 RISK ANALYSIS

- 8.1 The risks associated with this paper are in connection with the College continuing to undertake activities on campus during the second wave of the COVID-19 pandemic, and the implications of continued physical interactions between individuals. The risks have been maintained at a level that is as low as reasonably practicable, due to increased awareness of the COVID-secure measures among staff and students, ongoing vigilance by all on campus and a responsive monitoring system that

ensures appropriate steps are taken to support adherence to the control measures put in place.

9 LEGAL IMPLICATIONS

- 9.1 There are legal implications if the College does not comply with the HSE, Health Protection authorities' and Government Guidelines on COVID-19. The HSE and other regulatory bodies continue to carry out scheduled and unannounced spot checks of workplaces. The College must continue to maintain its commitment to ensuring that the health and safety of its staff, students and the community at large, is maintained and not compromised by the nature of its undertakings.

10 FINANCIAL IMPLICATIONS

- 10.1 The costs associated with the procurement of materials, advertisement and hygiene products, necessary to establish and maintain a COVID-secure environment across the College campuses are being collated. This figure currently stands at circa £75k and will be shared with the Committee when ascertained. This excludes the cost of the provision of additional digital equipment to students and staff.

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.

1. Appendix 1

Health & Safety Accident Statistics for Glasgow Clyde College 1 August to 31 October 2020

| Accident Category | Staff | Hospital | Riddor | Students | Hospital | Riddor | Contractors/ Visitors | Hospital | Riddor | Other | Hospital | Riddor | Total |
|-------------------------|----------|----------|--------|----------|----------|----------|--------------------------|----------|--------|-------|----------|--------|----------|
| Slip / Trip / Fall | 1 | | | 1 | 1 | 1 | | | | | | | 2 |
| Manual Handling | | | | | | | | | | | | | |
| Burns / Scalds | | | | | | | | | | | | | |
| Cuts | | | | 1 | | | | | | | | | 1 |
| Machinery/Tool Cuts | | | | 2 | 1 | | | | | | | | 2 |
| Eye Injuries | | | | | | | | | | | | | |
| Physical/Verbal Assault | | | | | | | | | | | | | |
| Reportable Disease | | | | | | | | | | | | | |
| Other | 1 | | | | | | | | | | | | 1 |
| TOTAL ACCIDENTS | 2 | | | 4 | 2 | 1 | | | | | | | 6 |

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

1 x student sent to hospital as wound required stitches.

1 x student slipped during sports lesson and fractured his wrist (RIDDOR)

Appendix 2

First Aid Call Outs for Glasgow Clyde College 1 August to 31 October 2020

| First Aid Call Outs | Staff | Hospital | Riddor | Students | Hospital | Riddor | Contractors/ Visitors | Hospital | Riddor | Other | Hospital | Riddor | Total |
|----------------------------------|----------|----------|--------|----------|----------|--------|--------------------------|----------|--------|-------|----------|--------|----------|
| First Aid Call Outs | 2 | 2 | | 6 | 1 | | | | | | | | 8 |
| TOTAL First Aid Call Outs | 2 | 2 | | 6 | 1 | | | | | | | | 8 |

Synopsis of First Aid Call Outs

| DATE | CAMPUS | COMMENT |
|----------|------------|---|
| 08.09.20 | Anniesland | Student had a skelf in his finger |
| 30.09.20 | Anniesland | Student punched a wall – Went to hospital as a precaution. |
| 23.09.20 | Anniesland | Student cut his finger opening a wrapper. |
| 20.10.20 | Anniesland | Member of staff suffered a fit during an online class. Taken to hospital by ambulance. |

| | | |
|----------|-----------------------------|--|
| 22.09.20 | Cardonald | Member of staff felt faint and weak. Sent to hospital as a precaution. |
| 16.09.20 | Langside | Student fainted. |
| 07.10.20 | Langside (out with college) | Student fell as he ran for the bus. |
| 29.10.20 | Langside (out with college) | Student burnt herself at home. |

