

# **ORGANISATIONAL DEVELOPMENT Committee**

**Wednesday 22 September 2021 at 4.30pm**

The next meeting of the Organisational Development Committee will be held on **Wednesday 22<sup>nd</sup> September 2021 at 4.30pm**. The meeting will be held remotely using Zoom.

## A G E N D A

<b>21.32</b>	Welcome and Apologies		S Heidinger
<b>21.33</b>	Declarations of Interest		S Heidinger

### Standing Items

<b>21.34</b>	Minutes of Previous Meeting –19 May 2021	P	S Heidinger
<b>21.35</b>	Matters Arising – Action Grid	P	S Heidinger
<b>21.36</b>	Notes of Support and Teaching JCNC Meeting	P	J Thomson

### Items for Discussion

<b>21.37</b>	Assistant Principal HR Report	P	L McGaw
<b>21.38</b>	Update on Future Blended Working	P	L McGaw
<b>21.39</b>	Employee Engagement Survey 2021 Update	P	L McGaw
<b>21.40</b>	Attendance Management Report May to July 2021 – Quarter Four	P	N Patton
<b>21.41</b>	Annual Attendance Management Report for 20/21	P	N Patton
<b>21.42</b>	Staffing Profile	P	L McGaw
<b>21.43</b>	Organisational Development Report	P	G Crankshaw
<b>21.44</b>	Health and Safety Report	P	G Crankshaw
<b>21.45</b>	KPI Report	P	L McGaw
<b>21.46</b>	Progress on Policy Harmonisation	V	L McGaw
<b>21.47</b>	Committee Remit and Schedule of Work	P	C McConnell

<b>21.48</b>	Equalities Impact Assessment on Decisions Made		S Heidinger
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<b>21.49</b>	Review of Papers (Including disclosable status)		S Heidinger
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<b>21.50</b>	Any Other Business		S Heidinger
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**Date of Next Meeting:** 26<sup>th</sup> January 2022  
Boardroom, Langside

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## ORGANISATIONAL DEVELOPMENT COMMITTEE MEETING

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Date of Meeting	22 September 2021
Paper Title	Notes from Lecturing and Support JCNC Meetings
Agenda Item	21.36
Responsible Officer	Janet Thomson, Vice-Principal: Resources and College Development
Status	Disclosable
Action	For Noting

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### 1 REPORT PURPOSE

- 1.1 The purpose of this report is to provide to the Organisational Development Committee a summary of the meetings of the Joint Consultation and Negotiation Committee (JCNC) meetings with the lecturing and support staff unions that have taken place since the last report to Committee on 19 May 2021. Within the Recognition and Procedures Agreement there are to be three of each of these meetings per academic session.

### 2 LECTURING JCNC

- 2.1 The third lecturing JCNC meeting for the academic session 2020/21 took place on the 26 May 2021.

The main items discussed and summary of the matters covered are as below:

#### 2.2 Indicative Funding Announcement 2021/22

An overview of the funding allocation for the region for 2021/22 was provided.

The group was given information on changes to credits. In 2021/22, additional credits are being allocated for Foundation Apprenticeships which were previously through SDS funding, and additional credits for deferred students. These are both for one year only and in 2022/23 there will be no additional credits for Foundation Apprenticeships as these will be part of core funding and there are not anticipated to be deferred students. It was emphasised that although the overall SFC funding for 2021/22 has increased by 7% on the previous year, the actual cost pressure uplift for the sector was 2.4% with the balance of the uplift in funding specifically for Foundation Apprenticeships, Deferred Students, Digital Learning, and Mental Health support for staff and students.

### **2.3 Academic Management Restructure**

There was an update given on the current academic management restructure position, and it was indicated that three out of the four posts of Curriculum and Quality Leaders had been filled at that point and that the interviews for the 48 FTE Curriculum Manager posts were ongoing. It was noted that any posts not filled, would be re-advertised internally to all staff before being advertised externally. It was also confirmed that staff “stepping down” would have a conserved salary for 4 years and it was indicated that 16 members of staff had indicated they planned to “step down” from their role of Senior Lecturer to Lecturer.

### **2.4 Voluntary Severance Update**

An update was provided on voluntary severance applications received for phase 1, 2 and 3 of the scheme. It was indicated that a total of 24 lecturing staff applications and 5 support staff applications had been approved.

### **2.5 Procedures: Homeworking**

It was noted that the Homeworking Procedure had been circulated and any feedback was requested to be sent to Head of Human Resources.

### **2.6 Lecturing Recognition and Procedures Agreement (RPA)**

It was indicated that the RPA had been amended to reflect the changes as a result of national bargaining arrangements and was included within the agenda. EIS indicated that their Officer had still to review this and would so. Also some amendments were required to titles to reflect the new Academic Management Restructure.

### **2.7 Allocation of Additional Temp Hours**

EIS highlighted that a number of staff had contacted them for information on how the allocation of additional temporary hours was undertaken and it was agreed to pass a message on to staff via the Curriculum Assistant Principals.

### **2.8 Pay Calculations**

A specific matter on one member of staff’s pay slip was raised by EIS and it was agreed this would be picked up with payroll.

### **2.9 BICS trainer / assessor – clarification**

EIS queried this role which had recently been part of a cleaning job advert and it was clarified that the acronym BICS is “British Institute of Cleaning

Standards” and that this is their terminology and is for a cleaning role part of which is to ensure BICS standards are met.

#### **2.10 EIS Health and Safety Representatives’ Remission**

Management have been asked to consider increasing the current remission time from 1 hour per week for the local EIS Health and Safety Representatives and it was indicated that a review of the implications of this were being considered.

#### **2.11 Rates of Pay / Contracts**

An issue around staff querying their rates of pay had been raised by EIS and it was agreed that further discussion would take place at the meeting on Rates of Pay which had been scheduled.

#### **2.12 Media Policy/ Guideline**

EIS had added this item to the agenda and indicated that there was not a policy on speaking to the press and instead there was a guideline. Management indicated that it was felt that the guideline met the College staff needs.

#### **2.13 External Validation (EV) Visits**

EIS queried whether EV Visits were taking place this year and Management advised that they were taking place virtually.

#### **2.14 Annual Leave Carry Forward**

EIS raised a question on whether annual leave can be carried forward to 2021/22 and it was indicated that this will be communicated to staff in due course.

### **3 SUPPORT JCNC**

All three Support JCNC meetings for Academic year 20/21 have already been reported to the Committee as they were all held prior to the May Committee meeting.

## **4 SUPPORT STAFF SAFE RETURN TO WORK – SUMMARY OF WEEKLY/FORTNIGHTLY MEETINGS**

These additional meetings have been held with the support unions since late November 2020 and were held weekly for the most part and now more recently have been held fortnightly (with a six week break over the summer period). The items discussed and summary of matters covered are as below:

### **4.1 Student Numbers on Campus**

A weekly update is provided by the Vice Principal Curriculum and External Relations on the level of teaching activity and student numbers expected to be on campus, as gathered from the Curriculum Assistant Principals, and in line with the most recent Scottish Government guidance.

### **4.2 Contractor Works**

There is discussion around any estates works being undertaken, or scheduled to take place on campuses, including discussion on related contractors' risk assessments and method statements.

### **4.3 Rationale Table for Support Staff On Campus**

A rationale table for support staff on campus is circulated to each meeting to provide a breakdown of staff expected to be on campus, in which areas, and the rationale for this.

### **4.4 Furlough**

An update is provided to each meeting on any staff who remain on either partial or full furlough.

### **4.5 Risk Assessments**

There is discussion around any amendments required or made to risk assessments across all areas, and for the College Generic Risk Assessment.

### **4.6 Health and Safety Service Desk**

Details of any requests made to the Health & Safety Service Desk related to the pandemic are shared which is mainly equipment (e.g. chairs) required to assist home working.

#### **4.7 Testing Kit Distribution and Vaccination**

There is discussion at each meeting on testing kit distribution and communications around vaccination requirements, and associated Scottish Government guidance.

### **5 RISK ANALYSIS**

- 5.1 There are no specific risks associated with this paper although it does link to the College's Strategic Risk of potential for "Negative impact on employee relations at a local College level (e.g. local consultation)" where the JCNC meetings are the main method of maintaining communications and good working relationships with the three recognised unions.

### **6 LEGAL IMPLICATIONS**

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

### **7 FINANCIAL IMPLICATIONS**

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

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

- 8.1 N/A

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

N/A

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## **ORGANISATIONAL DEVELOPMENT COMMITTEE MEETING**

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Date of Meeting	22 September 2021
Paper Title	Assistant Principal HR Report
Agenda Item	21.37
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 functions since the last Committee meeting, and which are not covered within other Organisational Development Committee papers.

### **2 ACADEMIC MANAGEMENT RESTRUCTURE**

- 2.1 In the report provided to the Committee in May 2021, it was reported that the process of completing the Academic Management restructure had begun and it was anticipated that the structure would be in place in time for the start of the Academic session 2021/22.
- 2.2 The new Academic Management structure came into place on 1 August 2021. This involved 88 on-line interviews and 61 people being appointed to 52 new roles. As part of this process 16 members of staff opted to 'step down' and will have conserved salaries for 4 years, in line with National Bargaining Terms and Conditions. Any member of staff affected and not appointed to a new role was subsequently offered a lecturing role and will also have their salary conserved for a period of 4 years.
- 2.3 At the time of writing, one post in the new structure remains unfilled and was advertised externally. This Curriculum and Quality Leader in Access and Continuing Learning will be interviewed and hopefully appointed on Friday 10 September 2021.
- 2.4 A comprehensive induction and ongoing training plan for the new Curriculum and Quality Leader and Curriculum Manager posts has been developed and now runs every Wednesday afternoon. Please see attached Appendix.



- 2.5 An initial review of the new structure will be undertaken in January 2022 and then again in June 2022. The scope of that review is currently being discussed.

### **3 VOLUNTARY SEVERANCE 20/21**

- 3.1 Our Voluntary Severance Scheme during 20/21 saw 23 teaching staff and 5 support staff leave the organisation by 31 July 2021.
- 3.2 Approval for the scheme is in place to run through to December 2021 at this time and the College has asked GCRB r this date to be extended to July 2022 to allow restructure to be considered in some areas.

### **4 SENIOR LEADERSHIP RECRUITMENT**

- 4.1 There is currently some change of personnel within the Senior Leadership Team.

#### ***4.2 Deputy Principal: Curriculum and Quality Enhancement***

John Rafferty, our current Curriculum Assistant Principal, Health and Wellbeing will take over from Brian Hughes when he retires at the end of October 2021. John will take up his new role on 1 October 2021.

#### ***4.3 Curriculum Assistant Principal: Engineering, Computing and the Built Environment***

The College advertised and recruited this post themselves without the support of a Head-hunter. The pool of candidates was strong with both internal and external candidates being interviewed. Following a rigorous recruitment process, Jennifer Brickwood has been appointed and will take up her post on Monday 11 October 2021. Jennifer will join us from Perth College UHI where she is currently the Sector Development Director for STEM.

#### ***4.4 Curriculum Assistant Principal: Health and Wellbeing***

Due to John Rafferty being appointed as our new Deputy Principal his current role, Curriculum Assistant Principal, Health and Wellbeing has now been advertised Nationally. Again, the College has managed the recruitment process for this role themselves and we have received a number of strong applications for the role. The long leet interviews for the role will take place mid-September with the short leet interviews scheduled for 1 October 2021.

### **5 CATERING RESTRUCTURE CONSULTATION**

- 5.1 The catering and hospitality sector has been profoundly impacted by the COVID-19 pandemic and the College's catering operations have been

significantly affected. In response to the pandemic the College had to fully close the catering service at Cardonald for an extended period of time during the latter part of 2019/20 and the majority of 2020/21.

- 5.2 Whilst the government Job Retention Scheme helped to alleviate the economic impact in the short to medium term, this scheme ends in September 2021 and therefore a longer term solution is now being explored.
- 5.3 The short term financial impact has been that the Catering income at the Cardonald campus having been for 2018/19 at £625k, dropped to £474k for 2019/20 (as the pandemic affected the last four months of that year) and the income for 2020/21 dropped significantly to £22k as the catering facility was either closed or severely limited during that period.
- 5.4 The staffing costs over the same period rose annually due to pay awards and were £332k in 2018/19, £359k in 2019/20 and £366k in 2020/21. Whilst the staffing costs have been largely offset by furlough income the salary costs are not sustainable for the College to continue with the current structure.
- 5.5 It is anticipated that the use of catering facilities on all College campuses will be significantly changed for the foreseeable future. A shift towards a blended model of teaching for a range of subject areas is likely to impact the number of people on campus in 2021/22. Furthermore, it is also anticipated that there will be longer-term changes in staff and student behaviours as we all adapt to a more fluid working and studying style.
- 5.6 Our proposal for the future catering service structure, aims to protect as many College jobs as possible by introducing a new in-house service to the College's Anniesland and Langside Campuses through which we are hoping to be able to accommodate all of the current catering staff across the three campuses. This however will involve changes of location, roles and working weeks for some members of staff, based on anticipated business demands.
- 5.7 The consultation process began on Thursday 19 August 2021 with the staff and Trade Union representatives. Phase one of the consultation process ends on Friday 10 September. Consultation responses will be collated, and feedback will be provided to staff and Trade Unions around the 20 September with a final structure planned to be released week beginning 27 September. We aim to transition to a new structure after the October holiday break (Monday 18 October 2021).

## **6 RETURN TO OFFICE WORKING PLANNING**

- 6.1 Following the First Minister's announcement on COVID restrictions in Scotland moving to "beyond level 0", there has been much discussion

regarding how the guidance published by the Scottish Government on 10 August ([Coronavirus \(COVID-19\): universities, colleges and community learning and development providers - gov.scot \(www.gov.scot\)](https://www.gov.scot/Topics/healthandcare/coronavirus/covid-19/universitiescollegescommunitylearninganddevelopmentproviders)) is interpreted within a college setting.

6.2 Whilst the requirement for physical distancing has all but been removed, it is acknowledged that maintaining some form of distancing is still helpful in reducing the risk of transmission of the virus. Therefore, we are adopting a cautious approach to overall utilisation of our campuses.

6.3 The following overarching principles have been developed in consultation with our local branch of EIS-FELA and the College Student Association:

- Course teams should discuss the best approach for their courses and learners, taking into consideration whether there is a necessity for on-campus activity;
- On-campus activity should be prioritised for our most vulnerable learners and those who require access to workshops / labs / where online learning does not provide for the best learner experience or is indeed impossible to deliver online;
- There should be a balance of on-campus and online activity across the range of courses and that it may be helpful to consider a spectrum of activity from fully on-campus to fully online;

<b>On-Campus</b>	<b>Online</b>
Vulnerable learners	Independent learners
Practical / workshop activity	Higher level SCQF courses
Lower level SCQF courses	

- Most courses should be placed somewhere on this spectrum with an appropriate balance of on-campus and online delivery;
- Consideration should be given to others in the same vicinity, even though classes *could* be brought on to campus regularly, there is still a need to avoid crowding in areas of the campus and it may be necessary to spread activity across the week;
- It may be useful to consider staggered starts and breaks (incl. lunchtime) to avoid crowding in corridors and other spaces;
- All classrooms and workshops should be assessed for their capacity with distancing of approximately 1m in place. This will allow for increased student numbers compared to the previous restriction of 2m. It will not be possible for the Health & Safety team to visit every teaching space to determine capacity so course teams were asked to look at the rooms that they propose to use and indicate, on the poster on the door, what the revised numbers are for people in that room;
- In line with Scottish Government requirements, face coverings should be worn by staff and students in corridors and in classrooms unless an

exemption applies. This requirement already applies in Schools and will be reviewed regularly;

- Staff and students are encouraged to use Lateral Flow Tests regularly in order to minimise the risk of transmission of the virus. College communications will also encourage staff and students to access vaccinations if they are able to do so;

These arrangements will be reviewed regularly and are expected to be in place until the October holiday break, taking into account the situation within the wider population generally.

- 6.4 We continue to meet with our support staff trade union representatives on a fortnightly basis to discuss the level of support staff required on campus to support student activity.

## **7 FUTURE BLENDED WORKING**

- 7.1 We have also been continuing to prepare for a future blended model of working for staff (retitled from agile working) as we emerge from the pandemic. A separate paper is included in the agenda on this under item 21.38.

## **8 HR TEAM – NEW MEMBER OF STAFF**

- 8.1 We welcome a new Senior HR Adviser to our team in June, Lisa Campbell joined us during lockdown and has a wealth of HR experience.
- 8.2 We have also appointed a new HR Administrator, Emily Corbet-Wood who joined our team on 7 September 2021.

## **9 RISK ANALYSIS**

- 9.1 There are risks associated with continuing to operate the current catering structure after the end of the job retention scheme in September 2021. The restructure proposal addresses these risks, however the timing of implementation may be difficult to achieve.

## **10 LEGAL IMPLICATIONS**

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

## **11 FINANCIAL IMPLICATIONS**

- 11.1 The financial implications of the catering restructure not progressing as quickly as required may result in some financial pressure on the College budget if the income estimates are not realised.

**12 REGIONAL OUTCOME AGREEMENT IMPLICATIONS**

12.1 N/A

**13 HAS AN EQUALITY IMPACT ASSESSMENT BEEN CARRIED OUT**

13.1 An Equality Impact Assessment of the Catering Restructure will be undertaken when the final structure is decided.

# LEADERSHIP AND MANAGEMENT

DEVELOPMENT PROGRAMME

*inspirational learning; changing lives*



## Induction

&

## Continuing Training Programme

### Curriculum & Quality Leader Curriculum Manager



**People-centred**

22 SEPTEMBER 2021



**Pioneering**



**Principled**



**Passionate**

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## Induction and Continuing Training Programme

We are delighted to share with you the induction and continuing training programme for the Curriculum and Quality Leader and Curriculum Manager roles.

### Induction

You will be invited to meet with the Senior Leadership Team (SLT). This group includes the Principal, two Vice Principals and the eight Assistant Principals who will welcome you to your new roles.

You will then attend additional induction sessions to prepare you in the initial stages of your role.

	Content	When
Induction	Welcome from SLT	August 2021
	College Human Resources Processes	
	Budgets and Finance	
	Organisational Development	

### Continuing Training Programme

The following areas will be covered in the training programme, which has been developed to support you in your new role. The aim of the programme is to provide you with the knowledge and skills you will need over the first year and beyond.

You will hear from both internal and external presenters, covering the following areas:

College Awareness	Equality, Diversity & Inclusion	Management
<ul style="list-style-type: none"> <li>•Admissions</li> <li>•Canvas</li> <li>•Careers</li> <li>•Commercial</li> <li>•Curriculum Awareness</li> <li>•Curriculum Design</li> <li>•Curriculum Development</li> <li>•Student Onboarding</li> <li>•Leading Improvement</li> <li>•Libraries</li> <li>•Marketing</li> <li>•MIS</li> <li>•Professional Standards</li> <li>•Quality</li> <li>•Student Association</li> <li>•Student Services</li> </ul>	<ul style="list-style-type: none"> <li>•EDI College Services</li> <li>•EDI Student Experience</li> <li>•EQUATE</li> </ul>	<ul style="list-style-type: none"> <li>•Health and Safety</li> <li>•People Management</li> <li>•Managing Meetings</li> <li>•Managing Teams</li> <li>•Professional Development</li> </ul>

## **How will the programme be delivered?**

The programme will be delivered, initially, every Wednesday (full days) until the end of September 2021. Following this, the sessions will take place every Wednesday afternoon for the academic year (2021.22).

The programme will predominantly be delivered online, through Teams or Zoom.

Organisational Development will provide you with calendar invites, joining links and will specify which area of the programme will be delivered on each date, with as much notice as possible.

## **College Leadership and Management Development Programme**

Additionally as a College Manager, you will participate in the wider College Leadership and Management Development Programme.

The content of the programme is built around the [Leadership Framework](#) and aims to provide Managers with the knowledge and tools to enhance their skills.

### **Further details**

If you require any further information, please contact Organisational Development at [organisationaldevelopment@glasgowclyde.ac.uk](mailto:organisationaldevelopment@glasgowclyde.ac.uk).

You will be asked to provide feedback at the end of the programme. However, if you would like to feedback prior to this then please contact us.

The Organisational Development team are here to support you and your teams and if we can be of any assistance to you in your new role, then please do not hesitate to get in touch.

We wish you every success in your new role and hope that you enjoy the training programme.



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## **ORGANISATIONAL DEVELOPMENT COMMITTEE MEETING**

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Date of Meeting	22 September 2021
Paper Title	Update on Future Blended Working
Agenda Item	21.38
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 progress on plans for future blended working which has been made since last discussed at the Committee. There will also be a presentation on this given at the Committee meeting.

### **2 UPDATE ON BLENDED WORKING PLANNING**

- 2.1 The College has been continuing to prepare for a blended model of working for staff as we emerge from the pandemic. Detailed guidance on this has been developed and shared with line managers who have begun conversations with their teams about how blended working may operate with a clear set of parameters:

- Health and safety must not be compromised;
- The working time regulations must not be compromised;
- Contractual Terms and Conditions must not be affected;
- Performance levels must be maintained;
- The arrangements should be cost neutral;
- Effective communication arrangements must be in place;
- Clear expectations are set around objectives, timescales for work completion and expected outcomes;
- Appropriate staffing levels must be maintained;
- Other team members should not be adversely affected;

- 2.2 At this time the College intends to pilot blended working. The College will not be changing employment contracts, therefore the place of work for all members of staff will continue to be one of the college buildings, however we aim to give staff more flexibility to choose to work from home, with approval from their line manager, for some of the week.

- 2.3 Currently the Executive Management Team are reviewing all support team proposals for blended working and discussing in detail with each line manager how they intend to manage their service. Each blended working arrangement will be reviewed 4 months after it is put in place.
- 2.4 It has been emphasised in discussions with line managers and SLT that the future arrangements will be after the end of the COVID restrictions working and are therefore part of the College's future working plans.

### **3 RISK ANALYSIS**

- 3.1 There are some potential risks associated with blended working in ensuring future delivery of the business needs of the College to students and staff however these are being taken into account in the planning stage and will be fully discussed at the review stage.

### **4 LEGAL IMPLICATIONS**

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

### **5 FINANCIAL IMPLICATIONS**

- 5.1 There are no financial implications of this paper.

### **6 REGIONAL OUTCOME AGREEMENT IMPLICATIONS**

- 6.1 N/A

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

- 7.1 It is not anticipated that an Equality Impact Assessment will be required however will be completed as appropriate if this becomes the case.

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## ORGANISATIONAL DEVELOPMENT COMMITTEE MEETING

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Date of Meeting	22 September 2021
Paper Title	Employee Engagement Survey 2021 Update
Agenda Item	21:39
Paper Number	21.39A, 21.39B, 21.39C, 21.39D
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 plans for Employee Engagement Surveys for this academic session. The COVID-19 pandemic has dominated our lives for the past 18 months, however with restrictions partially easing and in anticipation of the working from home guidance being lifted it is important that we maintain a focus on the Health and Wellbeing of our staff and in order to do this we need to engage with them to find out how they are feeling.

### 2 PULSE SURVEY – JUNE 2021

- 2.1 The Stress Risk Assessment Working Group recommended that we should focus our next staff survey on Health & Wellbeing. The working group membership consists of Senior Leadership Team members, staff and union representatives. The group have agreed that the College should base our survey on the HSE Management Standards survey.
- 2.2 The HSE survey consists of 35 items that ask about 'working conditions' known to be potential causes of work-related stress. These working conditions correspond to the six stressors of the Management Standards. The employee answers according to how they feel about these aspects of their work.
- 2.3 We have taken the HSE questions and made them more relevant to our staff. A copy of these agreed questions is attached in Appendix 1 and there are 31 of these questions. It was, however, agreed that because a number of staff were still on Furlough, that we would not send out the full survey until the Job Retention Scheme ends on 30 September 2021, and all staff will then have returned to work. We did however issue a wellbeing pulse survey before the end of June 2021.

- 2.4 The pulse survey was issued to all staff on 2 June and closed on 23 June 2021. The survey had 12 questions which were a mixture of scaled and multiple-choice questions with one free text question. A copy of these questions is attached in Appendix 2.
- 2.5 Our external provider Hive administered the survey, and the link was sent to 1021 members of staff at their college email address.
- 2.6 151 of the 1021 staff who were sent the link completed the survey (15%).

The percentage of staff who completed the survey by area was:

<b>Organisation average</b>	<b>15%</b>
<b>AREA</b>	
Access & Continuing Learning	14%
Business, Creative & Digital Industries	16%
Engineering, Computing & Built Environment	7%
Finance & Infrastructure	11%
Health & Wellbeing	16%
Human Resources	62%
International & Business Development	8%
Quality and Performance	35%
Senior Leadership Team	25%
Student Experience	12%

- 2.7 Due to the low response rate overall, it is not possible to display the results by specific department due to the need to maintain anonymity.
- 2.8 The results for the scaled questions are displayed in Appendix 3 and show the average score per question for each area. This is displayed in a Red Yellow Amber Green format and shown as one of these four distinct colours to enable you to see more clearly which scores/response rates are positive, moderate, or require improvement or immediate action.
  - Green** - indicates a score of 7 or above or response rate above 70%
  - Yellow** - indicates a score of 5–6.9 or response rate of 50%–69%
  - Amber** - indicates a score of 3–4.9 or response rate of 30%–49%
  - Red** - indicates a score below 3 or response rate below 30%
- 2.9 The results for the multiple-choice questions are displayed in graphs and show the percentage result for each answer (see Appendix 4).
- 2.10 63 of the 1021 (6%) of staff responded to the free text question “Is there anything else you would like to bring to our attention?”
- 2.11 Of the 63 comments received the following themes for consideration and development have emerged:

- Leadership
- Communication
- Blended working

2.12 The results of the survey will now be shared with the Stress Risk Assessment Working Group who will be asked to agree how this should be shared with staff.

### **3 ALL STAFF HEALTH AND WELLBEING SURVEY**

3.1 As stated above, the Stress Risk Assessment Working Group, will run a full all staff health and wellbeing survey this year. This is likely to be in November 2021.

3.2 It is important that we communicate the results of the Pulse survey undertaken in June and also provide feedback on any actions that have been taken as a result of that survey if we want to encourage high participation in the full survey.

3.3 We are also currently working with our survey provider company to add a staff engagement question to allow us to measure our current staff engagement score.

### **4 PULSE SURVEY TIMETABLE**

4.1 Prior to the COVID-19 pandemic we had agreed a survey timetable for 2020/21 with the Executive Management Team (EMT). This included a full staff engagement survey and a number of pulse surveys. We are now reworking this timetable to begin in 2022.

### **5 RISK ANALYSIS**

5.1 There is a risk if the College did not good and effective employee engagement as this would have a negative impact on employee relations at a local College level which is a risk on the College Strategic Risk Register.

### **6 LEGAL IMPLICATIONS**

6.1 There are no legal implications associated with this paper.

### **7 FINANCIAL IMPLICATIONS**

7.1 There are no 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

## HEALTH & WELLBEING SURVEY QUESTIONS

1. I am clear what is expected of me at work
2. I know how to go about getting my job done
3. I can rely on my line manager to help me out with a work problem
4. My line manager encourages me at work
5. I have to neglect some tasks because I have too much to do
6. I know I can count on my colleagues to help out when needed
7. My colleagues are willing to listen to my work – related problems
8. My team work well together
9. I have some say over the way I work
10. I receive the respect at work I deserve from my colleagues
11. I can decide when to take a break
12. I have realistic time pressures
13. I have not been subjected to bullying at work at Glasgow Clyde College
14. I have not been subjected to personal harassment at work at Glasgow Clyde College
15. I am supported when carrying out emotionally demanding work
16. I understand how my work fits into the overall aim of the organisation
17. My relationships within the College work well
18. I am clear what my duties and responsibilities are
19. My manager gives me useful feedback on how I am performing my role
20. I have a choice in deciding how I do my work

21. I am clear about the goals and objectives in my department
22. I have achievable deadlines
23. I have the autonomy to organise and prioritise my work
24. I get the help and support I need from colleagues
25. Staff are always consulted about change at work
26. I can talk to my line manager about something that has upset or annoyed me about work
27. My work time can be flexible
28. When Changes are made at work, I am clear how they will work out in practice
29. I have sufficient opportunities to question managers about change at work
30. I am pressured to work long hours
31. I am able to prioritise competing demands from different colleagues



## WELLBEING SURVEY QUESTIONS

<b>Q1</b>	I feel well informed about the safety measures being taken to allow a safe return to on-site working. (SCALE)
	Strongly Agree
	Agree
	Disagree
	Strongly Disagree

<b>Q2</b>	When working at home I have the materials and resources needed to perform my job safely and effectively. (SCALE)
	Strongly Agree
	Agree
	Disagree
	Strongly Disagree

<b>Q3</b>	When working on campus I have the materials and resources needed to perform my job safely and effectively. (SCALE)
	Strongly Agree
	Agree
	Disagree
	Strongly Disagree

<b>Q4</b>	I feel the College provides a safe and healthy working environment for staff. (SCALE)
	Strongly Agree
	Agree
	Disagree
	Strongly Disagree

<b>Q5</b>	In terms of feeling safe, how comfortable do you feel about working on campus/returning to campus working? (MULTIPLE CHOICE)
	Very comfortable
	Comfortable
	Slightly comfortable
	Slightly uncomfortable
	Uncomfortable
	Very uncomfortable

<b>Q6</b>	If you have agreed to furlough, what have been the positives and negatives ( <b>please select all that apply</b> ) (MULTIPLE CHOICE)
	Feeling less anxious about contracting coronavirus
	Fear of being on a redundancy waiting list
	Having time at home to learn new skills such as DIY, cooking
	Social isolation
	Catching up on hobbies, reading, TV etc
	Having too much time to think about the current situation, will normality return?
	N/A
	Other

<b>Q7</b>	I feel well supported by my line manager. (SCALE)
	Strongly Agree
	Agree
	Disagree
	Strongly Disagree

<b>Q8</b>	I feel well supported by my team. (SCALE)
	Strongly Agree
	Agree
	Disagree
	Strongly Disagree

<b>Q9</b>	To what extent has your mental health/mood in general been impacted by the pandemic? (MULTIPLE CHOICE)
	Greatly improved
	Improved
	Stayed the same
	Declined
	Greatly declined

<b>Q10</b>	Have you raised concerns about your mental health with any of the following? ( <b>please select all that apply</b> ) (MULTIPLE CHOICE)
	Manager/Employer
	Your Union Representative
	A colleague
	A friend or family member
	Your partner
	Your GP

	N/A
--	-----

<b>Q11</b>	Was action taken when you raised concerns about your mental health? (MULTIPLE CHOICE)
	Yes
	No
	N/A





<b>Q12</b>	Is there anything else you would like to bring to our attention? (FREE TEXT)

	Organization	Access & Continuing Learning	Business, Creative & Digital I.	Engineering, Computing & Bu.	Finance & Infrastructure	Health & Wellbeing	Human Resources	International & Business Deve.	Quality and Performance	Senior Leadership Team	Student Experience
Q1 - College Direction & Values I feel well informed about the safety measures being taken to allow a safe return to on-site working	6.5	6.4	6.4	4.2	6	7.1	8.1	---	5.9	---	6.4
Q2 - College Direction & Values When working at home I have the materials and resources needed to perform my job safely and effectively	7.4	6.6	7.1	6	9.6	7.2	8.8	---	7.9	---	6.7
Q3 - College Direction & Values When working on campus I have the materials and resources needed to perform my job safely and effectively	7.8	6.9	7.5	7.6	8.1	8.1	9.7	---	6.4	---	7.9
Q4 - College Direction & Values I feel the College provides a safe and healthy working environment for staff	6.7	5.9	6.7	5.8	6.3	7.3	8.6	---	6.8	---	6.3
Q7 - College Direction & Values I feel well supported by my line manager	7.4	7.3	7.4	6.9	8.1	6.8	8.3	---	7.9	---	7
Q8 - College Direction & Values I feel well supported by my team	7.9	8	7.5	6.9	7.8	8	8.5	---	8.1	---	8.1
Combined Average	7.2	6.8	7.1	6.2	7.5	7.4	8.6	---	7.2	---	7.1

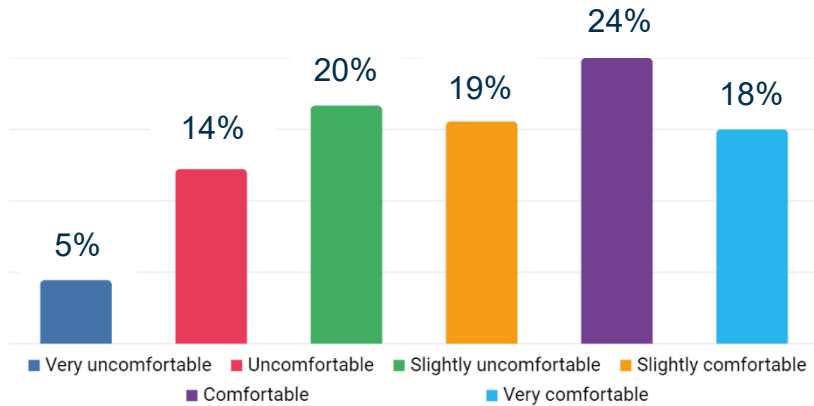
**The average scores for International & Business Development and the Senior Leadership Team cannot be displayed as there were not sufficient responses to maintain confidentiality.**

### RAYG (banded)

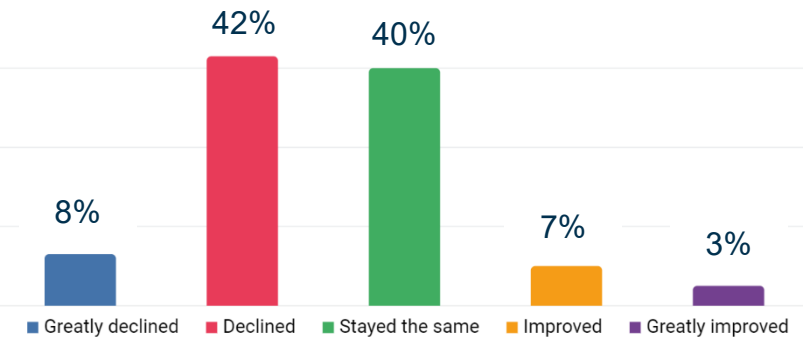
In this RAYG (banded) scores are the same as RAYG, but shown as one of just four distinct colours to enable you to see more clearly which scores/response rates are positive, moderate, or require improvement or immediate action:

-  Green indicates a score of 7 or above or a response rate above 70%
-  Yellow indicates a score of 5–6.9 or response rate of 50%–69%
-  Amber indicates a score of 3–4.9 or response rate of 30%–49%
-  Red indicates a score below 3 or response rate below 30%

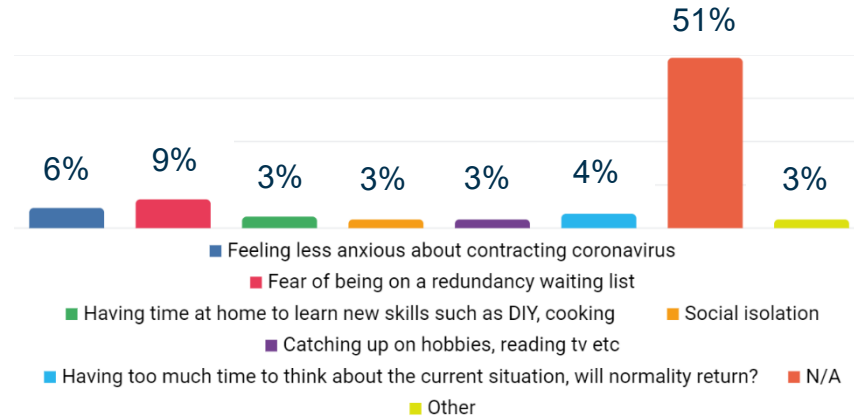
Q5. In terms of feeling safe, how comfortable do you feel about working on campus/returning to campus working? 151/1021 responded (15%)



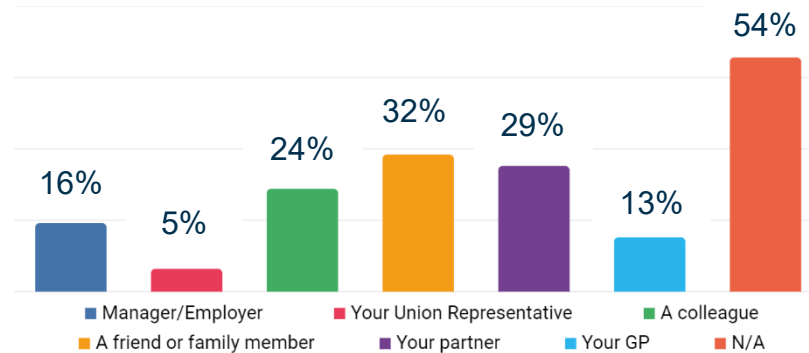
Q9. To what extent has your mental health/mood in general been impacted by the pandemic? 151/1021 responded (15%)



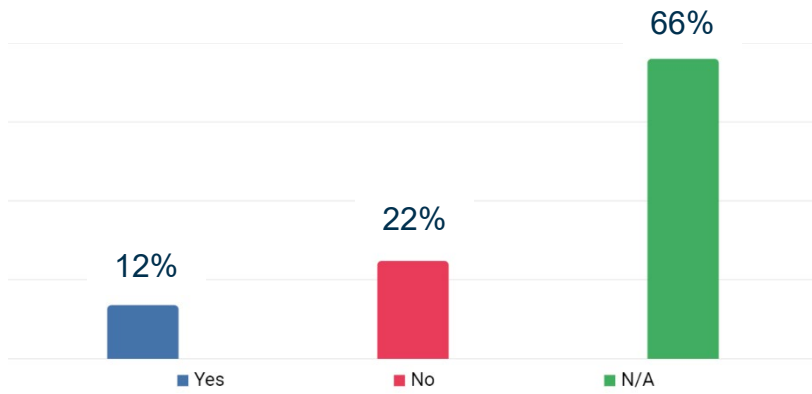
Q6. If you have agreed to furlough, what have been the positives and negatives (Please select all that apply) 115/1021 responded (11%)



Q10. Have you raised concerns about your mental health with any of the following? (Please select all that apply) 151/1021 responded (15%)



Q11. Was action taken when you raised concerns about your mental health? 143/1021 responded (14%)



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## ORGANISATIONAL DEVELOPMENT COMMITTEE MEETING

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Date of Meeting	22 September 2021
Paper Title	Organisational Development Report
Agenda Item	21.43
Paper Number	21.43, 21.43A, 21.43B, 21.43C
Responsible Officer	Gillian Crankshaw, Organisational Development Manager
Status	Disclosable
Action	For Discussion

---

### 1 INTRODUCTION

- 1.1 This report provides details of some of the activities of the Organisational Development team in respect of Staff Development since our last report to the Committee in May 2021.

### 2 TEACHING PROFESSIONAL PATHWAY

- 2.1 The College supported 11 members of staff to attend TQFE in 2020/21.
- 2.2 This was the first year that the college partnered with the University of Aberdeen, as the previous supplier, University of Dundee, removed the TQFE programme from its offering
- 2.3 One staff member withdrew early in the programme, due to a combination of sickness absence and their course attendance rates.
- 2.4 Of the remaining 10 staff, we have recently received the results, and 9 have passed the course. One member of staff has been awarded an extension (due to ill health) and will now take part in the course from January 2022. An additional member of staff, who had outstanding work to be completed with the University of Dundee from 2019/20 has received notification that they have now passed the course.
- 2.5 We received funding from the College to support 25 TQFE places for 2021/22. We have filled 24 of the 25 places as one member of staff withdrew their application and we were beyond the deadline set by the University of Aberdeen to fill the place.
- 2.6 We arranged information sessions for TQFE candidates to provide them with details on what they can expect from the course, and also to explain the level

of commitment that will be required. We are confident that this additional step will prepare them for the course going forward.

2.7 During 2020/21 9 staff achieved the PDA – Teaching in Scotland’s Colleges, with 2 other staff members due to finish over the next 2 months. We have an additional 2 courses running this year with 24 staff places available.

2.8 Our Classroom Essentials programme, aimed at new and existing teaching staff without a teaching qualification, has been rebranded as ‘Teaching Essentials.’ This is to reflect the new way our Lecturing staff are teaching which is beyond the traditional classroom setting. The course now includes a digital skills element to support staff teaching online. 28 staff completed the Classroom Essentials programme in 2020/21 and 8 staff commenced the Teaching Essentials course in August 2021.

### **3 GENERAL TEACHING COUNCIL SCOTLAND REGISTRATION.**

3.1 College lecturer registration with the General Teaching Council Scotland (GTCS) will be mandatory from August 2021. Registration with GTCS now forms part of the agreed national terms and conditions of employment for all college lecturers

3.2 The HR and Organisational Development teams have been working with GTCS to prepare our Lecturing staff to be “registration ready”. We have provided a dedicated resource to support staff with questions, communications and help them with materials for the application process. We also provided staff information sessions during the staff learning days in August.

3.3 We have now provided GTCS with details for eligible staff and they will start to contact staff from September 2021.

3.4 Eligible staff are Lecturers who hold a TQFE or a GTC Scotland recognised Primary or Secondary qualification. There were 324 Lecturing staff who met these criteria.

3.5 Eligible staff will be asked to provide a copy of their Teaching Qualification and will be required to update their Protecting Vulnerable Groups (PVG) details. They will require a note of this number as part of the application process. Our dedicated resource will be available to help to provide this information from our staff files.

3.6 GTCS is working to develop pathways to registration for lecturers who are currently ineligible to register. This will include lecturers who qualified outside Scotland, lecturers who hold Higher Education or other alternative teaching qualifications and lecturers who do not yet hold a teaching qualification. GTCS intends to have a pathway for all lecturers to register from April 2022 onwards.



## 4 STAFF LEARNING DAYS JUNE AND AUGUST 2021

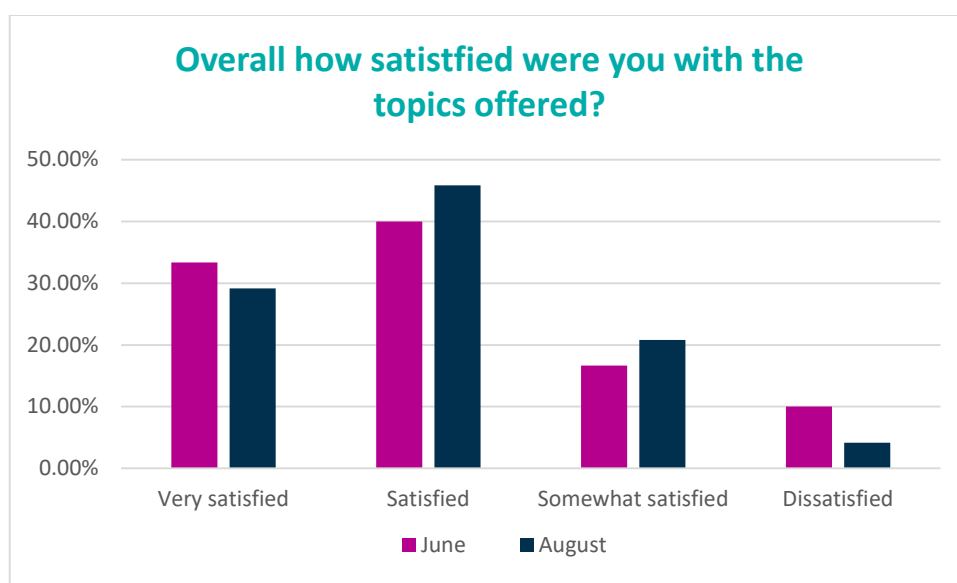
4.1 63 facilitated training sessions were provided over the development days with a range of online training modules being available for staff to access anytime.

4.2 The events had a strong focus on supporting staff with online teaching as well as a priority for mental health and wellbeing.

4.3 The full list of events can be found in the programmes in Appendix A and Appendix B.

### 4.4 Staff Feedback

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



4.5 We will continue to build our programmes utilising feedback from staff, the outputs of staff Personal Development Plans (PDPs) and consultation with Managers and the Senior Leadership Team.

## 5 LEADERSHIP PROGRAMME

5.1 We have launched and commenced delivery of our induction and continuing training programme for the newly appointed Curriculum Managers and Curriculum Quality Leaders. Working with members of the Senior Leadership Team we identified the key development areas. The aim of the programme is to provide these Managers with the knowledge and skills they will need over the first year of the role and beyond.

5.2 The programme has been developed with a range of development activities which focus on the following main themes:

- Induction;
- College Awareness;
- Equality, Diversity and Inclusion; and
- Management.

5.3 The programme brochure can be found in Appendix C.

5.4 The Chartered Management Institute (CMI) accredited course within our Leadership and Management Development Programme commenced in February 2021. There are 12 staff participating on the course and the group are now on their fourth module of eight.

## 6 PERSONAL DEVELOPMENT PLANS (PDP)

6.1 **Table 1** – PDP Figures for KPI (including those furloughed)

	<b>Headcount</b>	<b>Returned</b>	<b>%</b>
<b>All Staff</b>	917	201	22
<b>Lecturing Staff</b>	539	108	20
<b>Support Staff</b>	378	93	25

6.2 Table 1 shows the number of PDP returns for all staff including the staff who have been on furlough for four months or more.

6.3 **Table 2** – PDP Figures (without furloughed staff)

	<b>Headcount</b>	<b>Returned</b>	<b>%</b>
<b>All Staff</b>	812	201	25
<b>Lecturing Staff</b>	534	108	20
<b>Support Staff</b>	278	93	34

6.4 Table 2 shows the PDP returns with staff who have been furloughed for four or more months removed.

6.5 We are working on developing an area within iTrent which will allow managers and staff to complete and monitor their PDPs. This will also allow the

Organisational Development team live data on the status of PDP completion across the college.

## 7 EMPLOYEE ENGAGEMENT

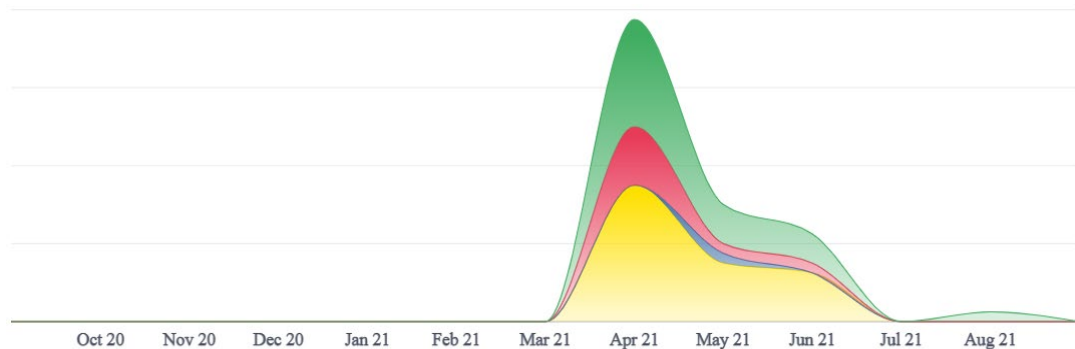
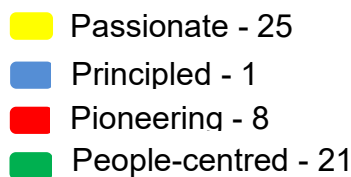
### 7.1 Idea Box

7.1.1 We have received 427 comments since the launch of Idea Box. Organisational Development continue to respond to the comments to ensure staff know their comments are read and appreciated.

7.1.2 Regular reminders will be sent to staff every two months going forward.

### 7.2 High Fives – Clyde Shout-Out

7.2.1 A total of 55 Clyde Shout Outs have been given since launch in April.



7.2.2 A reminder was sent to all staff the week beginning 6 September and going forward regular reminders will be sent to all staff.

## 8 INTERNAL COMMUNICATIONS

8.1 LK Communications, a communications consultancy, will be providing training and coaching to the OD team in respect of improving the College internal communications.

8.2 The training and coaching will deliver the following:

- An internal communications plan including channel recommendations, guidance on the roles and responsibilities of the OD team, College Leadership and managers; and
- An internal communications user guide and supporting materials.

8.3 Regular updates will be included in Clyde Connects on the themes emerging from Idea Box and the type of Clyde Shout Outs being given.

## **9 HEALTHY COLLEGE DAY**

9.1 Due to lecturing staff supporting their students to complete their studies, we postponed the Healthy College Day in June. We ensured that the Learning Days in June and August all had mental health and wellbeing training to support staff including sessions on:

- Being kind to yourself - the importance of self-compassion, taking breaks, sleep and digital wellbeing;
- Dealing with Change;
- Exploring Mental Health;
- How to manage anxiety when your coping strategies are no longer possible; and
- Preparing to go back to campus working.

9.2 The group are anticipating running a Healthy College event at Christmas 2021 however, this will be dependent on COVID-19 restrictions at that time.

## **10 RISK ANALYSIS**

There are no specific risks associated with this paper.

## **11 LEGAL IMPLICATIONS**

There are no legal implications associated with this paper.

## **12 FINANCIAL IMPLICATIONS**

The financial implications associated with this paper are in providing the training and support for the above areas.

## **13 REGIONAL OUTCOME AGREEMENT IMPLICATIONS**

N/A

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

N/A



# Staff Learning Week



**14 – 18 June 2021**



# Welcome

We are aware that June is going to be a busy time for staff working with students to complete their studies and we appreciate that the usual, concentrated, two Learning Days would not be accessible for everyone this year.

Therefore, we have organised a selection of events and learning material to access over the 14 – 18 June 2021.

By spreading the sessions over the full week, we hope to provide those staff with teaching commitments, more options to attend and allow a greater number of staff to participate.

Please note that some of the sessions will be recorded and made available following the Learning Week. The facilitator will announce that the session is being recorded at the opening of the session. You may want to switch your camera and/or microphone off if you do not want to appear in the recording.

Remember that in addition to the courses on the programme, you can find a comprehensive and regularly updated list of online training courses, webinars and materials in the [Organisational Development Training Portal](#).

We hope that you can participate in the some of the sessions over the Learning Week. It is time dedicated to you to enhance your skills and further develop your knowledge.

Let's get learning!

Organisational Development

# What's On.....?

*Click on a title to see courses available to book your place or get a link to join a session.*



**Canvas**



**Compliance**



**Equality, Diversity & Inclusion**



**Leadership**



**Learning and Teaching**



**Microsoft**



**Personal Development**



**Wellbeing**

# Learning Week – Session Calendar

*(This calendar shows facilitated sessions only – all other online courses can be found within the programme)*

TIME	Monday	Tuesday	Wednesday	Thursday	Friday
9.00	Microsoft Teams Intermediate	Time Management	Exploring Mental Health	Health & Safety Awareness	Microsoft Teams Intermediate
9.15					
9.30					
9.45					
10.00					
10.15					
10.30					
10.45					
11.00					
11.15					
11.30					
11.45					
12.00	Microsoft Teams Advanced	Time Management	Emergency First Aid at Work (onsite course)	Conflict Management	Microsoft Teams Advanced
12.15					
12.30					
12.45					
13.00					
13.15					
13.30					
13.45					
14.00					
14.15					
14.30					
14.45					
15.00					
15.15					
15.30					
15.45					
16.00	Canvas	Canvas	Using MS Teams to foster a sense of belongingness	Canvas	Canvas
16.15				Blended Learning	
16.30					
16.45					





### Improving Engagement through User Experience (UX)

This 40-minute session will provide you with knowledge and skills to help you ensure that your Canvas course pages are engaging and effective - helping you make materials that look professional and are easy to read and understand.

- Text and Headers
- Links and Navigation
- Immersive Reader
- Using Canva to create bespoke images and banners
- Ensuring accessibility

Target Audience	Teaching Staff
Facilitator	Ian Ollig, E-Learning Team
Date	Monday 14 June 2021
Time	16:00 - 16:40
Link to Join	<a href="#">Click Here - 5 mins before the session start time</a>

### Ready-to-use lesson plans: Guidance and Work Experience Resources for Canvas

Canvas now comes with high quality video-based learning and teaching resources that are mapped to your Work Experience, Guidance, and Employability classes. Each resource comes with a video, worksheets, a simple to follow lesson plan, and is ready to go - you can import them and use them within any of your courses in just a few simple clicks.

In this short session you will learn:

- How to locate these resources
- How to import them into your own courses
- How to edit and adapt the resources (if you need to)

Target Audience	Teaching Staff
Facilitator	Kenny Park, E-Learning Team
Date	Tuesday 15 June 2021
Time	16:00 - 16:30
Link to Join	<a href="#">Click Here - 5 mins before the session start time</a>

## Five Core Expectations for Every Canvas Course

When creating a unit in Canvas, whether redesigning an existing unit or starting from scratch, the process can seem both daunting and exciting. There are five core elements to work with when creating resources in Canvas to give your students the best learning experience. This session will look at:

- Creating an effective front page for your course
- Improving the user experience of your materials
- Creating purposeful structure to your modules in Canvas
- Consistency of approaches
- Using Pages for giving context and setting expectations

Target Audience	Teaching Staff
Facilitator	Melissa Markle, E-Learning Team
Date	Wednesday 16 June 2021
Time	16:00 – 16:40
Link to Join	<a href="#">Click Here - 5 mins before the session start time</a>

## Getting Your Canvas Courses Ready for Next Academic Year

The transition into a new academic year on Canvas means that every subject you teach will have a brand-new blank Canvas for you to work with. In this session you will learn how to:

- Add the college template to your blank course
- Import your Canvas course from 2020/21 to reuse your materials
- Import individual modules or resources
- Apply good practice to setting up assignments, discussions, and calendar items

Target Audience	Teaching Staff
Facilitator	John McGuigan, E-Learning Team
Date	Thursday 17 June 2021
Time	16:00 – 16:40
Link to Join	<a href="#">Click Here - 5 mins before the session start time</a>

## The Lecturer Experience of Canvas - Real Life Insights

In this webinar you will be get an overview of how to find and publish courses, add and edit the college template, communicate with students via Canvas, and some ideas of layout and design of your course materials. You will also see how Canvas and MIS work together to keep courses, units, and student enrolments up to date.

- Canvas courses/units and the CRS
- Student Enrolment on Canvas
- Changes to enrolments and impact in Canvas
- Finding courses and adding materials
- Communicating with students

Target Audience	Teaching Staff
Facilitator	Iain Shaw, E-Learning Team
Date	Friday 18 June 2021
Time	11:00 - 11:45
Link to Join	<a href="#">Click Here - 5 mins before the session start time</a>

# Compliance



## Complaints Handling Procedure

All staff are required to complete this short Complaints Handling Procedure online course.

This course is hosted on Canvas and will provide you with the key information you need to know:

- What is a complaint
- What is not a complaint
- The different stages of a complaint
- What you need to do if you receive a complaint
- Case Study examples
- What to do if the CHP does not apply

[Click here](#) and sign in to the course on Canvas  
(using your College user name and password)

## Online Compliance Courses

The following Skills Booster courses are available for all staff to access and are hosted on the new College VLE – CANVAS.

[Click here to access on CANVAS](#)

You will be asked to:

1. Sign in using your usual College username and password
2. Click on the purple icon to join the course, and then to go to the course home page

Courses Available are:

- Working with GDPR
- Working with the Bribery Act
- The Modern Slavery Act

# Equality, Diversity & Inclusion



## Online Equality, Diversity and Inclusion Courses

The following Skills Booster courses are available for all staff to access and are hosted on the new College VLE – CANVAS.

[Click here to access on CANVAS](#)

You will be asked to:

1. Sign in using your usual College username and password
2. Click on the purple icon to join the course, and then to go to the course home page

Courses Available are:

- Cultural Awareness
- Disability Confident
- Disabled Adventures in Customer Service
- Disabled Adventures in Work & Recruitment
- The Diversity Challenge
- Gender Matters
- Inclusion Essentials
- Inclusive Language & Communication
- Inclusive Leadership
- Understanding Equality Impact Assessments
- Managing Maternity and Paternity at Work
- Sexual Orientation
- Tackling Race Bias at Work: Managers Guide
- The Impact of Micro-Behaviours
- Trans and Non-Binary Awareness
- Supporting Trans and Non-Binary People at Work: A Managers Guide
- Understanding Equality Impact Assessments
- Understanding and Tackling Gender Bias at Work
- Understanding Unconscious Bias
- Understanding Race Bias
- Working Effectively with the Equality Act

# Leadership



## Online Leadership Courses

The following Skills Booster courses are available for all staff to access and are hosted on the new College VLE – CANVAS.

[Click here to access on CANVAS](#)

You will be asked to:

1. Sign in using your usual College username and password
2. Click on the purple icon to join the course, and then to go to the course home page

Courses available are:

- Building Trust
- Introduction to Coaching
- Avoiding Workplace Conflict
- Developing Leadership Skills
- Disciplinary Matters
- Disciplinary Investigations
- Developing Emotional Intelligence
- Making Teams Work
- Maximising Potential by Developing Strength
- Performance Appraisals
- Recruitment & Selection: An Introduction
- Six Steps to Leading Productive Meetings

# Learning and Teaching



## Using MS Teams to foster a sense of belongingness for online and blended learning approaches

In this sessions colleagues will share some of the ways they have used MS Teams to foster a sense of belongingness in their class groups. There will be an opportunity to discuss how you foster a sense of belongingness in your class groups and whether any of the shared practice could be applied in your area.

Target Audience	All Teaching Staff
Facilitator	Kyle Bettley, Development Advisor
Date	Tuesday 15 June 2021
Time	16:00 – 16:50
Link to Join	<a href="#">Click Here - 5 mins before the session start time</a>

## Blended Learning

As we approach the end of the academic year we are starting to consider what teaching will look like in August. It's likely some restrictions will still be in place and class sizes may be restricted to bubbles of up to 12.

However, we've learnt so much this year and it may be there are elements of digital delivery that have worked as well, or better, than traditional methods. This workshop will provide an opportunity to discuss what methods of blended learning may work for your area.

There will be presentations from staff in different areas who will discuss how blended learning worked for them this year and how they intend to deliver classes in August.

There will also be an opportunity to discuss and share ideas with colleagues in break-out rooms.

Target Audience	All Teaching Staff
Facilitator	Karen Bale, Development Advisor
Date	Wednesday 16 June 2021
Time	16:00 – 16:50

Click the Zoom Meeting link below 5 mins before session start time to join.  
<https://us02web.zoom.us/j/87544320370?pwd=dUZkQVpFYUh1TUFRZjl2eFo3bm1vdz09>

Meeting ID: 875 4432 0370

Passcode: 12345

## Digital Skills for Learning & Teaching

This online course has been designed by the eLearning team to provide you with a set of resources that will enable you to learn new skills and approaches to take into your learning, teaching and assessment strategies - with a particular focus on digital skills.

The course is primarily made up from a series of recorded webinars delivered by eLearning at the staff Learning days and during the 'seasonal' webinar series.

The modules are as follows and take approximately 2 hours each to complete:

Module 1: Digital Tools for Teaching - Focus on Canvas

Module 2: Planning Online Learning

Module 3: Digital Tools for Assessment

Module 4: Additional Digital Tools

Module 5: Accessibility and Copyright

[Click here to access on CANVAS](#)



# Microsoft



## Microsoft Teams - Intermediate

This intermediate session will include the following:

- Setting up meetings via the calendar
- How to use the meeting options settings
- How to use the camera and audio settings etc.
- How to record meetings
- How to access recordings (via the Stream app)
- Share screens e.g. Desktop/Windows/Presentations
- How to Use the Whiteboard
- Set up breakout rooms
- How to chat with participants
- How to access meeting notes/whiteboard illustrations/poll results etc.

*Please note that this a generic course on the functionality and features of Microsoft Teams.*

Target Audience	All Staff	
Facilitator	Jackie Hitchen	
Dates	Monday 14 June 2021	Friday 18 June 2021
Times	09:00 – 12:00	09:00 – 12:00
Book your place	<a href="#">Click here</a> to book your place	<a href="#">Click here</a> to book your place

## Microsoft Teams - Advanced

This advanced session will include the following:

- Create Teams and add members
- Create Channels
- Have meetings/chats and conversations within channels
- Embed Tabs in channels
- Add/Upload Files/Folders
- How to work/Collaborate on files as a Team

*Please note that this a generic course on the functionality and features of Microsoft Teams.*

Target Audience	All Staff	
Facilitator	Jackie Hitchen	
Dates	Monday 14 June 2021	Friday 18 June 2021
Times	13:00 – 16:00	13:00 – 16:00
Book your place	<a href="#">Click here</a> to book your place	<a href="#">Click here</a> to book your place

# Personal Development



## Time Management

This workshop will help you plan to manage your time more effectively.

By the end of this workshop, participants will be able to:

- Clarify their own objectives, responsibilities, and priorities
- Plan and use their time more effectively
- Plan to eliminate time wasters and weaknesses
- Apply the time management techniques and practices that they have learnt immediately on returning to work
- Manage changes in their behaviour and practice for improved performance at work

Workshop content/outline

- Where are we now?
- Planning, prioritising and controlling
- Knowing and doing what is important
- The power of goals
- Procrastination
- Delays / dead time
- Tools for better time management

Target Audience	All Staff	
Facilitator	David Johnson	
Date	Monday 14 June 2021	
Times	09:00 – 12:00	13:00 – 16:00
<a href="#">Click here to book</a> (12 places available on each session)		

## Emergency First Aid at Work (EFAW)

The Emergency First Aid at Work (EFAW) course is designed for people who want to receive training in emergency first aid and is best suited for anyone who works in a low risk working environment with minimal hazards. The training enables a first aider to give emergency first aid to someone who is injured or becomes ill while at work and the course content has been designed to build knowledge and confidence; teaching participants to recognise and treat various illnesses and incidents correctly and efficiently.

Topics covered include controlling bleeding, recognising and treating diabetic emergencies, fractures, cardio-pulmonary resuscitation (CPR) and choking. The course certificate is valid for 3 years and the HSE strongly recommends that certificate holders undertake annual refresher training, over half a day, during any three-year certification period. This will help qualified first-aiders maintain their basic skills, keep up to date with any changes to first-aid procedures and prevent knowledge fade.

*Please note that this course requires on campus attendance at Cardonald Campus and measures will be in place to ensure it is Covid safe.*

Target Audience	All Staff
Facilitator	Uche Okoli, Senior Health and Safety Officer
Date	Wednesday 16 June 2021
Time	09:30 – 16:30
Location	Cardonald Campus, Seminar Rooms 1 & 2
<a href="#">Click here to book</a> (12 places available)	

## Health & Safety Awareness

This course is designed to provide staff members with the knowledge and understanding of workplace health and safety and the responsibilities that they have to protect themselves and anyone else present from potential hazards. Offering a general background knowledge on health and safety in the workplace, the course covers a variety of health and safety legislation and practice including Safe Use of Display Screen Equipment (DSE), Control of Substances Hazardous to Health (COSHH), Fire Safety, Electricity, Working at Height, Noise and Control of Vibration at Work.

This course aims to help learners understand their responsibilities with regards to health and safety law so that they can efficiently identify hazards, follow appropriate control measures and keep themselves and others safe from harm. The provision of health and safety training enables staff members to learn how to work safely and without risks to health; contributing to the development of a positive health and safety culture where safe and healthy working becomes second nature to everyone.

Target Audience	All Staff
Facilitator	Uche Okoli, Senior Health and Safety Officer
Date	Thursday 17 June 2021
Time	09:30 – 12:30
<a href="#">Click here to book</a> (20 places available)	

## Conflict Management

This course will provide you with the skills and confidence needed to professionally manage angry or upset customers. The goal is to train you to be equipped to turn potential confrontations into simple conversations.

### Learning Outcomes

- Recognise the factors that cause conflict to escalate
- Identify steps to de-escalate conflict
- Stay calm when responding to conflict and aggression
- Learn how to turn confrontations into simple conversations
- Use skills to manage their words, phrases and body language

Target Audience	All Staff	
Facilitator	Conflict Training Company	
Date	Friday 18 June 2021	
Times	09:30 – 12:30	13:00 – 16:00
<a href="#">Click here to book</a> (10 places available on each session)		

## Online Personal Development Courses

The following Skills Booster courses are available for all staff to access and are hosted on the new College VLE – CANVAS.

[Click here to access on CANVAS](#)

You will be asked to:

1. Sign in using your usual College username and password
2. Click on the purple icon to join the course, and then to go to the course home page

Courses Available are:

### Communication

- Handling Difficult Conversations
- Difficult People
- Tackling Problem Behaviour
- Relating to Your Customers
- Dealing with Sensitive Issues in the Workplace
- Sensitive Issues - Alcohol
- Sensitive Issues - Body Odour
- The Smart Employees Guide to Social Media

### Bullying & Harassment

- Banter in the Workplace
- Bullying and Harassment: Effective Interventions
- Challenging Behaviour
- Creating an Environment based on Respect
- Tackling Sexual Harassment at Work
- The Effective Bystander

# Wellbeing



Dealing with Change	
<p>During this session, the facilitator will be exploring concerns around change and uncertainty in the current climate, at work and at home. We will explore the stages of changes and loss to help us track a path through and have a clearer sense of the impact on our mental wellbeing. We will then look at developing a range of effective coping strategies.</p>	
Target Audience	All Staff
Facilitator	Gemma Fieldsend, Charlie Waller Memorial Trust
Date	Wednesday 16 June 2021
Time	11:00 – 12:00
<p>Click the Zoom Meeting link below 5 mins before session start time to join  <a href="https://us02web.zoom.us/j/82959208605">https://us02web.zoom.us/j/82959208605</a>                      Meeting ID: 829 5920 8605                      Passcode: 784492</p>	

Exploring Mental Health	
<p>In this 1 hour session you will be introduced to:</p> <ul style="list-style-type: none"> <li>• The spectrum of mental health</li> <li>• Common mental health conditions</li> <li>• How to have a wellbeing conversation if you are concerned about someone’s mental health</li> <li>• Useful wellbeing resources</li> </ul> <p><a href="#">Click here for further terms of the session</a></p>	
Target Audience	All Staff
Facilitator	Barbara Lawton, Charlie Waller Memorial Trust
Date	Tuesday 15 <sup>th</sup> June 2021
Time	09:30 – 10:30
<p>Click the Zoom Meeting link below 5 mins before session start time to join  <a href="https://us02web.zoom.us/j/84574646760">https://us02web.zoom.us/j/84574646760</a>                      Meeting ID: 845 7464 6760                      Passcode: 887476</p>	

## Being kind to yourself – the importance of self-compassion, taking breaks, sleep and digital wellbeing

Being kind to yourself is essential for maintaining good wellbeing and productivity. This session gives an introduction to practising self-compassion and highlights the importance of taking breaks, sleep and digital wellbeing.

Target Audience	All Staff
Facilitator	Penny Aspinall, Charlie Waller Memorial Trust
Date	Tuesday 15 <sup>th</sup> June 2021
Time	11:00 – 12:00

Click the Zoom Meeting link below 5 mins before session start time to join <https://us02web.zoom.us/j/82227910539?pwd=cnFkcDVLRmo4alFCWmFZcytNRktlQT09>

Meeting ID: 822 2791 0539

Passcode: 447483

## Online Wellbeing Courses

The following Skills Booster courses are available for all staff to access and are hosted on the new College VLE – CANVAS.

[Click here to access on CANVAS](#)

You will be asked to:

1. Sign in using your usual College username and password
2. Click on the purple icon to join the course, and then to go to the course home page

Courses available are:

- Assert Yourself
- Building Resilience
- Facing Anger & Emotion In the Workplace
- Menopause at Work
- Mental Health – Doing The Right Thing
- Mental Health – Managing Stress
- Mental Health – Stress Less
- Mental Health In the Workplace – Overview
- Solution Focussed Brief Therapy



# Staff Learning Days



**12 & 17 August 2021**



# Welcome

We hope that you have had a lovely summer break.

Organisational Development have organised a range of sessions for you to get you ready for 2021.22. These include session on Canvas, Equalities, Microsoft Teams, Mental Health, Learning and Teaching as well as Personal Development courses.

We have also arranged information sessions for those teaching staff who are due register with GTCS.

Please note that some of the sessions will be recorded and made available following the Learning Days. The facilitator will announce that the session is being recorded at the opening of the session. You may want to switch your camera and/or microphone off if you do not want to appear in the recording.

Remember that in addition to the courses on the programme, you can find a comprehensive and regularly updated list of online training courses, webinars and materials in your [Personal Development and Training Page on Canvas](#).

We hope that you can participate in the some of the sessions over the Learning days. It is time dedicated to you to enhance your skills and further develop your knowledge.

Let's get learning!

Organisational Development



# What's On.....?

*Click on a title to see courses available to book your place or get a link to join a session.*



**Canvas**



**Compliance**



**Equality, Diversity & Inclusion**



**Leadership**



**Learning and Teaching**



**Microsoft Teams**



**Personal Development**



**Wellbeing**

# Session Calendar – Thursday 12 August 2021

*This calendar shows facilitated sessions only – all other online courses can be found within the programme)*

TIME	Thursday 12 August 2021									
9.00	Cognitive load theory – ‘the single most important thing for teachers to know’?									
9.15										
9.30			Microsoft Teams Intermediate	Facilitation Skills	Engaging Social Media	Time Management Using Microsoft Outlook				
9.45									Canvas – Get your courses ready for the new academic year	
10.00	What can we learn from each other? - value of team teaching, peer observation, reflecting with colleagues								Canvas – Assignments and Gradebook	
10.15										
10.30										
10.45										
11.00	Deep learning and higher-order thinking skills								Canvas – Using rubrics to replace manual marking grids in assignments	
11.15										
11.30										
11.45									Canvas – Top Tips: A beginner’s guide / refresher on Canvas basics and best practice	
12.00										
12.15										
12.30										
12.45										
13.00		GTCS Registration Info Session	Transgender Aware	Facilitation Skills	Adverse Childhood Experiences Awareness	Time Management Using Microsoft Outlook				
13.15										
13.30										
13.45										
14.00	Effective teaching									Canvas – New Quizzes – perfect for formative and summative assessments
14.15										
14.30					Are mental health problems in young people the next pandemic?	Time Management Using Microsoft Outlook				
14.45										
15.00	College resilience network							Canvas – Tools to improve and monitor engagement and retention		
15.15										
15.30										
15.45					Canvas - Managing Materials across two or more Canvas courses					
16.00	Educational helping relationships									
16.15										
16.30										
16.45										

## Session Calendar – Tuesday 17 August 2021

*This calendar shows facilitated sessions only – all other online courses can be found within the programme)*

TIME	Tuesday 17 August 2021						
9.00	Teaching learners to be self-directed			Time Management Using Microsoft Outlook	Microsoft Teams Advanced		
9.15							
9.30							
9.45						Canvas – Get your courses ready for the new academic year	Transgender Aware
10.00	Feedback for effective learning	Exploring the Impact of Micro-aggressions	Preparing to go back to campus working				
10.15						Canvas – Assignments and Gradebook	
10.30							
10.45							
11.00	Questioning strategies					Canvas – Using rubrics to replace manual marking grids in assignments	
11.15							
11.30							
11.45						Canvas – Top Tips: A beginner's guide / refresher on Canvas basics and best practice	
12.00							
12.15							
12.30							
12.45							
13.00				Time Management Using Microsoft Outlook		GTCS Registration Info Session	
13.15							
13.30							
13.45							
14.00	Conversations about evaluation and improvement	Exploring the Impact of Micro-aggressions				Canvas – New Quizzes – perfect for formative and summative assessments	
14.15							
14.30							
14.45							
15.00			How to manage anxiety when your coping strategies are no longer possible			Canvas – Tools to improve and monitor engagement and retention	
15.15							
15.30							
15.45						Canvas - Managing Materials across two or more Canvas courses	
16.00							
16.15							
16.30							
16.45							



### Canvas – Get your courses ready for the new academic year

Attend this session to make sure that you are set up and ready to use Canvas to support your students.

Every academic year your units will start with a new blank Canvas - learn how to:

- Quickly import materials from last year's course
- Find and join the courses you are teaching
- Add the college template
- Apply good practice to setting up assignments, discussion, and calendar items

Target Audience	Teaching Staff	
Facilitator	E-Learning Team	
Date	Thursday 12 August 2021	Tuesday 17 August 2021
Time	09:30 – 10:00	09:30 – 10:00
Link to Join	<a href="#">Click here</a> - 5 mins before the session start time	<a href="#">Click here</a> - 5 mins before the session start time

### Canvas – Assignments and Gradebook

Using the Canvas assignments and gradebook features can help you speed up the marking and feedback process, keep all your marking and results well-ordered and accessible, and make it easier for students. Attend this webinar to learn:

- How to set up an assignment with or without Turnitin
- How students submit assignments
- How to mark assignments using in-line comments
- How to provide feedback
- How to manage the release of marks
- How to use the gradebook to maintain an overview of results

Target Audience	Teaching Staff	
Facilitator	E-Learning Team	
Date	Thursday 12 August 2021	Tuesday 17 August 2021
Time	10:15 – 10:45	10:15 – 10:45
Link to Join	<a href="#">Click here</a> - 5 mins before the session start time	<a href="#">Click here</a> - 5 mins before the session start time

## Canvas – Using rubrics to replace manual marking grids in assignments

You can use rubrics in several different ways to help inform students of assignment expectations and to give feedback. This webinar focuses on how you can create a simple rubric to use as a marking grid to provide feedback to students. Attend this webinar to learn:

- How to create a simple marking grid using rubrics
- How to provide feedback using a marking grid rubric
- How to save and reuse common feedback phrases
- How to maximise your use of Canvas assignments and rubrics

Target Audience	Teaching Staff	
Facilitator	E-Learning Team	
Date	Thursday 12 August 2021	Tuesday 17 August 2021
Time	11:00 – 11:30	11:00 – 11:30
Link to Join	<a href="#">Click here</a> - 5 mins before the session start time	<a href="#">Click here</a> - 5 mins before the session start time

## Canvas – Top Tips: A beginner's guide / refresher on Canvas basics and best practice

Canvas is full of great features and fantastic opportunities – this session is for you if you are new to Canvas, or if you feel like a refresher would help you to get ready for the new academic session. Attend this webinar to learn:

- How to find and join your courses on Canvas
- How courses and students are added to Canvas
- How to manage your Canvas dashboard
- How to use student view to help your students
- How to get help with Canvas from eLearning
- How to create meaningful learning pathways with your materials
- How to use Canvas Pages

Target Audience	Teaching Staff	
Facilitator	E-Learning Team	
Date	Thursday 12 August 2021	Tuesday 17 August 2021
Time	11:45 – 12:30	11:45 – 12:30
Link to Join	<a href="#">Click here</a> - 5 mins before the session start time	<a href="#">Click here</a> - 5 mins before the session start time

## Canvas – New Quizzes – perfect for formative and summative assessments

Canvas has developed and improved its Quizzes, providing a more engaging interface, and developing a wider range of question types. Attend this webinar to learn:

- How to create and manage Quizzes
- What new question types are available
- How to plan your use of Quizzes
- How students interact with Quizzes
- How to manage auto-marking, feedback, and communication

Target Audience	Teaching Staff	
Facilitator	E-Learning Team	
Date	Thursday 12 August 2021	Tuesday 17 August 2021
Time	14:00 – 14:45	14:00 – 14:45
Link to Join	<a href="#">Click here</a> - 5 mins before the session start time	<a href="#">Click here</a> - 5 mins before the session start time

## Canvas – Tools to improve and monitor engagement and retention

Canvas has several tools to help you keep abreast of how much your students are engaging with your course materials, how often they are interacting with activities, and how this compares across the class group. This can help you identify and support students that may be at risk of not engaging, and possibly dropping out. Attend this webinar to learn:

- How to review module completion within Canvas
- How to use Canvas course analytics
- How to use Canvas gradebook
- How to use the intelligent messaging tools to target groups of students

Target Audience	Teaching Staff	
Facilitator	E-Learning Team	
Date	Thursday 12 August 2021	Tuesday 17 August 2021
Time	15:00 – 15:30	15:00 – 15:30
Link to Join	<a href="#">Click here</a> - 5 mins before the session start time	<a href="#">Click here</a> - 5 mins before the session start time

## Canvas - Managing Materials across two or more Canvas courses

Often the same unit is taught to several different class groups. This session looks at options on how to best manage course materials, assessments, and communications.

Attend this webinar to learn:

- How to copy materials between courses
- How to use Canvas Commons to manage and share materials
- The impact and consequences of choosing to Crosslist courses
- How to manage multiple class groups

Target Audience	Teaching Staff	
Facilitator	E-Learning Team	
Date	Thursday 12 August 2021	Tuesday 17 August 2021
Time	15:45 - 16:15	15:45 - 16:15
Link to Join	<a href="#">Click here</a> - 5 mins before the session start time	<a href="#">Click here</a> - 5 mins before the session start time

# Compliance



## Complaints Handling Procedure

All staff are required to complete this short Complaints Handling Procedure online course.

This course is hosted on Canvas and will provide you with the key information you need to know:

- What is a complaint
- What is not a complaint
- The different stages of a complaint
- What you need to do if you receive a complaint
- Case Study examples
- What to do if the CHP does not apply

[Click here](#) and sign in to the course on Canvas  
(using your College user name and password)

## Online Compliance Courses

The following Skills Booster courses are available for all staff to access and are hosted on the new College VLE – CANVAS.

[Click here to access on CANVAS](#)

You will be asked to:

1. Sign in using your usual College username and password
2. Click on the purple icon to join the course, and then to go to the course home page

Courses Available are:

- Working with GDPR
- Working with the Bribery Act
- The Modern Slavery Act



# Equality, Diversity & Inclusion



## Exploring the Impact of Micro-aggressions

Micro-aggressions are an example of subtle, indirect discrimination against a marginalised group. They are small acts of prejudice which expose the speaker's biases and can have negative repercussions on the lives of the recipients.

Micro-aggressions may not feel significant at the time. They are commonplace interactions that can't always be readily identified as prejudice. This ambiguity puts the person who is on the receiving end of micro-aggressions in a tricky position as speaking out may be perceived as 'overreacting'. Feelings of powerlessness can result which can be compounded in the workplace where speaking out may hurt one's reputation.

During this 2-hour, live, virtual course, delegates learn about the impact of micro-aggressions on our interactions with others and increase their awareness to manage and reduce them.

Target Audience	All Staff	
Facilitator	Dr Karla H. Benske	
Date	Tuesday 17 August 2021	
Times	10:00 – 12:00	14:00 – 16:00
Book your place	<a href="#">Click here to book</a>	<a href="#">Click here to book</a>

## Transgender Awareness

An interactive session, comprising basic terms and definitions, social challenges facing trans people, legal rights of trans people, do's and don'ts and top tips for inclusivity and awareness regarding trans and gender-questioning staff members and students.

Target Audience	All Staff	
Facilitator	Equality Network	
Dates	Thursday 12 August 2021	Tuesday 17 August 2021
Times	13:30 – 16:45	09:30 – 13:00
Book your place	<a href="#">Click here to book</a>	<a href="#">Click here to book</a>

## Online Equality, Diversity and Inclusion Courses

The following Skills Booster courses are available for all staff to access and are hosted on the new College VLE – CANVAS.

[Click here to access on CANVAS](#)

You will be asked to:

1. Sign in using your usual College username and password
2. Click on the purple icon to join the course, and then to go to the course home page

Courses Available are:

- Cultural Awareness
- Disability Confident
- Disabled Adventures in Customer Service
- Disabled Adventures in Work & Recruitment
- The Diversity Challenge
- Gender Matters
- Inclusion Essentials
- Inclusive Language & Communication
- Inclusive Leadership
- Understanding Equality Impact Assessments
- Managing Maternity and Paternity at Work
- Sexual Orientation
- Tackling Race Bias at Work: Managers Guide
- The Impact of Micro-Behaviours
- Trans and Non-Binary Awareness
- Supporting Trans and Non-Binary People at Work: A Managers Guide
- Understanding Equality Impact Assessments
- Understanding and Tackling Gender Bias at Work
- Understanding Unconscious Bias
- Understanding Race Bias
- Working Effectively with the Equality Act

# Leadership



## Online Leadership Courses

The following Skills Booster courses are available for all staff to access and are hosted on the new College VLE – CANVAS.

[Click here to access on CANVAS](#)

You will be asked to:

1. Sign in using your usual College username and password
2. Click on the purple icon to join the course, and then to go to the course home page

Courses available are:

- Building Trust
- Introduction to Coaching
- Avoiding Workplace Conflict
- Developing Leadership Skills
- Disciplinary Matters
- Disciplinary Investigations
- Developing Emotional Intelligence
- Making Teams Work
- Maximising Potential by Developing Strength
- Performance Appraisals
- Recruitment & Selection: An Introduction
- Six Steps to Leading Productive Meetings

# Learning and Teaching



## GTCS – Registration Information Session

An interactive session exploring what it means to be a professional lecturer in Scotland's college sector as we move to mandatory lecturer registration with GTC Scotland from August 2021. Key themes will include Professional Standards, Professional Learning and what you need to do to get #GTCSRegistrationReady.



Derek Timpany -  
BIO1.pdf



Vikki Roberston -  
BIO1.pdf

Target Audience	All Teaching Staff	
Facilitator	Derek Timpany/Vikki Robertson, GTCS	
Date	Thursday 12 August 2021	Tuesday 17 August 2021
Time	13:00 – 14:00	13:00 – 14:00
Link to Join	<a href="#">Click Here</a> - 5 mins before the session start time	<a href="#">Click Here</a> - 5 mins before the session start time

## Cognitive load theory – ‘the single most important thing for teachers to know’?

Cognitive load theory has been described by Dylan Wiliam as '*the single most important thing for teachers to know*'. As working memory is limited, learners can easily become overloaded when they are learning new material. Cognitive load theory encourages the use of teaching strategies which pace the learning in ways which reduce the risk of cognitive overload. This workshop will offer an opportunity to consider these ideas.

Useful background reading:

[Cognitive load theory: Research that teachers really need to understand](#)

[Cognitive load theory in practice: Examples for the classroom](#)

Target Audience	All Teaching Staff
Facilitator	John Archibald, Programme Leader, Research and Development Programme
Date	Thursday 12 August 2021
Time	09:00 – 09:30
Link to Join	<a href="#">Click Here</a> - 5 mins before the session start time

## What can we learn from each other? – the value of team teaching, peer observation and reflecting with colleagues

Some lecturers are fortunate to be working in areas where team teaching and peer observation are common. However, many lecturers have limited opportunity to learn from seeing how their colleagues teach, or to reflect with a colleague on a lesson. During remote working we have particularly missed out on opportunities for sharing and learning together. This workshop will consider the value of creating opportunities to team teach, to observe colleagues teaching, and to reflect on lessons with a colleague.

Target Audience	All Teaching Staff
Facilitator	John Archibald, Programme Leader, Research and Development Programme
Date	Thursday 12 August 2021
Time	10:00-10:30
Link to Join	<a href="#">Click Here - 5 mins before the session start time</a>

## Deep learning and higher-order thinking skills

Most teachers agree that we should be aiming for deep learning, rather than surface learning. Deep learning enables students not only to recall facts, and evidence knowledge, but also to apply their learning in a meaningful way (to analyse, create and evaluate). This workshop will consider ways we can set a ladder of tasks for our students that help them to develop higher order thinking skills and deeper learning.

Useful short video:

[Creating a ladder of tasks to support deep learning](#)

Target Audience	All Teaching Staff
Facilitator	John Archibald, Programme Leader, Research and Development Programme
Date	Thursday 12 August 2021
Time	11:00 – 11:30
Link to Join	<a href="#">Click Here - 5 mins before the session start time</a>

## Effective teaching

The research evidence suggests that some teachers and lecturers are consistently more effective than others in supporting student attainment. What are they doing that makes the difference? This workshop will consider John Hattie's research in this field, and Charlotte Danielson's framework of teacher evaluation.

Useful background reading:

[John Hattie, Teachers make a difference, what is the research evidence?](#)

[Charlotte Danielson, Framework for teaching evaluation](#)

Target Audience	All Teaching Staff
Facilitator	John Archibald, Programme Leader, Research and Development Programme
Date	Thursday 12 August 2021
Time	14:00 – 14:30
Link to Join	<a href="#">Click Here - 5 mins before the session start time</a>

## College resilience network

Many teachers and lecturers have become interested in Carol Dweck's ideas about resilience and growth mindsets. Students who develop a growth mindset believe that their learning will improve through practice and through making use of support and feedback. Students with a fixed mindset are more likely to give up, believing that they are just no good at the subject. This workshop is for any colleagues in the college who are interested in being part of a college resilience network to share ideas about approaches to working with students which support resilience.

Useful short video introductions to Carol Dweck's work:

[Geoff Petty on Carol Dweck and mindsets](#)

[Carol Dweck: A study on praise and mindsets](#)

Target Audience	All Staff
Facilitator	John Archibald, Programme Leader, Research and Development Programme
Date	Thursday 12 August 2021
Time	15:00 – 15:30
Link to Join	<a href="#">Click Here - 5 mins before the session start time</a>

### Educational helping relationships

Teaching can be viewed as an 'educational helping relationship', in that we aim to facilitate the learning and development of often quite vulnerable individuals. What can we learn from the approaches to professional support and development taken in other helping professions (such as counselling)?

This workshop will consider the ideas of Douglas Robertson, whose paper is available at the following link:

[Facilitating Transformative Learning: Attending to the Dynamics of the Educational Helping Relationship'](#)

Target Audience	All Teaching Staff
Facilitator	John Archibald, Programme Leader, Research and Development Programme
Date	Thursday 12 August 2021
Time	16:00 – 16:30
Link to Join	<a href="#">Click Here - 5 mins before the session start time</a>

### Teaching learners to be self-directed

The recent Education Scotland report noted that when online learning works well, students develop skills in managing their own learning, including: digital literacy, time-keeping, working independently, planning and self-organisation. The report also noted the challenge of fostering these abilities in learners on lower-level courses. This workshop will consider a framework for thinking about how we can foster independent learning skills.

Useful background reading:

[Gerald Grow: Teaching Learners to be self-directed](#)

Target Audience	All Teaching Staff
Facilitator	John Archibald, Programme Leader, Research and Development Programme
Date	Tuesday 17 August 2021
Time	09:00 – 09:30
Link to Join	<a href="#">Click Here - 5 mins before the session start time</a>

### Feedback for effective learning

Research suggests that how we give feedback to our students has more impact on their learning than anything else teachers do, and that the most common approaches to giving feedback are not always effective. This workshop will revisit some of the key ideas about effective feedback for learning.

The Oxford University guide to effective feedback is available at:

[Effective feedback: the key to successful assessment for learning](#)

Target Audience	All Teaching Staff
Facilitator	John Archibald, Programme Leader, Research and Development Programme
Date	Tuesday 17 August 2021
Time	10:00 – 10:30
Link to Join	<a href="#">Click Here - 5 mins before the session start time</a>

## Questioning strategies

Effective use of questioning and classroom discussion is a key skill for teachers. Some questioning strategies and types of questions are more effective than others in facilitating engagement and learning, and giving the lecturer and student feedback on how the learning is progressing.

Useful link:

[Geoff Petty on questioning](#)

Target Audience	All Teaching Staff
Facilitator	John Archibald, Programme Leader, Research and Development Programme
Date	Tuesday 17 August 2021
Time	11:00 – 11:30
Link to Join	<a href="#">Click Here - 5 mins before the session start time</a>

## Conversations about evaluation and improvement

The Education Scotland improvement framework requires all teams in colleges to regularly reflect on what is working well and what can be improved. These discussions work best when colleagues feel able to talk openly and collegiately about the challenges of the work. However, it has been said that 'Any system of evaluation can feel like an accusation of inadequacy', and this can impair the quality of discussion. This workshop will consider how to create the best conditions for constructive team discussions about evaluation and improvement.

Useful link:

[Helen Timperley on effective professional conversations](#)

Target Audience	All Staff
Facilitator	John Archibald, Programme Leader, Research and Development Programme
Date	Tuesday 17 August 2021
Time	14:00 – 14:30
Link to Join	<a href="#">Click Here - 5 mins before the session start time</a>



## Digital Skills for Learning & Teaching

This online course has been designed by the eLearning team to provide you with a set of resources that will enable you to learn new skills and approaches to take into your learning, teaching and assessment strategies - with a particular focus on digital skills.

The course is primarily made up from a series of recorded webinars delivered by eLearning at the staff Learning days and during the 'seasonal' webinar series.

The modules are as follows and take approximately 2 hours each to complete:

Module 1: Digital Tools for Teaching - Focus on Canvas

Module 2: Planning Online Learning

Module 3: Digital Tools for Assessment

Module 4: Additional Digital Tools

Module 5: Accessibility and Copyright

[Click here to access on CANVAS](#)

# Microsoft Teams



## Microsoft Teams - Intermediate

This intermediate session will include the following:

- Setting up meetings via the calendar
- How to use the meeting options settings
- How to use the camera and audio settings etc.
- How to record meetings
- How to access recordings (via the Stream app)
- Share screens e.g. Desktop/Windows/Presentations
- How to Use the Whiteboard
- Set up breakout rooms
- How to chat with participants
- How to access meeting notes/whiteboard illustrations/poll results etc.

*Please note that this a generic course on the functionality and features of Microsoft Teams.*

Target Audience	All Staff
Facilitator	Jackie Hitchen
Dates	Thursday 12 August 2021
Times	09:30 – 12:30
Link to Join	<a href="#">Click Here - 5 mins before the session start time</a>

## Microsoft Teams - Advanced

This advanced session will include the following:

- Create Teams and add members
- Create Channels
- Have meetings/chats and conversations within channels
- Embed Tabs in channels
- Add/Upload Files/Folders
- How to work/Collaborate on files as a Team

*Please note that this a generic course on the functionality and features of Microsoft Teams.*

Target Audience	All Staff
Facilitator	Jackie Hitchen
Dates	Tuesday 17 August 2021
Times	09:30 – 12:30
Link to Join	<a href="#">Click Here - 5 mins before the session start time</a>

# Personal Development



## Facilitation Skills

This 3 hour virtual session is designed to give delegates the opportunity to consider how best to facilitate a meeting, presentation or training event, particularly in a virtual environment.

This will be an interactive session using Microsoft Teams, where we explore :

- The role, responsibilities, skills and qualities of an effective facilitator in a virtual world – and how this differs from face to face facilitation
- The challenges and benefits of moving sessions online
- Before the session :what do we need to do in preparation for the session?
- Designing an interactive session that encourages audience participation and engagement
- Choosing the right content, tools and material using Microsoft Teams
- Personal skills to use when facilitating a virtual session
- Hints and tips – sharing best practice and experience
- Personal action plan

Target Audience	All Staff	
Facilitator	Elite Training	
Dates	Thursday 12 August 2021	
Times	09:30 – 12:30	13:00 – 16:00
Book your place	<a href="#">Click here</a> to book your place	<a href="#">Click here</a> to book your place

## Engaging Social Media

Reveal Glasgow Clyde's USPs on Social Media platforms - create a following, raise your student numbers and reap many tangible benefits for years to come, just by building a presence.

Target Audience	All Staff
Facilitators	Julie Wales & Karen Bale
Dates	Thursday 12 August 2021
Times	11:00 – 12:00
Link to Join	<a href="#">Click Here</a> - 5 mins before the session start time

## Time Management Training with Microsoft Outlook

This course will focus on the features of Microsoft Outlook which will help you manage your Time more effectively. Content will help you to:

- Understand the difference features of MS Outlook and their role in effective time management
- Describe the difference between the Calendar and Task list and how to use each
- Learn how to change how Outlook displays your tasks to focus on start dates
- Explore how to use Outlook without becoming overwhelmed by your inbox
- Learn how to quickly remove emails from your inbox while capturing the information in tasks or calendar.

Target Audience	All Staff	
Facilitator	Elite Training	
Dates	Thu 12 August 2021	Tue 17 August 2021
Times and to book your place	09:00 – 12:00 <a href="#">Click here</a> to book your place	09:00 – 12:00 <a href="#">Click here</a> to book your place
	13:00 – 16:00 <a href="#">Click here</a> to book your place	13:00 – 16:00 <a href="#">Click here</a> to book your place

## Online Personal Development Courses

The following Skills Booster courses are available for all staff to access and are hosted on the new College VLE – CANVAS.

[Click here to access on CANVAS](#)

You will be asked to:

1. Sign in using your usual College username and password
2. Click on the purple icon to join the course, and then to go to the course home page

Courses Available are:

### Communication

- Handling Difficult Conversations
- Difficult People
- Tackling Problem Behaviour
- Relating to Your Customers
- Dealing with Sensitive Issues in the Workplace
- Sensitive Issues - Alcohol
- Sensitive Issues – Body Odour
- The Smart Employees Guide to Social Media

### Bullying & Harassment

- Banter in the Workplace
- Bullying and Harassment: Effective Interventions
- Challenging Behaviour
- Creating an Environment based on Respect
- Tackling Sexual Harassment at Work
- The Effective Bystander

# Wellbeing



## Adverse Childhood Experiences Aware

This session identifies adverse childhood experiences and offers guidance of working successfully with students who have experienced such challenges.

Target Audience	All Staff
Facilitator	Samantha Giles, Charlie Waller Memorial Trust
Date	Thursday 12 August 2021
Time	13:00 – 14:00

Click the Teams Meeting link below 5 mins before session start time to join  
[Click here to join the meeting](#)

## Are mental health problems in young people the next pandemic?

Research has highlighted that half of all mental health problems are established by the age of 14 and three quarters by 24 years of age. With nearly half of 17 to 19 year-olds diagnosed with a mental health problem having self-harmed or attempted suicide. These are shocking statistics that highlight the fact that young people's mental health really matters and even more so within the current climate.

The transition from adolescence to young adulthood can be a challenging process for some and never more so than during the pandemic and lockdown restrictions. Young people have faced significant disruptions to their education, have been separated from peer groups and are confronted by diminished job prospects and economic uncertainty. All of which are underpinned by fears of their own health and the health of their loved ones.

This workshop provides an overview of the common mental health problems experienced by young people and the contributing factors. It will also explore what protective factors can be put in place to improve overall wellbeing.

Target Audience	All Staff
Facilitator	Samantha Giles, Charlie Waller Memorial Trust
Date	Thursday 12 August 2021
Time	14:30 – 15:30

Click the Teams Meeting link below 5 mins before session start time to join  
[Click here to join the meeting](#)

### Preparing to go back to campus working

This session focuses on looking after mental health when returning to campus in the current climate. It will cover:

- Acknowledging fears about returning to campus working
- Preparing yourself for the return - how to look after your mental health
- Planning for the future - maintaining good mental health.

Target Audience	All Staff
Facilitator	Kath Caffrey, Charlie Waller Memorial Trust
Date	Tuesday 17 August 2021
Time	10:00 – 11:00

Click the Zoom Meeting link below 5 mins before session start time to join  
<https://us02web.zoom.us/j/81086283611>

Meeting ID: 810 8628 3611

Passcode: 800652

### How to manage anxiety when your coping strategies are no longer possible

How to cope with current and potential anxieties, when so much has changed

Target Audience	All Staff
Facilitator	Jane, Charlie Waller Memorial Trust
Date	Tuesday 17 August 2021
Time	15:00 – 16:00

Click the Zoom Meeting link below 5 mins before session start time to join  
<https://us02web.zoom.us/j/2534064530>

Meeting ID: 253 406 4530

Passcode: 235745

# LEADERSHIP AND MANAGEMENT

DEVELOPMENT PROGRAMME

*inspirational learning; changing lives*



## Induction & Continuing Training Programme

### Curriculum & Quality Leader Curriculum Manager



**People-centred**

22 SEPTEMBER 2021



**Pioneering**



**Principled**



**Passionate**

80



## Induction and Continuing Training Programme

We are delighted to share with you the induction and continuing training programme for the Curriculum and Quality Leader and Curriculum Manager roles.

### Induction

You will be invited to meet with the Senior Leadership Team (SLT). This group includes the Principal, two Vice Principals and the eight Assistant Principals who will welcome you to your new roles.

You will then attend additional induction sessions to prepare you in the initial stages of your role.

	Content	When
Induction	Welcome from SLT	August 2021
	College Human Resources Processes	
	Budgets and Finance	
	Organisational Development	

### Continuing Training Programme

The following areas will be covered in the training programme, which has been developed to support you in your new role. The aim of the programme is to provide you with the knowledge and skills you will need over the first year and beyond.

You will hear from both internal and external presenters, covering the following areas:

College Awareness	Equality, Diversity & Inclusion	Management
<ul style="list-style-type: none"> <li>•Admissions</li> <li>•Canvas</li> <li>•Careers</li> <li>•Commercial</li> <li>•Curriculum Awareness</li> <li>•Curriculum Design</li> <li>•Curriculum Development</li> <li>•Student Onboarding</li> <li>•Leading Improvement</li> <li>•Libraries</li> <li>•Marketing</li> <li>•MIS</li> <li>•Professional Standards</li> <li>•Quality</li> <li>•Student Association</li> <li>•Student Services</li> </ul>	<ul style="list-style-type: none"> <li>•EDI College Services</li> <li>•EDI Student Experience</li> <li>•EQUATE</li> </ul>	<ul style="list-style-type: none"> <li>•Health and Safety</li> <li>•People Management</li> <li>•Managing Meetings</li> <li>•Managing Teams</li> <li>•Professional Development</li> </ul>

## **How will the programme be delivered?**

The programme will be delivered, initially, every Wednesday (full days) until the end of September 2021. Following this, the sessions will take place every Wednesday afternoon for the academic year (2021.22).

The programme will predominantly be delivered online, through Teams or Zoom.

Organisational Development will provide you with calendar invites, joining links and will specify which area of the programme will be delivered on each date, with as much notice as possible.

## **College Leadership and Management Development Programme**

Additionally as a College Manager, you will participate in the wider College Leadership and Management Development Programme.

The content of the programme is built around the [Leadership Framework](#) and aims to provide Managers with the knowledge and tools to enhance their skills.

### **Further details**

If you require any further information, please contact Organisational Development at [organisationaldevelopment@glasgowclyde.ac.uk](mailto:organisationaldevelopment@glasgowclyde.ac.uk).

You will be asked to provide feedback at the end of the programme. However, if you would like to feedback prior to this then please contact us.

The Organisational Development team are here to support you and your teams and if we can be of any assistance to you in your new role, then please do not hesitate to get in touch.

We wish you every success in your new role and hope that you enjoy the training programme.

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## ORGANISATIONAL DEVELOPMENT COMMITTEE MEETING

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Date of Meeting	22 September 2021
Paper Title	Health and Safety Report
Agenda Item	21.44
Paper Number	21.44A1; 21.44A2; 21.44A3; 21.44A4; 21.44A5; 21.44A6; 21.44A7; 21.44A8
Responsible Officer	Gillian Crankshaw, Organisational Development Manager
Status	Disclosable
Action	For Noting

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### 1 INTRODUCTION

- 1.1 This report covers activity undertaken by the Organisational Development team in relation to Health & Safety from May 2021 and the annual statistics for academic year 2020/21.

### 2 HEALTH AND SAFETY REVIEW

- 2.1 We have now published 22 of our 30 new Procedures/Guidelines to support the new Policy. Of the 8 remaining documents, 2 Procedures are with the Estates team for input, 1 is with Union representatives for consultation, 1 is with the Quality team for publishing and 4 are still to be finalised by Organisational Development. Of these 4, 2 are scheduled to be sent out for consultation before the end of September 2021.

### 3 STATISTICS

- 3.1 The significant difference noted between 2020/21 Health and Safety statistics as listed below and in the attached when compared to 2019/20 records is directly correlated to the extended periods of remote working/learning dictated by the national lockdown from March 2020.

- 3.2 For the statistics for the period 1 May to 31 July 2021, there is an increase indicated in all the statistics areas when compared with the same period last year, which reflects the resumption of some more on-campus activities as part of the critical and time-sensitive learning/teaching permitted under revised government guidelines.

#### 3.3 Accident Statistics for the year 1 August 2020 to 31 July 2021

- 3.3.1 The accident statistics from 1 August 2020 to 31 July 2021 are attached in Appendix 1. There were 24 accidents reported in this period, three of which were RIDDOR-reportable: a student fell on the football pitch and fractured his wrist, a staff member sustained an over-7-day injury, another member

of staff fell and fractured his shoulder. In the comparison to the academic year 2019/20 there were 87 accidents reported in the previous year.

#### **3.4 First Aid Call Outs 1 August 2020 to 31 July 2021**

3.4.1 Over the period 1 August 2020 to 31 July 2021 the College First Aiders attended to 15 first aid call outs (Appendix 2). By comparison in the academic year 2019/20 there were 96 first aid call outs reported.

#### **3.5 Near Miss Reports 1 August 2020 to 31 July 2021**

3.5.1 There were 8 near misses reported in the period from 1 August 2020 to 31 July 2021 (Appendix 3). In the academic year 2019/20 there were 4 near misses reported.

#### **3.6 Hazard Observations 1 August 2020 to 31 July 2021**

3.6.1 There were 5 hazard observations reported during the period 1 August 2020 to 31 July 2021 (Appendix 4). In the academic year 2019/20 the number was zero.

#### **3.7 Accident Statistics 1 May to 31 July 2021 (Quarter 4)**

3.7.1 The accident statistics from 1 May to 31 July 2021 are attached, Appendix 5. There were 12 accidents reported in this period. In the same period last year there were zero.

#### **3.8 First Aid Call Outs 1 May to 31 July 2021 (Quarter 4)**

3.8.1 Over the period 1 May to 31 July 2021 the College First Aiders attended 6 First Aid call outs as shown in Appendix 6 attached. In the same period last year there were zero.

#### **3.9 Near Miss Reports 1 May to 31 July 2021 (Quarter 4)**

3.9.1 The near miss statistics from 1 May to 31 July 2021 are attached in Appendix 7. There were 5 near misses reported in this period. In the same period last year there were zero.

#### **3.10 Hazard Observations 1 May to 31 July 2021 (Quarter 4)**

3.10.1 The hazard observations statistics for 1 May to 31 July 2021 are attached in Appendix 8. There was 1 hazard observation reported in this period. In the same period last year there were zero.

3.10.2 We started recording hazard observations in February 2020 with the launch of the new Accident and Incident Reporting (AIR) system. As training in the use of the system continues to be rolled out to Managers and staff across diverse platforms, increased awareness on the need to support the College

by reporting these events has heightened. This is reflected in the gradually increasing numbers of hazard observations reports being received. Staff engagement with this process is quite encouraging, as the reports indicate an emerging culture of increased vigilance, which enables the College to identify and rectify potentially harmful situations before they translate into accidents/harmful events.

#### **4 UMAL (COLLEGE INSURERS) AND FIRE RISK ASSESSMENT**

- 4.1 Progress continues to be made with implementing the recommendations made in the fire risk assessment and UMAL reports, which were undertaken by the Organisational Development and Estates Departments. The combined action plan live document is updated by the respective departments as each recommendation is actioned. This document is monitored by each Health and Safety Campus Forum and any issues are escalated to the Health, Safety and Safeguarding Committee.

#### **5 COVID-19**

- 5.1 Since commencing the issue of Lateral Flow Testing kits we have issued 69 at Anniesland Campus, 127 at Cardonald Campus and 82 at Langside Campus. The availability of these kits continues to be promoted to staff and students.
- 5.2 We continue to provide the Scottish Government and our Trade Union colleagues with weekly statistics on positive cases recorded at the College and the Health and Safety Officers are continuing to monitor for any outbreaks. Outbreaks will be dealt with through our Outbreak Management Process.
- 5.3 The College Generic Risk Assessment is updated on a monthly basis (or sooner if required) and consultation with the Trade Unions takes place regarding any changes and staff continue to be supported in the creation and updating of Departmental/task Risk Assessments as required.
- 5.4 Staff experiencing difficulties working from home are still encouraged to carry out a homeworking risk assessment and request any identified equipment through the Health and Safety Service Desk. To date we have supplied 72 chairs, 9 desks and worked with ICT to supply additional monitors, mouse pads, wrist supports etc.

#### **6 RISK ANALYSIS**

- 6.1 The risks associated with this paper are in connection with the College phasing in additional activities on campus as the lockdown restrictions continue to ease. Staff and students are encouraged to remain vigilant and to exercise caution and ongoing adherence to government and health protection authorities' guidelines. Lateral Flow Testing kits are available from the College and communications to encourage their uptake along with

the vaccination programme are on-going. Monitoring and communications about following critical safe behaviours is maintained and support is available to individuals who may require additional reassurance as they resume on-campus activities.

## **7 LEGAL IMPLICATIONS**

- 7.1 The legal implications of non-compliance with statutory and regulatory requirements have not changed in relation to the general operations of the College and the COVID-19 pandemic. The Health and Safety Executive (HSE) and other regulatory bodies are still undertaking scheduled and unannounced spot-checks of workplaces. The College remains committed to implementing policies, procedures and practices, which ensure the health, safety and welfare of its staff and students.

## **8 FINANCIAL IMPLICATIONS**

- 8.1 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 since the lifting of the lockdown restrictions have been collated and stands at £17,348 . It should be noted these are only the costs that have been accrued through the Organisational Development Department. Further costs will have been accrued through Estates and ICT.

## **9 REGIONAL OUTCOME AGREEMENT IMPLICATIONS**

- 9.1 N/A

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

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

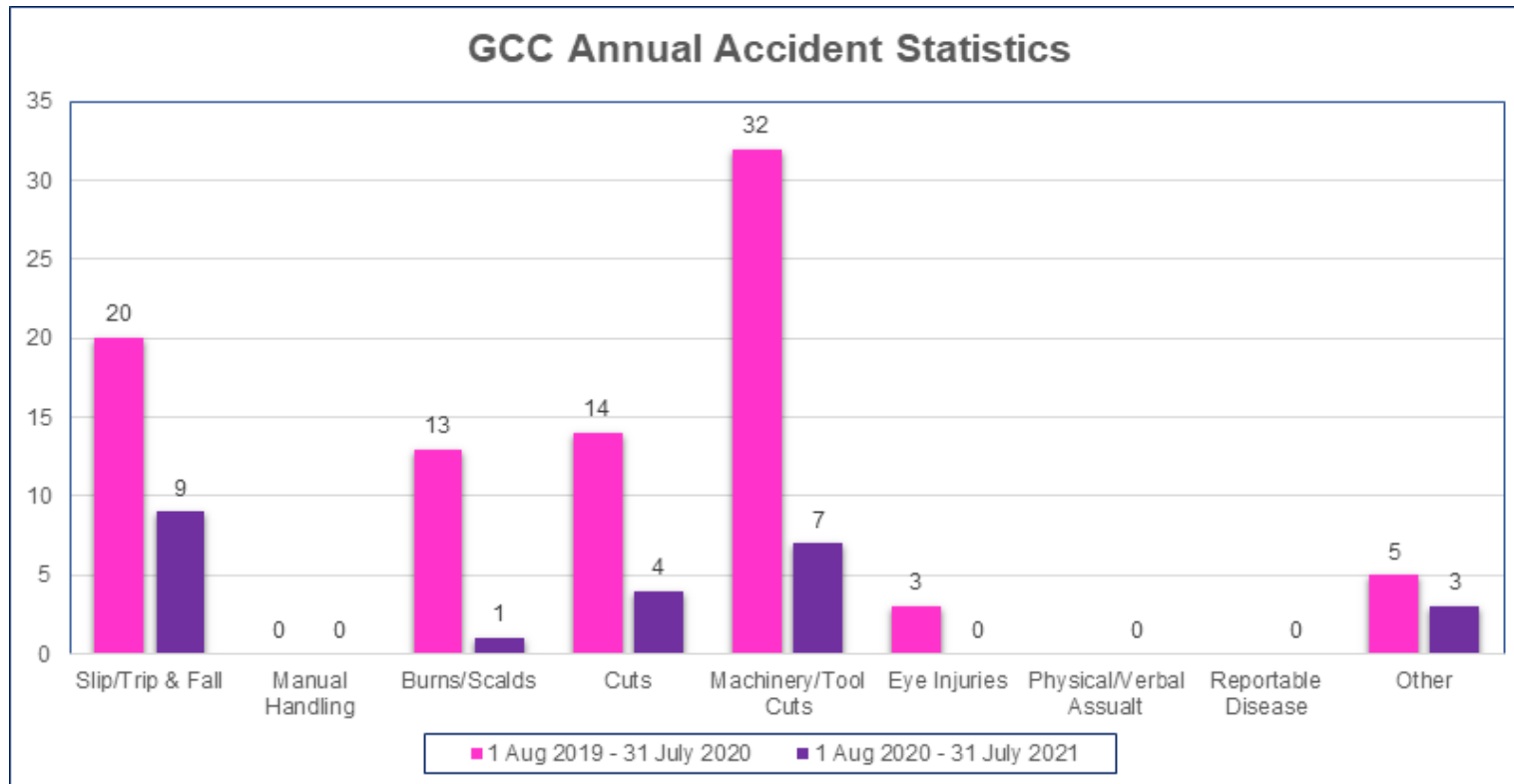
## Appendix 1

### Health & Safety Annual Accident Statistics for Glasgow Clyde College 1 August 2020 – 31 July 2021

Accident Category	Staff	Hospital	Riddor	Students	Hospital	Riddor	Contractors/ Visitors	Hospital	Riddor	Other	Hospital	Riddor	Total
Slip / Trip / Fall	5	1	2	2	2	1				2			9
Manual Handling													0
Burns / Scalds				1									1
Cuts	1			3									4
Machinery/Tool Cuts				7	1								7
Eye Injuries													0
Physical/Verbal Assault													0
Reportable Disease													0
Other	2			1									3
<b>TOTAL ACCIDENTS</b>	<b>8</b>	<b>1</b>	<b>2</b>	<b>14</b>	<b>3</b>	<b>1</b>				<b>2</b>			<b>24</b>

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

## Annual Accident Statistics Comparison for Glasgow Clyde College





**Appendix 2**

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

**1 August 2020 – 31 July 2021**

<b>First Aid Call Outs</b>	<b>Staff</b>	<b>Hospital</b>	<b>Riddor</b>	<b>Students</b>	<b>Hospital</b>	<b>Riddor</b>	<b>Contractors/ Visitors</b>	<b>Hospital</b>	<b>Riddor</b>	<b>Other</b>	<b>Hospital</b>	<b>Riddor</b>	<b>Total</b>
<b>First Aid Call Outs</b>	<b>4</b>	<b>2</b>		<b>11</b>	<b>2</b>								<b>15</b>
<b>TOTAL First Aid Call Outs</b>	<b>4</b>	<b>2</b>		<b>11</b>	<b>2</b>								<b>15</b>

**Appendix 3**

**Annual Near Misses for Glasgow Clyde College**

**1 August 2020 – 31 July 2021**

<b>Near Misses</b>	<b>Staff</b>	<b>Hospital</b>	<b>Riddor</b>	<b>Students</b>	<b>Hospital</b>	<b>Riddor</b>	<b>Contractors/ Visitors</b>	<b>Hospital</b>	<b>Riddor</b>	<b>Other</b>	<b>Hospital</b>	<b>Riddor</b>	<b>Total</b>
<b>Near Misses</b>										<b>8</b>			<b>8</b>
<b>TOTAL Near Misses</b>										<b>8</b>			<b>8</b>

**Appendix 4**

**Annual Hazard Observations for Glasgow Clyde College**

**1 August 2020 – 31 July 2021**

<b>Hazard Observations</b>	<b>Staff</b>	<b>Hospital</b>	<b>Riddor</b>	<b>Students</b>	<b>Hospital</b>	<b>Riddor</b>	<b>Contractors/ Visitors</b>	<b>Hospital</b>	<b>Riddor</b>	<b>Other</b>	<b>Hospital</b>	<b>Riddor</b>	<b>Total</b>
<b>Hazard Observations</b>										<b>5</b>			<b>5</b>
<b>TOTAL Hazard Observations</b>										<b>5</b>			<b>5</b>

## Appendix 5

### Health & Safety Accident Statistics for Glasgow Clyde College 1 May – 31 July 2021

Accident Category	Staff	Hospital		Students	Hospital		Contractors/ Visitors	Hospital		Other	Hospital		Total
		Riddor			Riddor			Riddor			Riddor		
Slip / Trip / Fall	2		1							1			3
Manual Handling													
Burns / Scalds				1									1
Cuts	1			1									2
Machinery/Tool Cuts				4									4
Eye Injuries													
Physical/Verbal Assault													
Reportable Disease													
Other	1			1									2
<b>TOTAL ACCIDENTS</b>	<b>4</b>		1	7						1			<b>12</b>

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

1 x RIDDOR – member of staff fell and fractured his shoulder.

**Appendix 6**

**First Aid Call Outs for Glasgow Clyde College**

**1 May – 31 July 2021**

<b>First Aid Call Outs</b>	<b>Staff</b>	<b>Hospital</b>	<b>Riddor</b>	<b>Students</b>	<b>Hospital</b>	<b>Riddor</b>	<b>Contractors/ Visitors</b>	<b>Hospital</b>	<b>Riddor</b>	<b>Other</b>	<b>Hospital</b>	<b>Riddor</b>	<b>Total</b>
<b>First Aid Call Outs</b>	<b>2</b>			<b>4</b>									<b>6</b>
<b>TOTAL First Aid Call Outs</b>	<b>2</b>			<b>4</b>									<b>6</b>

**Appendix 7**

**Near Misses for Glasgow Clyde College**

**1 May – 31 July 2021**

<b>Near Misses</b>	<b>Staff</b>	<b>Hospital</b>	<b>Riddor</b>	<b>Students</b>	<b>Hospital</b>	<b>Riddor</b>	<b>Contractors/ Visitors</b>	<b>Hospital</b>	<b>Riddor</b>	<b>Other</b>	<b>Hospital</b>	<b>Riddor</b>	<b>Total</b>
<b>Near Misses</b>										<b>5</b>			<b>5</b>
<b>TOTAL Near Misses</b>										<b>5</b>			<b>5</b>

**Appendix 8**

**Hazard Observations for Glasgow Clyde College**

**1 May – 31 July 2021**

<b>Hazard Observations</b>	<b>Staff</b>	<b>Hospital</b>	<b>Riddor</b>	<b>Students</b>	<b>Hospital</b>	<b>Riddor</b>	<b>Contractors/ Visitors</b>	<b>Hospital</b>	<b>Riddor</b>	<b>Other</b>	<b>Hospital</b>	<b>Riddor</b>	<b>Total</b>
<b>Hazard Observations</b>										<b>1</b>			<b>1</b>
<b>TOTAL Hazard Observations</b>										<b>1</b>			<b>1</b>

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## ORGANISATIONAL DEVELOPMENT COMMITTEE MEETING

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Date of Meeting	22 September 2021
Paper Title	KPI Report – Full Year 2020/21
Agenda Item	21.45
Paper Number	21.45A
Responsible Officer	Lorraine McGaw, Assistant Principal: Human Resources
Status	Disclosable (except HR KPIs)
Action	For Discussion

---

### **1 REPORT PURPOSE**

- 1.1 This attached paper provides an update on the Key Performance Indicators for the full year 2020/21. For data protection purposes, the Committee are asked to note 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 2020/21. We are however now working with a new Health Surveillance provider and intend to re-instate these tests in the next few weeks.

#### **2.2 Participation rate of staff in Healthy College events**

We didn't put a Healthy College Day on in June 2021, due to the lecturing staff having to spend additional time supporting students. We did run a Virtual Santa 5K in December however did not measure participation rates in this event as we wanted to make it a voluntary fun health event.

#### **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. Direct involvement of the Principal in Quarter 4 led to this figure rising to a completion rate of 96%. The full year figure of 77% completion is impacted by the lower completion rates in Quarter 2 and Quarter 3. We anticipate the completion rate will remain high for next year as we continue to keep a focus on this.



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

This figure is lower for 2020/21 due to the number of staff and students on campus being relatively low.

#### **2.5 Support Staff Personal Development Plan (PDP) Completion Rate**

This figure remains low for 2020/21, however there will be a focus on improving participation in the PDP process for all staff during 2021/22.

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

This data has been difficult to gather due to the lack of PDP returns and the lack of staff telling us what CPD they have participated in (out with the usual college organised events). We have opened up the ability for staff to update their own CPD records on iTrent. We are also launching the booking system which will allow us to update records directly after each course. And we are finalising the online PDP (held in iTrent) which will allow staff to pull their CPD records through from iTrent as part of their PDP discussion with their Line Manager. We should therefore start to get a much better picture of CPD participation rates.

#### **2.7 Staff Diversity Profiles**

There has been a focus on trying to get staff engaged in the provision of protected characteristic data. Two separate communication campaigns have been undertaken and further campaigns are planned later in the year. The figures have improved as a result of these campaigns which is encouraging.

#### **2.8 % Permanent staff voluntary turnover**

The staff turnover figure dropped to 3.7% for 2020/21. Given the circumstances in respect of the pandemic this outturn is not of any surprise.

#### **2.9 Average number of applications per advertised external vacancy**

This figure increased to an average of 21.5 applications for each advertised vacancy. This is due to the change in the way we now advertise vacancies by making more use of social media. We have also launched our web recruitment portal, making it easier for applicants to apply online.

There are also likely to be more people looking for new roles following easing of restrictions due to the Global Pandemic.

### **3 RISK ANALYSIS**

3.1 There are no specific risks associated with this paper.

#### **4 LEGAL IMPLICATIONS**

4.1 There are no specific legal implications associated with this paper.

#### **5 FINANCIAL IMPLICATIONS**

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

#### **6 REGIONAL OUTCOME AGREEMENT IMPLICATIONS**

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

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

7.1 N/A

Key Performance Indicator	Reporting	Target	2017/18	2018/19	2019/20	2020/21
<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) 3%	0%
Participation rate of staff in Healthy College events	Annually	All staff participation	321 (sessions)	106	(*2) 85	Data Unavailable
<b>HEALTH AND SAFETY</b>						
Health and Safety induction completion rates	Quarterly	100% within 1 month	71%	30%	46%	77%
Number of Near Misses Reported	Quarterly	Increase awareness of reporting	N/A	N/A	5	8
Number of Accidents Reported	Quarterly	Increase awareness and reporting	84	97	87	24
<b>DEVELOPMENT AND TRAINING</b>						
Staff induction completion rates	Quarterly	100% within 2 months	61%	51%	31%	63%
% of probationary/progress reviews completed at 3 months	Annually	100%	90%	72%	82%	87%
% of probationary/progress reviews completed at 6 months	Annually	100%	49%	88%	88%	90%
% of successful probationary/progress reviews	Annually	95%	49%	88%	88%	90%
Support Staff PDP completion rate (%)	Annually	95%	N/A	22%	5%	24%
Average days training/CPD uptake per employee	Annually	3 days per staff member	Data Unavailable	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%	20%
<b>SICKNESS ABSENCE</b>						
Working days lost through sickness absence	Quarterly	4%	3.65%	4.59%	3.78%	3.20%
Working days lost to work related stress	Quarterly	TBC	N/A	N/A	13.67%	0.14%
<b>STAFF DIVERSITY PROFILES</b>						
Protected characteristic - age data recorded	Quarterly	85%	Data Unavailable	Data Unavailable	Data Unavailable	100%
Protected characteristic - disability data recorded	Quarterly	85%	TBC	Data Unavailable	Data Unavailable	59.36%
Protected characteristic - gender reassignment data recorded	Quarterly	85%	TBC	Data Unavailable	Data Unavailable	27.91%
Protected characteristic - race data recorded	Quarterly	85%	TBC	Data Unavailable	Data Unavailable	80.21%
Protected characteristic - religion or belief data recorded	Quarterly	85%	TBC	Data Unavailable	Data Unavailable	61.68%
Protected characteristic - sex data recorded	Quarterly	85%	TBC	Data Unavailable	Data Unavailable	100%
Protected characteristic - sexual orientation data recorded	Quarterly	85%	TBC	Data Unavailable	Data Unavailable	61.97%
Protected characteristic - Marriage & Civil Partnership data recorded	Quarterly	85%	TBC	Data Unavailable	Data Unavailable	80.21%
Protected characteristic - pregnancy & maternity data recorded	Quarterly	85%	TBC	Data Unavailable	Data Unavailable	100%
Equal Pay (Gender Pay Gap)	Annually	Less than 5.0%	5.77%	6.00%	6.00%	3.00%
<b>RECRUITMENT AND RETENTION</b>						
% Permanent staff voluntary turnover	Quarterly	5%	3.54%	4.44%	6.00%	3.70%
Staff engagement level	Annually	Target 10 - full staff engagement	6.3	6.3	6.3	6.3
Average number of applications per advertised external vacancy	Annually	more than 8 average per vacancy	11	12	12	21.5
<b>HUMAN RESOURCE MANAGEMENT</b>						
Number of disciplinaries each year	Annually					
Number of grievances each year	Annually					
Number of capability reviews per year	Annually					
No of dignity at work Cases	Annually					
Number of dismissals	Annually					

\*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

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

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

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## ORGANISATIONAL DEVELOPMENT COMMITTEE MEETING

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Date of Meeting	22 September 2021
Paper Title	Committee Remit and Schedule of Work 2021/22
Agenda Item	21.47
Paper Number	21.47
Responsible Officer	Christine McConnell, Clerk to the Board
Status	Disclosable
Action	For Noting

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### 1 **REPORT PURPOSE**

The purpose of this report is to ask the Committee to note :-

- (1) the Committee's Remit contained in Appendix 1;
- (2) the Schedule of Work for the forthcoming session as contained in Appendix 2;
- (3) the recommendation in the Board Development Plan 2021/22 that each Committee should consider using co-opted members.

### 3. **BACKGROUND**

**3.1** In accordance with the College's Articles of Governance, each Committee must act in accordance with detailed Terms of Reference. The Organisational Committee's current Remit is attached at Appendix 1.

**3.2** The Schedule of Work attached at Appendix 2 has been prepared to programme the Committee's workload for the forthcoming session. This schedule is, of course, subject to change, in line with the Board and Committee's priorities.

**3.3** In accordance with the recommendation from the externally facilitated review of the College's governance arrangements completed in March 2021 which has been incorporated into the Board Development Plan for 2021/22, each of the Board's Committees is asked to consider using co-opted members.

### 4. **ACTIONS FOR THE COMMITTEE**

The Committee is asked to note the Remit and Schedule of Work and also to consider the use of co-opted members for future meetings.

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

Ensuring that the Committee remit is accurate is essential to ensure competency of decisions.

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

## **APPENDIX 1**

### **REMIT OF COMMITTEE**

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

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

To fulfil this function the Committee will

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

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

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

Receive reports of meetings of the Joint Consultation and Negotiation Committees 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 Strategic 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.

## APPENDIX 2

### Schedule of Work 2021/22

<b>22<sup>nd</sup> September 2021</b>
Key Performance Indicators Report
Notes re Support and Teaching JCNC meetings
Assistant Principal HR Report
Staffing Profile
Progress on Policy Harmonisation
Attendance Management Report
Learning and Development Report
Health and Safety Report
<b>26th January 2022</b>
Key Performance Indicators Report
Notes re Support and Teaching JCNC meetings
Assistant Principal HR Report
Staff Engagement Update ( <i>TBC if appropriate</i> )
SFC – Annual Staffing Return
Attendance Management Report
Learning and Development Report
Health and Safety Report
Committee Effectiveness Review
<b>4<sup>th</sup> May 2022</b>
Key Performance Indicators Report
Notes re Support and Teaching JCNC meetings
Assistant Principal HR Report
Equality Mainstreaming Report- including Gender Pay Gap Report
Attendance Management Report
Health and Safety Report
FOR NOTING
Organisational Development Report
Assessment of Procedures Report