

A meeting of the Organisational Development Committee will be held on Wednesday 7 May at 4.30pm, In-person at Langside College Boardroom

A G E N D A

25.14	Welcome and Apologies	F Brown
25.15	Declarations of Interest	F Brown

Minutes of Previous Meeting

25.16	Minute of Previous Meeting – 28 January 2025	P	F Brown
25.17	Matters Arising – Action Grid	P	F Brown
25.18	Notes of JCNC Meetings	P	L McGaw

Items for Discussion/Approval

25.19	Assistant Principal People and Culture Report	P	L McGaw
25.20	Bi-annual: Equality Mainstreaming Report	P	D Marshall
25.21	Equal Pay Gap Report	P	L McGaw
25.22	KPI Report	P	L McGaw
25.23	Employer of Choice Strategy Progress	P	L McGaw
25.24	Fire Safety Policy*	P	L McGaw
25.25	Committee Effectiveness Review	P	J Hunter
25.26	Schedule of Work 2025/26*	P	J Hunter

Standing Items

25.27	Equalities Impact Assessment on Decisions Made	F Brown
25.28	Review of Papers (Including disclosable status)	F Brown
25.29	Schedule of Work 2024/25	P J Hunter
25.30	Any other business/Items for future agenda	F Brown

*Approve

Date of Next Meeting: 19 November 2025 (online)

ORGANISATIONAL DEVELOPMENT COMMITTEE MEETING

Date of Meeting	7 May 2025
Paper Title	Public Sector Equality Duty Reporting
Action	For discussion
Prepared by	David Marshall, Assistant Principal Student Experience
Agenda Item	25.20
Status	Disclosable

1 **PURPOSE OF THE REPORT**

To provide the Committee with oversight of the Public Sector Equality Duty Reports.

2 **RECOMMENDATIONS**

The Organisational Development Committee is asked to note this paper.

3 **PSED REPORTING**

The reporting cycle 2025 is more robust than the 2023 cycle as alongside our Mainstreaming Report, we must evidence the progress of our current college specific Equality Outcomes and effectively close them, to then create new Equality Outcomes to run from 2025-2029. These new college equality outcomes must align with the National Equality Outcomes set by the Scottish Funding Council and Equality & Human Rights Commission Scotland. We are also required to publish an Equal Pay report and Equal Pay Statement as before.

We need to publish-

- Mainstreaming report including:
 - I. Employee information and annual breakdown (including collecting / using information)
 - II. Development (CPD) across protected characteristics
 - III. Membership / Board of Management information
 - IV. Breakdown
- Equality outcomes 2021-2025 final progress report and completed action plan
- New Equality Outcomes 2025-2029 report with new SMART plan
- Equal pay Report
- Equal pay statement / occupational segregation data
- Procurement (covered regionally by APUC)

The PSED Reporting in 2025 sees a summary report of the progress we have made toward the Equality Outcomes 2021-25. In determining the proposed Equality Outcomes for 2025-29 we have focused upon:

- Persistent inequalities
- Specific direction provided by the Scottish Government National Equality Outcomes (please see link) [Tackling persistent inequalities together](#)
- A targeted focus on specific protected characteristics that have been evidenced within Glasgow Clyde College staff and student cohort
- Evidence of the progress made toward attainment of current Equality Outcomes
- Data held within College systems regarding the profile of staff and students
- Scottish Government data identifying the profile of the communities within which Glasgow Clyde College campuses reside.

The new College Equality Outcomes must be fully aligned with the Scottish Government National Equality Outcomes and presentation to SLT is the first stage of consultation.

The reports are dynamic documents and where appropriate, can be updated. SMART Action Plans will be developed internally and monitored by the EDI Committee and SLT. The reports have been published on the College Website under [Equality Reports](#):

- [Equality Mainstreaming Report](#)
- [Final Progress Report](#) (Action Plan Progress)
- [Equality Outcomes Report](#)

4. RISKS

All development activity highlighted within the report is designed to review key College processes by minimising the impact of external factors whilst enhancing the student experience.

5. ANY OTHER SIGNIFICANT IMPACT e.g STUDENT EXPERIENCE/ LEGAL / FINANCIAL/ EQUALITY & DIVERSITY.

EIAs will be carried out in relation to policy initiatives, project activity and changes to custom and practice.

ORGANISATIONAL DEVELOPMENT COMMITTEE MEETING

Date of Meeting:	7 May 2025
Paper Title:	KPI Report Quarter 2 2024/25
Action:	Information/Discussion/Decision
Prepared by:	Lorraine McGaw, Assistant Principal: Human Resources
Agenda Item:	25.22
Status:	Disclosable (except HR KPIs)

1. PURPOSE OF THE REPORT

This attached paper provides an update on the Key Performance Indicators for Quarter 2 of Academic Session 2024/25. For data protection purposes, the Committee are asked to note that the Human Resources Management KPIs are non-disclosable.

2. ACTION FOR THE COMMITTEE

To committee are requested to discuss the report.

3. BRIEF BACKGROUND INFORMATION

The Organisational Development Committee requested that a Red, Amber, Green (RAG) status be used for the KPI grid therefore alerting/assuring the committee of the current position.

- **RED** – significant concern that the target will not be met
- **AMBER** – some concern that the target will not be met
- **GREEN** - target met or exceeded

The following KPI's are highlighted for Quarter 2 Academic Session 2024/25:

Occupational Health surveillance baseline test completion for at risk areas

Quarter 2 figures have improved significantly now that the disruption caused by industrial action and administrative issues with the contractor have been resolved. The KPI has reached 100%, indicating full operational performance."

Number of Accidents Reported

"The number of accidents reported this quarter has decreased significantly. While the reason for this decline is unclear, such fluctuations are not uncommon.

Working days lost through sickness absence

The overall sickness absence for Quarter 2 is 5.80%, representing an increase of 0.35% from the same quarter in the previous year. Long-term absence comprises 4.17%, while short-term absence accounts for 1.63% of the total.

Working days lost to work related stress

In the second quarter of the 2024/25 academic year, there was an increase of 0.23% in work-related stress levels from the same quarter of the previous year. Work-related stress is 0.41% of the overall absence this quarter. In total, eight employees were impacted, three teaching and five support.

4. SUPPORTING DOCUMENTATION/ FURTHER INFORMATION

Agenda Item 25.22A: Key Performance Indicator Grid

Agenda Item 25.22B: Key Performance Indicator Quarter 2 Comparison Grid

5. RISKS

There are no specific risks associated with this paper.

6. ANY OTHER SIGNIFICANT IMPACT

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

N/A

[illegible]

[illegible]

ORGANISATIONAL DEVELOPMENT COMMITTEE MEETING

Date of Meeting:	7 May 2025
Paper Title:	Employer of Choice Strategy Progress
Action:	Information
Prepared by:	Lorraine McGaw, Assistant Principal: People and Culture
Agenda Item:	25.23
Status:	Disclosable

1. PURPOSE OF THE REPORT

This report provides a reflective evaluation of the progress made under the Employer of Choice Strategy 2021–2025. As we move toward the development of a new strategic plan for 2026 and beyond, it is critical to assess both the achievements, and the challenges faced. While there has been demonstrable progress in key strategic areas, we must acknowledge that not all intended outcomes have been met—largely due to the prolonged and disruptive period of Industrial Action, which significantly impacted operational continuity and engagement.

2. ACTION FOR THE COMMITTEE

The Organisational Development Committee are asked to note this report.

3. BRIEF BACKGROUND INFORMATION

The College has eight key strategies in place for the period 2021–2025:

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

The Employer of Choice Strategy underpins the College’s commitment to fostering an inclusive, innovative, and empowering work environment—one in which employees feel valued, supported, and motivated to grow both personally and professionally.

Reflective Summary

While steady progress has been made against many of the strategy’s objectives, the College has encountered significant challenges. Industrial Action during the period affected staff morale, hindered engagement, delayed the implementation of several key initiatives, and disrupted data collection. Despite these setbacks, the resilience, innovation, and commitment of staff and teams ensured that progress—albeit uneven—continued in all four strategic areas.

Attracting, Recruiting and Retaining Staff **Progress Highlights:**

- **Job Applications:** A strengthened digital recruitment strategy resulted in an increase in average job applications—from 10.35 (AY 2021/22) to 24 (AY 2022/23). While applications dipped slightly in 2023/24, this may be linked to negative media coverage related to Industrial Action.
- **Retention rates:** Voluntary turnover remained consistently low at under 3% (excluding Voluntary severance departures), with most departures due to voluntary severance or career progression.
- **Flexible working:** A 38% increase in flexible working applications demonstrates growing trust in and uptake of work-life balance initiatives.

Challenges

- The College faced increased difficulty in attracting applicants particularly to some specialist posts during the peak of industrial action.

Engaging our Workforce

Progress Highlights:

- **Mental health support:** Enhanced in-house and external well-being services offered essential support during a particularly turbulent period.
- **Staff Awards:** While nominations and votes increased, inconsistencies in data tracking (e.g. differing category structures) limit accurate comparisons.
- **Protected Characteristic Disclosure:** A targeted campaign significantly improved disclosure rates across all categories between 2021 and 2025, fostering a more inclusive organisational culture.

Protected Characteristic	2021	2025
Age	100%	100%
Disability	59.36%	87.74%
Gender Reassignment	27.91%	72.05%
Race	80.21%	94.77%
Religion/belief	61.68%	84.90%
Sex	100%	100%
Sexual Orientation	61.97%	81.46%
Marriage/Civil Partnership	80.21%	85.36%
Pregnancy/maternity	100%	100%

- **Internal communications:** While Clyde Connects engagement fluctuated, industrial action and continued use of all-staff emails may have diluted its effectiveness.
- **Hive Idea Box:** Although promoted regularly, staff suggestions decreased from 52 (Aug–Mar 2023/24) to 40 (same period 2024/25).
- **Staff Voice Forum:** Participation data remains inconclusive; however, commitment to improving this will help future measurement.

Challenges

- A 32% response rate to the 2023 Engagement Survey indicates a need to rebuild trust and engagement—particularly in light of Industrial Action fatigue and communication fragmentation.

Promoting and Supporting Learning and Development

Progress Highlights:

- **TQFE Success:** AY 2023/24 saw a 100% success rate among TQFE candidates.

- **CPD Uptake:** Although participation dropped slightly (2.46 to 2.26 days per employee), this was largely due to Industrial Action interfering with planned development days.
- **Future Leaders Programme:** Full cohort retention continues, though impact measurement is pending completion in June 2025.
- **Induction Engagement:** Staff participation in induction programmes has remained consistently above 90% since 2021.

Challenges:

- Feedback mechanisms are not tailored specifically for Leadership and Management Development, limiting our insight into programme effectiveness.
- Engagement with the Personal Development Planning (PDP) process has been consistently low, due in part to an overly complex system and broader disengagement with the process itself. To address this, a simplified PDP framework will be introduced in 2025/26, supported by a targeted internal communications campaign to re-establish its value and encourage active participation.
- Approximately 70% of teaching staff are TQFE qualified—a figure that has plateaued due to ongoing funding constraints and prioritisation pressures.

Good Health and Wellbeing

Progress Highlights:

- **Health Initiatives:** Staff participation in Men's Health MOTs, CPR training, and financial well-being sessions has grown—where tracked—despite limited staff resource.
- **Menopause Forum:** Participation continues to rise, supported by Menopause Friendly Accreditation.
- **Cycle and Walking Awards:** Recognition of our active commuting initiatives through national awards.
- **Guidance Development:** Successful launch of workplace stress and dignity & respect guidelines—jointly developed with trade union partners.
- **Health and Safety Induction:** Completion rates have remained above 90% since 2021.

Challenges:

- The discontinuation of the Health and Wellbeing Officer post (due to funding) has impacted the continuity of several initiatives.
- Inadequate tracking systems limit our ability to evaluate the reach and impact of well-being programmes.
- Health Surveillance testing suffered delays due to the pandemic, supplier transitions, and Industrial Actions interruptions.

Conclusion and Forward Look

Despite the challenges, including the disruptive effects of industrial action, the College has continued to make measurable progress toward becoming an Employer of Choice. There is a clear commitment to inclusive practice, staff development, and well-being across the organisation.

To ensure a stronger trajectory moving forward, the following actions are recommended:

- **Enhance data tracking** across all initiatives to improve evaluation and impact assessment.

- **Introduce targeted, role-specific surveys** for learning and leadership programmes to improve feedback quality.
- **Standardise communication protocols** and promote consistency in communication channels and reduce email fragmentation.
- **Rebuild staff engagement mechanisms** with renewed focus on transparency, inclusion, and dialogue.

These actions will better position the next Employer of Choice Strategy to be resilient, data-informed, and responsive to the evolving needs of our workforce.

4. SUPPORTING DOCUMENTATION/FURTHER INFORMATION

Agenda Item 25.23A: GCC Employer of Choice Strategy 2021-25

5. RISKS

An Equality Impact Assessment of the strategy has been conducted to ensure that inclusivity, diversity, and fairness are embedded across all initiatives. This assessment ensures that all staff, regardless of background, have equitable access to opportunities and support systems within the College.

6. ANY OTHER SIGNIFICANT IMPACT

eg STUDENT EXPERIENCE/LEGAL/FINANCIAL/EQUALITY & DIVERSITY

An Equality Impact Assessment of the strategy has been undertaken.



EMPLOYER OF CHOICE STRATEGY 2021-2025

1. Purpose of the Employer of Choice Strategy

- 1.1 The Employer of Choice Strategy has been developed to support the mission, vision and values of the College and the College Strategic Plan. The Strategy makes a clear statement about how the College values and treats its people, and the culture it wishes to foster to enable everyone to achieve and sustain excellence in all areas of College activity. The strategy supports the College's key values of People-Centred, Passionate, Pioneering and Principled. It aims to ensure that the College is an employer of choice with a culture that sets high expectations, whilst providing a stimulating and rewarding environment for its people.

2. Current Context

- 2.1 The outset of the Global Pandemic and the subsequent lock-down required GCC to act at speed to enable colleagues to work remotely and respond dynamically to a fluid and rapidly changing working environment. Overnight, new technology was embraced, strategic decisions were made rapidly, flexible working patterns were adopted to enable working parents/those with caring responsibilities to provide care and home schooling for their children as well as meet their work commitments. We are committed to learning from the practices we had to put in place during 2019/20 to inform new working practices in 2021 and beyond. As we look to the future, the main issue will be the way that we, and indeed society, recovers from the Covid-19 pandemic. It has been more than a year since the first cases of Covid-19 were reported in the UK. It has without doubt been the most difficult year we can recall.
- 2.2 All staff at GCC have been outstanding in enabling our learners to complete their studies in the academic session 2019/20 and welcoming new and returning learners using a blended approach in 20/21 and 21/22.
- 2.3 The College began an Academic Management restructure in 2019, this was put on hold because of the pandemic. The new structure was finalised in March 2020 and became operational in August 2020. This structure is key to how we emerge from the pandemic and will be reviewed to ensure its effectiveness.
- 2.4 Looking further ahead, we will need to be creative, agile, and resilient as well as holding true to our Values.
- 2.5 Being an Employer of Choice means, we need to be regarded as an employer that offers interesting and worthwhile work and respects and develops its workforce. This Strategy sets out the College priorities and key themes for development for achieving this aim. Given how fast our environment is changing, we must be agile and ambitious as we look to transform the way we work. Part of this includes attracting and retaining a more diverse workforce to help us do this.



EMPLOYER OF CHOICE STRATEGY 2021-2025

- 2.6 The Further Education sector continues to operate in a transformational environment being shaped through the framework of National Bargaining, Regional Outcome Agreements, and our Equality duties. The sector and this strategy must address the need to develop a workforce for the future and equip staff with the digital skills they now require to enhance the learning and teaching experience for our learners.
- 2.7 Equality, inclusion, and diversity principles will be embedded throughout the College community and a range of services which improve the physical, emotional and health and wellbeing of our learners and staff. Individuals will be empowered to develop the knowledge and understanding to make informed choices to improve their own physical and emotional wellbeing by:
- Taking the actions identified in our gender pay gap action plan.
 - Undertaking further work to focus and encourage applicants from across community that we serve and ensuring that we remove any real or perceived barriers to employment.
 - Going beyond legislation to support Equality, Diversity, and Inclusion.

3. Principles of the Employer of Choice Strategy

- 3.1 We recognise that the greatest asset we must deliver our services is our people and we are committed to achieving a diverse, committed, competent and valued workforce who have a strong sense of belonging.
- 3.2 To support accountability and delivery of the Employer of Choice Strategy, all key deliverables will be based upon the following principles:
- 3.2.1 Values

Working Collectively towards a common purpose and putting our four College values are at the heart of everything that we do is key to our success at GCC. Our four College values are:

- **People-centred** - We are unwavering in our expectation that we conduct ourselves in a manner which is open, respectful and with uppermost integrity. The needs and interests of our learners, colleagues and stakeholders will be at the forefront of all decision-making.
- **Pioneering** - We are restless in our desire to be innovative, ambitious, forward-thinking, and courageous in the pursuit of creating an unrivalled inspirational learning experience and work environment.
- **Principled** - We are determined to ensure that fairness, equality, and inclusivity are embedded into the heart of the College and guide everything we do.
- **Passionate** - We are relentless and tenacious in our ambition to inspire learners and colleagues to achieve their potential, change their lives and support them to overcome the barriers to doing so.



EMPLOYER OF CHOICE STRATEGY 2021-2025

3.2.2 Learning and Development Culture

- Recruit and retain high quality, talented individuals with the right skills, experience, and knowledge to enhance our reputation as an employer of choice.
- Embed leadership development solutions suitably designed to fulfil future organisation and service capability needs. Ensuring individuals and teams are clear about their roles, reporting structures and professional responsibilities. Effective management and leadership will be promoted and supported ensuring accountability and responsibility from leaders and managers.
- Continue commitment to training and support for managers, individuals and teams using an in-house Professional Pathway programme. This includes the delivery of our Teaching Essentials programme aimed at all unqualified, new, and inexperienced staff; access to our Digital Skills for Teaching and Learning online programme; individual mentoring, support and practice sharing activities led by a team of Development Advisers. These activities will embed and promote the Professional Standards for Lecturers across all the delivery.

3.2.3 Staff Experience and Engagement

- Continue to foster an inclusive, diverse, and respectful working culture with opportunities to develop, maximise potential, and to contribute to leading to an excellent employee experience for everyone.

3.4 Employee Relations

- Continue to work in partnership with trade unions, ensuring that our people are well informed, involved in decisions which affect them and are treated fairly and consistently.

3.5 Health and Wellbeing

- Provide a safe and healthy working environment for our people, placing wellbeing at the heart of the staff experience, encouraging our people to maintain and promote their health and those of others.

4. Key Areas for Development (2021-2025)

4.1 Attracting, Recruiting and Retaining Staff

4.1.1 In the competitive job marketplace, against a challenging financial backdrop and less resource, it is vital that the College is an employer of choice and builds a sustainable and inspired workforce by:

- Attracting and recruiting a diverse and competent workforce whose values and behaviours align with those of the College.
- Valuing and listening to staff, offering a flexible work life balance.



EMPLOYER OF CHOICE STRATEGY 2021-2025

- Providing pathways for young people into employment and engaging with the Young Persons Guarantee programme.
- Committing to use innovative and cost-effective methods to attract a wide range of candidates.
- Ensuring that the application and selection process is inclusive and accessible to everyone.
- Increasing the use of digital technology/social media to continue to simplify and improve the candidate experience.
- Continued efforts to assess and analyse why people leave the organisation and taking this data forward to inform recruitment and retention strategies.

4.2 Engaging our Workforce

4.2.1 To create a committed, resilient, diverse, and agile workforce it is essential that colleagues are engaged, listened to, and know at every level how they are contributing and why it matters. The College aims to achieve this by developing a working environment and culture where:

- Staff are healthy and safe (this will include a focus on Mental Wellbeing during and post COVID19).
- Feel a strong sense of belonging, feel included and have fair access to development opportunities.
- The right talent is retained by having a focus on workforce planning and managing people to best effect.
- Good employee relations and engagement with our staff and Trade Union representatives is encouraged through openness and integrity.
- Adopt a 'Feedback Culture' and ensure that all staff feel free to share what they think and using this feedback to help shape the work of the College.
- Our leaders are role models for the College core values and behaviours.
- Flexible working opportunities are available to ensure staff can have a balance between their work priorities and their home life. This will include new ways of working, enabling many staff greater choice over their working location allowing for greater flexibility and work/life balance.

4.3 Promoting and Supporting Learning and Development

4.3.1 We want to develop our workforce with the skills and behaviours they need to make a difference, and evidence the value they bring within their role by:

- Promoting the College values to all our staff and providing opportunities across a range of learning activities.
- Identifying future skill shortages and developing our internal candidates.
- Supporting new staff with a strong induction programme and providing an overview of the organisation and enable the new employee to see where they fit in to the big picture.
- Continually reviewing organisational structures for effectiveness and appropriateness ensuring they meet the needs of the business.



EMPLOYER OF CHOICE STRATEGY 2021-2025

- Supporting the national rollout of College lecturer professional registration with the General Teaching Council Scotland (GTCS) and ensure that the lecturing professional standards underpin teaching practice within GCC.
- Enhancing the effectiveness of leadership in the College and the provision of development opportunities for those who aspire to leadership and management roles.
- Promoting the creation of transformational leaders at all levels with a specific emphasis on middle and first-line managers, creating competent and confident managers.
- Equipping staff with the necessary skills and behaviours to ensure an excellent learner experience.

4.4 Good Health and Wellbeing

4.4.1 We will continue to provide a safe and healthy working environment for our people, placing wellbeing at the heart of everything that we do. The College aims to do this by encouraging our people to maintain and promote their health and those of others and we will focus on ensuring:

- Staff are healthy and safe (this will include a focus on Mental Wellbeing during and post COVID19).
- Maintaining the NHS Healthy Working Lives Gold Award accreditation.
- Continued monitoring and development of improved safe working practices within the organisation.
- Line Managers are supported to manage and promote the health and wellbeing of their teams, to manage workplace stress, ensuring effective support, communication, manageable workload and work/life balance through blended working and other measures.

5. Equality, Diversity, and Inclusion Mainstreaming

5.1 Glasgow Clyde College is committed to a positive and pro-active approach to equality and human rights, which encourages, supports and values diversity and inclusion. We seek to promote and embed the principles of equity in all College services and in every aspect of College life for staff and learners. We will ensure equality of opportunity and freedom from harassment for all learners, staff, and visitors by opposing and countering all forms of discrimination and by delivering our Equality Outcomes to show tangible and significant advancement. Our staff and learners will be champions of equality and will be nurtured through a supportive and caring environment. We will be ambitious and tenacious as we seek to ensure fair and equal opportunities for learners and staff.



EMPLOYER OF CHOICE STRATEGY 2021-2025

- 5.2 All existing and new activity should consider opportunities to maximise the impact of equality, diversity, and inclusion mainstreaming. The College and its partners should explore the extent to which unconscious bias may be and take all steps to eradicate any such bias. The Learner Experience can be enhanced by a conscious drive to ensure that issues around equality, diversity and inclusion are considered at the establishment and ongoing review of the Learner Experience. The College should look to promote the disclosure and collection of equalities data and use such data to improve the Learner Experience.
- 5.3 Through the implementation of this strategy, progress will be made on specific Equality Outcomes identified by the College for 2021 – 2025:
- Recruitment of a diverse workforce, particularly those from black and minority ethnic backgrounds and disabled individuals, which will cultivate an inclusive and innovative College community.
 - Staff and learners at Glasgow Clyde feel a sense of belonging and are confident they will thrive in a safe and supportive College community.
 - Our services respond to and meet the needs of all disabled staff and learners, including those with a mental health condition.
 - Our learners will benefit from the creation and delivery of an inclusive curriculum.

6. Digital Development and Integration

- 6.1 We will ensure that the College has the digital capacity and capabilities to deliver in an ever-changing environment by:
- Ensuring appropriate training, including online learning, is available to all staff to maximise the digital capability of the workforce.
 - Developing the skills and confidence of staff in the appropriate and effective use of digital technology to support learning and teaching and the learner experience.

7. Monitoring Mechanisms

- 7.1 The Employer of Choice Strategy will undergo an annual review led by the Assistant Principal Human Resources, in liaison and consultation with the unions and with staff feedback.
- 7.2 The Organisational Development Committee will also monitor a suite of Key Performance Indicators at their quarterly meetings.

ORGANISATIONAL DEVELOPMENT COMMITTEE MEETING

Date of Meeting:	7 May 2025
Paper Title:	Fire Safety Policy
Action:	For Approval
Prepared by:	Gillian Crankshaw, Organisational Development Manager
Agenda Item:	25.24
Status:	Disclosable

1. PURPOSE OF THE REPORT

- 1.1 This paper outlines the rationale for introducing a standalone Fire Safety Policy.

2. ACTION FOR THE COMMITTEE

- 2.1 The Organisational Development Committee are asked to approve this policy. If approved the policy will then go to the Board of Management to be ratified.

3. BRIEF BACKGROUND INFORMATION

- 3.1 Under the Fire (Scotland) Act 2005 and the Fire Safety (Scotland) Regulations 2006, it is a legal requirement for all organisations to have a dedicated Fire Policy in place.
- 3.2 Until now, the College has managed fire safety within the broader framework of the Health and Safety Policy. However, the Health and Safety team has recommended, and it is agreed, that it would be more appropriate to establish a standalone Fire Policy to ensure clearer focus and compliance with statutory obligations.
- 3.3 A supporting Fire Procedure has also been developed to accompany the new policy. This procedure is currently being circulated to union representatives for consultation, with the aim of finalising and implementing both documents by June 2025.

4. SUPPORTING DOCUMENTATION/FURTHER INFORMATION

- 4.1 Agenda Item 25.24A - Policy 1.8A Fire Safety May 2025

5. RISKS

- 5.1 There is a reduction of legal risk to the college with the implementation of this policy and its associated procedure.

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

Implementation of this policy provides a clearer statement on the college's intent in respect of fire safety.

Policy Area: Board of Management

Policy Title: Fire Safety

Revision No.: 0

Review Due: On or before May 2030

Glasgow Clyde College is committed to providing a safe environment for its staff, students, and visitors. This Policy sets out the College's commitment to fire safety. The potential damage to buildings and infrastructure and associated risks to the continued operation of the College is also recognised.

The College ensures, so far as is reasonably practicable, that the risks associated with fire will be managed in compliance with The Fire (Scotland) Act 2005 and the associated Fire Safety (Scotland) Regulations 2006. The responsibility for complying with these Regulations rests with the employer; in this case, the employer is the Board of Management.

Whilst, ultimately, the final level of responsibility for implementing this Fire Safety Policy rests with the Board of Management, every employee is required to take an active role in implementing the Policy effectively.

This Policy:

- is central to the management of fire safety within the College and requires the support and commitment of all employees to achieve the benefits that are derived from good fire safety management;
- is designed to inform all staff of the procedures for ensuring that staff, students, contractors and visitors who come to the College are kept safe from the threat of fire and are aware of the evacuation process in the event of a fire;
- applies to all premises and activities falling, to any extent, under the College's control; and
- sets down the framework by which the College and all members of the College community are expected to undertake their relevant duties.

A commitment to be aware of fire precautions and fire procedures is a basic duty of all staff and an essential obligation for everyone with management responsibility.

The College also applies measures to ensure that its contractors and partners in service provision, conduct their activities in a manner that is safe and without risks to health.

As a demonstration of their commitment, the College leads by example in establishing a positive fire safety culture and ensuring, so far as is reasonably practicable:

- the provision of arrangements for ensuring safety and absence of risks to health in connection with fire;
- the provision of such information, instruction, training and supervision to employees, students and others, to enable them to undertake their assigned tasks, roles and responsibilities with due regard to themselves and other persons who may be affected by their acts or omissions in the course of their work;
- that all places of work under College control are maintained in a condition that is fire-safe and without risks to health and safety, including the means of access to and egress from it;
- encouragement of each staff member to co-operate in fire prevention and to exercise personal responsibility to avoid harm to themselves, fellow workers, students and others who may be affected by their acts or omissions while at work.

The College is committed to the objective of attaining a high standard of fire safety performance in the delivery of services. This standard is achieved by:

- fully complying with all relevant fire safety legislation, recognising that legal requirements are the minimum standard;
- creating and maintaining a positive fire safety culture which ensures the commitment and participation of all staff members; and
- adopting a planned and systematic approach to the implementation of the College's Fire Safety Policy and associated procedures.

The College monitors and reviews its fire safety performance on a regular basis to ensure that high standards are maintained, and support this through reporting to the Health, Safety and Safeguarding Committee every quarter.

This Policy, along with the supporting Fire Safety Procedure is kept under review and all amendments made drawn to the attention of those affected.

This Policy is effective insofar as all employees accept responsibility for its implementation and adhere to the Policy and to the procedures and standards referred to within it.

This Policy has been developed in line with all relevant legislation including the Equality Act 2010 and covers all individuals including, but not limited to, those with the following protected characteristics: Age, disability, gender reassignment (including gender identity and expression), marriage and civil partnership status, pregnancy and maternity, race, religion or belief, sex (formerly gender) and sexual orientation.



History of changes

Revision	Description	Adopted	Authorised
0	First draft	TBC	TBC

Organisational Development Committee

Schedule of Work 2025/26

The Committee meets three times per year.

- 19 NOVEMBER 2025
- 4 FEBRUARY 2026
- 20 MAY 2026

**An informal meeting on KPI and Monitoring Data will be held in September.*

REMIT

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

19 NOVEMBER 2025	
Standing Items	
Assistant Principal People and Culture Report May include: <ul style="list-style-type: none"> • Attendance update • General Organisational Development (seeking Committee views on priorities) 	For Discussion
Notes re Support and Teaching JCNC meetings	For Discussion
Key Performance Indicators Review KPI Report, may include: <ul style="list-style-type: none"> • Absence 	For Discussion/Approval
Monitoring Data Report	For Noting
Health and Safety Report (full year figures 24/25)	For Noting
Annual Reports	
Staffing Profile	For Discussion
Committee Effectiveness Review Update	For Noting
Internal / External Audit Reports As Required	

4 FEBRUARY 2026	
Standing Items	
Assistant Principal People and Culture Report May include: <ul style="list-style-type: none"> • Attendance update • General Organisational Development (seeking Committee views on priorities) • H&S Update 	For Discussion
Notes re Support and Teaching JCNC meetings	For Discussion
Key Performance Indicators Report <ul style="list-style-type: none"> • Alignment with new strategic plan 	For Discussion/Noting
Monitoring Data Report	For Noting
Policy Review: <ul style="list-style-type: none"> • Staffing • Secure Handling, Use, Storage and Retention of Disclosure Information • Staff Management • Continuing Professional Development • Healthy College • Local Negotiation 	For Discussion and Approval
Annual Reports	
Annual People Report	For Noting
Internal / External Audit Reports As Required	
20 MAY 2026	
Assistant Principal People and Culture Report May include: <ul style="list-style-type: none"> • Attendance update • General Organisational Development (seeking Committee views on priorities) • H&S Update including Compliance Update 	For Discussion
Notes re Support and Teaching JCNC meetings	For Discussion
Employer of Choice Strategy 2026-2030	For Discussion

Key Performance Indicators Report	For Discussion
Monitoring Data Report	For Noting
Annual Reports	
Equality Mainstreaming Report- including Gender Pay Gap Report Bi-annual 2025, 2027, 2029	For Noting
Equality Diversity and Inclusion Report (Bi-annual 2026, 2028, 2030) <ul style="list-style-type: none"> • Gender Pay Gap • Equal Pay • Nurture • Emily Test • Staff Experience 	For Discussion
Committee Effectiveness Review Bi-Annual 2024/25, 2026/27	For Noting
Internal / External Audit Reports As Required	For Noting
Committee Remit Review Bi-Annual 2025/26, 2027/28	For Discussion / Noting

Organisational Development Committee

Schedule of Work 2024/2025

18 September 2024	
Standing Items	
Assistant Principal People and Culture Report May include: <ul style="list-style-type: none"> Attendance update General Organisational Development (seeking Committee views on priorities) 	For Discussion
Notes re Support and Teaching JCNC meetings	For Discussion
Key Performance Indicators Report May include: <ul style="list-style-type: none"> Absence 	For Discussion
Health and Safety Report (full year figures 23/24)	For Noting
Additional Annual Reports	
Staffing Profile	For Discussion
Internal Audit Reports Within Committee Remit	

29 January 2025	
Standing Items	
Assistant Principal People and Culture Report May include: <ul style="list-style-type: none"> Attendance update General Organisational Development (seeking Committee views on priorities) H&S Update 	For Discussion
Notes re Support and Teaching JCNC meetings	For Discussion
Key Performance Indicators Report	For Discussion/Noting
Additional Annual Reports	
Annual People Report	For Noting
Internal Audit Reports Within Committee Remit	

7 May 2025	
Assistant Principal People and Culture Report May include: <ul style="list-style-type: none"> • Attendance update • General Organisational Development (seeking Committee views on priorities) • H&S Update including Compliance Update 	For Discussion
Notes re Support and Teaching JCNC meetings	For Discussion
Employer of Choice Strategy (possibly next session late 2025)	For Discussion
Key Performance Indicators Report	For Discussion/Noting
Additional Annual Reports	
Equality Mainstreaming Report- including Gender Pay Gap Report Bi-annual 2025, 2027, 2029	For Noting
Equality Diversity and Inclusion Report (Annual) <ul style="list-style-type: none"> • Gender Pay Gap • Equal Pay • Nurture • Emily Test • Staff Experience 	For Discussion
Committee Effectiveness Review Bi-Annual 2024/25	For Discussion
Committee Remit Review Bi-Annual 2025/26	For Discussion
Internal Audit Reports Within Committee Remit	