THERE WILL BE A MEETING OF THE ORGANISATIONAL DEVELOPMENT COMMITTEE ON WENDESDAY 20 MAY 2026 AT THE BOARDROOM, LANGSIDE COLLEGE FROM 4.30PM

GLASGOW CLYDE COLLEGE

AGENDA

26.12	Welcome and apologies	FB
26.13	Items for any other business	FB
26.14	Declarations of interest	FB
26.15	Matters arising from the previous meeting 4 Feb	FB
26.16	Draft minutes of the previous meeting 4 Feb	FB
DISCUSSION		
26.17	Assistant Principal People and Culture report	LM/CL
26.18	Draft empowering people strategy 2026-2030	LM
26.19	JCNC report	LM
26.20	KPI report	LM
26.21	Schedule of Work 2025-26	JH
	* Schedule of Work (aligned with Remit) 2026-27	JH
26.22	Committee Remit & Name	JH
26.23	Any other business	FB

ORGANISATIONAL DEVELOPMENT COMMITTEE MEETING	
Date of Meeting:	20 May 2026
Paper Title:	Assistant Principal: People and Culture Report
Action:	Information
Prepared by:	Lorraine McGaw, Assistant Principal: People and
Agenda Item:	Culture 26.17
Status:	Disclosable

1. PURPOSE OF THE REPORT

The report aims to update the Organisational Development Committee on recent activities within the People and Organisational Development functions focusing particularly on areas not covered in other Committee papers since the last meeting.

2. ACTION FOR THE COMMITTEE

The Organisational Development Committee are asked to note the content of this report.

3. BRIEF BACKGROUND INFORMATION

3.1 Lecturing Staff Pay Claim

The EIS-FELA Pay Claim was received by College Employers Scotland (CES) on Monday 9 February 2026. The pay claim includes:

Year 1 – 1 September 2026 – 31 August 2027
A consolidated Pay Award of 4.5% on all salary points for all unpromoted and promoted lecturer staff, effective from 1st September 2026.

Year 2 – 1 September 2027 – 31 August 2028
A consolidated Pay Award of 4% on all salary points for all unpromoted and promoted lecturer staff, effective from 1st September 2027.

In addition to the consolidated pay above it also contains:

- A commitment to no compulsory redundancies;
- Distant Islands Allowance to be payable to all unpromoted and promoted lecturers whose place of employment is any of the distant islands. The currently agreed SNCT rate is £2,997 effective from 1st October 2025 and we are seeking 4.5% and 4% increase on this for 2026/27 and 2027/28 respectively. It is imperative the Distant Islands Allowance is funded for colleges where lecturers are working in these islands in order that they do not suffer disproportionately any cuts and are able to sustain further education for the local populations without staff's living standards decreasing as a result; and

- Any payment under the inflation guarantee will be referred to for the purposes of this agreement as “the inflation guarantee payment”.

  To ensure any uplift to salaries can be made within the relevant pay period, average RPI inflation, as defined by the Office of National Statistics (ONS) will be calculated over the calendar year. For the 2026-27 pay period, average inflation will be calculated from September 2026 to August 2027. For the 2027-28 pay period average inflation will be calculated from September 2027 to August 2028.

  For 2026-27 the pay claim is 4.5%, therefore if RPI inflation in 2026/27 averages higher than 3.5% over the period September 2026 to August 2027, then pay will be adjusted by the inflation guarantee payment to ensure the uplift over the period is 1 percentage point above average RPI inflation. For 2027-28 the pay claim is 4%, therefore if RPI inflation in 2027 averages higher than 3% over the period September 2027 to August 2028, then pay will be adjusted by the inflation guarantee payment to ensure the uplift over the period is 1 percentage point above average RPI inflation.

In line with CES parameters, the management representatives made no response immediately to the pay claim. However, they did advise verbally that in any formal offer made:

- there will be no commitment to a no compulsory redundancy guarantee; and
- Distant Islands Allowance is not deemed to be a National Bargaining allowance although a commitment could be made to joint lobbying of Scottish Government to fund this allowance.

There was no response provided to the length of the pay period or the inflation guarantee payment, but EIS-FELA was advised there may be asks linked to any proposal made.

At a meeting held on Thursday 23 April 2026, CES representatives made the following pay counter-offer:

- Year 1 (1 September 2026 – 31 August 2027): 3.2% consolidated pay award
- Year 2 (1 September 2027 – 31 August 2028): 3.3% consolidated pay award

At the time of writing, a response from EIS-FELA has not yet been received.

3.2 **National Job Evaluation Project**

An update was provided to the Committee at its November meeting on the position of the National Job Evaluation project. Since that time, the Scottish Funding Council has advised Colleges Employers Scotland that, prior to the release of any further funding, it intends to commission an independent *Lessons Learned Review* of the project, with a procurement exercise to be undertaken to appoint an external consultant.

At the Colleges Employers Scotland (CES) meeting on 4 February 2026, the trade unions raised significant concerns regarding the continued use of ECC as the Job Evaluation scheme provider, specifically in relation to the transparency of the FEDRA appeals process. The trade unions have indicated that they do not believe sufficient information is available to enable staff or their representatives to understand how factor levels are applied or how final grades are determined, which they consider undermines the ability to submit meaningful appeals.

At the time of writing, there is no further update on the progress of the project.

3.3 **Quarter 2 Absence Summary (2025-26)**

Sickness absence remains high in Quarter 2 2025–26, reflecting a pattern consistent with previous years; however, the position shows a clear improvement compared with Quarter 2 last year. Overall absence for Quarter 2 is 5.08%, a decrease of 0.72 percentage points from the same time last year, indicating that although absence levels continue to require management focus, the underlying trend this year is improving rather than deteriorating.

Long-term absence reduced to 3.52%, while short-term absence fell slightly to 1.56%, contributing to the overall reduction.

Despite this improvement, the composition of absence remains weighted towards long-term cases, which continue to represent the principal driver of sickness absence and an ongoing risk to workforce capacity and service delivery. The three-year comparison shows long-term absence at its lowest level across the period, suggesting more effective management of prolonged absence through early intervention, occupational health support and structured case review processes, while short-term absence remains broadly stable.

Mental health–related absence remains the leading cause of sickness absence, driven by both non-work-related and work-related stress. Encouragingly, non-work-related stress, anxiety and depression reduced to 1.23%, representing a year-on-year reduction of 0.27 percentage points for the same period last year, which may indicate a positive impact from wellbeing initiatives and early support.

However, the number of staff affected remains significant, reinforcing the importance of sustaining preventative measures.

In contrast, work-related stress has increased notably, rising to 0.73% of total sickness absence, an increase of 0.32 percentage points compared with Quarter 2 last year. A total of 10 employees were affected during the quarter across both teaching and support staff groups. Work-related stress is now evident across both long-term and short-term absence profiles, signalling emerging workplace pressures and representing a growing organisational risk that requires proactive and visible management intervention to prevent escalation into long-term absence.

Overall, Quarter 2 shows measured improvement against last year, particularly in long-term absence reduction. However, sustained focus is required to address the upward trajectory of work-related stress to ensure progressing recovery in absence performance is not undermined.

3.4 **Health and Safety Quarter 2**

Accident Statistics
During Quarter 2, one near-miss incident was reported, compared to six reports during the same period last year. While the reduction is noted, the College continues to actively promote near-miss reporting to ensure potential risks are identified and addressed at an early stage.

Awareness-raising activity remains ongoing and includes regular promotion through Clyde Connects and direct communications with managers. In addition, the College has been working closely with Trade Union representatives through campus forums, who have agreed to further promote near-miss reporting to their members in support of a positive health and safety reporting culture.

First Aid Call Outs
During Quarter 2, College First Aiders responded to a total of 15 First Aid call-out. This represents a reduction of 12 call-outs compared to the same period last year, when 27 call-outs were recorded, equating to a 44% decrease year-on-year.

This reduction may indicate the positive impact of ongoing health and safety awareness activity, improved risk controls, and proactive incident management across the College. First Aid call-out data continues to be monitored closely to identify any emerging trends or areas requiring targeted intervention, ensuring the College maintains a safe environment for both staff and students.

Near Miss Reports
During Quarter 2, one near-miss incident was reported, compared to six reports during the same period last year. While the reduction is noted, the College continues to actively promote near-miss reporting to ensure potential risks are identified and addressed at an early stage.

Awareness-raising activity remains ongoing and includes regular promotion through Clyde Connects and direct communications with managers. In addition, the College has been working closely with Trade Union representatives through campus forums, who have agreed to further promote near-miss reporting to their members in support of a positive health and safety reporting culture.

Hazard Observations
During the reporting period, two hazard observations were submitted, compared to six during the same period last year. While the number of reports has decreased, the College continues to actively promote the importance of hazard observation and near-miss reporting as a key component of its preventative health and safety approach.

This message is reinforced through ongoing communications and is further supported by the recent mandatory Health and Safety Awareness training for all staff, which includes specific content on the importance of identifying and reporting near misses and hazards to help reduce risk and prevent incidents.

Unexpected Events
During the reporting period, three unexpected events were reported, compared to one in the corresponding period last year, indicating an increase in reported occurrences.

3.5 **Teaching Qualification in Further Education (TQFE)**

The College continues to support Teaching Qualification in Further Education (TQFE) provision as a critical element of workforce planning, professional development, and compliance with General Teaching Council for Scotland (GTC Scotland) registration requirements. At present, 203 members of lecturing staff are on the TQFE waiting list.

The average cost of supporting an individual through the TQFE programme is approximately £13,929 per participant. This comprises £1,740 in course fees and £12,189 in teaching remission, inclusive of associated on-costs. As such, TQFE provision represents a significant and ongoing financial commitment for the College, requiring robust prioritisation arrangements to ensure alignment with statutory obligations, effective use of resources, and organisational need.

We have currently committed to supporting 5 members of staff to complete TQFE in academic session 2026/27.

In line with changes to the GTC Scotland registration framework and national guidance set out in NJNC Circular STL 02/24, the College has reviewed and updated its approach to managing TQFE waiting lists.

Previously, priority for enrolment was determined solely on length of service. However, the June 2024 Agreement amends this position and requires colleges to give priority to lecturing staff who hold provisional (conditional) GTC Scotland registration, to ensure they are supported to meet the conditions of registration within the five-year timeframe. Glasgow Clyde College has therefore implemented revised selection criteria which prioritise:

1) staff holding provisional (conditional) GTCS registration.
2) staff employed in the sector prior to 1 April 2019, with the longest serving prioritised first; and
3) staff employed since 1 April 2019, again prioritised by length of service.

This revised approach ensures compliance with national guidance, supports workforce sustainability, and strengthens alignment between TQFE provision and GTCS registration requirements.

4. SUPPORTING DOCUMENTATION/FURTHER INFORMATION

N/A

5. RISKS

N/A

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

ORGANISATIONAL DEVELOPMENT COMMITTEE MEETING

Date of Meeting:	20 May 2026
Paper Title:	Draft Empowering People Strategy
Action:	Information
Prepared by:	Lorraine McGaw, Assistant Principal: People and
Agenda Item:	Culture 26.18
Status:	Disclosable

1. PURPOSE OF THE REPORT

The purpose of this report is to present the Draft Empowering People Strategy 2026-2031 to the Organisational Development Committee for consideration.

The strategy sets out the College's strategic approach to developing, supporting and empowering its people, ensuring that professional learning, leadership capability, wellbeing and organisational culture are aligned with the ambitions of *Igniting Opportunity 2031*.

The report seeks Committee input prior to submission of the strategy to the Board of Management for approval.

2. ACTION FOR THE COMMITTEE

The Organisational Development Committee is asked to:

- note the content and strategic intent of the Draft Empowering People Strategy 2026-2031;
- provide feedback and comment on the proposed priorities and approach; and
- endorse the strategy for submission to the Board of Management, subject to any agreed amendments.

3. BRIEF BACKGROUND INFORMATION

3.1 Empowering People is identified as a core strategic enabler within *Igniting Opportunity 2031*. It underpins the College's ability to deliver high-quality learning, remain organisationally resilient, and meet its responsibilities as an employer of choice and community anchor.

The development of the Draft Empowering People Strategy reflects both internal priorities and external drivers, including:

- workforce capacity and recruitment challenges across the Further Education sector;
- increasing demands on leadership and management capability;
- growing emphasis on staff wellbeing, safeguarding and inclusion; and
- the College's ongoing commitment to Fair Work principles and values-led practice.

The strategy provides a long-term framework to strengthen workforce sustainability, engagement and performance over the period to 2031.

4. SUPPORTING DOCUMENTATION/FURTHER INFORMATION

Draft Empowering People Strategy 2026-2031

5. RISKS

Failure to progress a coherent Empowering People Strategy could increase the College's exposure to a number of strategic risks, including:

- workforce capacity and recruitment pressures affecting service delivery;
- inconsistent leadership and management capability;
- reduced staff engagement, wellbeing and retention; and
- increased organisational risk linked to health, safety and safeguarding compliance

The Draft Empowering People Strategy is intended to mitigate these risks through clear priorities, measurable outcomes and ongoing governance and assurance arrangements.

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

The Empowering People Strategy will have a significant and positive impact on:

- staff experience, engagement and wellbeing;
- leadership and management capability across the organisation;
- workforce sustainability and succession planning; and
- organisational culture and values-led behaviour

The strategy supports the College's equality, diversity and inclusion commitments and Fair Work principles. An Equality Impact Assessment will be undertaken as part of the final approval process.

Agenda Item 26.18A

Draft Empowering People Strategy

Glasgow Clyde College | 2026–2031

Our Purpose

At Glasgow Clyde College, our people are central to everything we do. Through the skill, commitment and compassion of our staff, and the engagement of our students, we deliver inspirational learning, support our communities and create opportunity.

Empowering People sets out how we will nurture, develop and support a confident, skilled and future-focused college community. It provides a clear framework for how we will invest in our workforce, strengthen leadership and management, embed wellbeing and safeguarding, and create a culture where people feel valued, included and empowered to make their best contribution.

Glasgow Clyde College thrives when our people do.

Strategic Context and Alignment

Empowering People is a core strategic enabler within *Igniting Opportunity 2031*. It underpins our ability to deliver:

- Transformative learning for students
- A sustainable and resilient college
- Our role as an economic catalyst and community anchor

The ambitions within this strategy recognise the challenges facing the Further Education sector, including workforce pressures, increasing role complexity, legislative change and rising expectations around wellbeing and inclusion. In response, the College will take a long-term, values-led and people-centred approach to developing our workforce and organisational culture.

Our Values in Action

Everything we do through Empowering People is guided by Glasgow Clyde College's shared values. These values shape how we work together, how we lead, and how we support our students and communities.

- **People-Centred**
  We put people first, recognising the potential in every individual and creating a supportive, inclusive and respectful environment where staff and students feel valued, safe and able to thrive.
- **Pioneering**
  We are ambitious and forward-thinking, embracing innovation, challenging the status quo and continuously improving how we work, learn and lead.
- **Principled**
  We act with integrity, fairness and accountability, making transparent, values-led decisions grounded in our responsibility to students, staff, partners and communities.
- **Passionate**
  We care deeply about learning, teaching and transforming lives, bringing energy, commitment and pride to everything we do.

These values underpin our approach to leadership, professional learning, inclusion, wellbeing, engagement and shared accountability, and will continue to be embedded into everyday behaviours across the College.

Our Commitments to People

We are committed to creating a positive, inclusive and supportive environment where:

- Staff and students feel safe, respected and able to thrive
- People are supported to grow, develop and progress
- Leadership is compassionate, confident and values-led
- Wellbeing, safeguarding, health and safety are integral to everyday practice

Empowering People is not a single initiative. It is how we lead, how we work together and how we make decisions across the College.

Our Strategic Priorities

Our People

Developing and Empowering a Skilled, Engaged Workforce

Our people are the foundation of our success. We will nurture a workforce that is confident, capable and ready for the future.

We will:

- Embed career-long professional learning for all staff, with clear development and progression pathways
- Support lecturers to achieve and maintain professional registration through robust monitoring and targeted support
- Strengthen annual development and review conversations, with meaningful dialogue about performance, wellbeing and aspiration
- Ensure equitable access to development opportunities across all staff groups

By 2031 we will:

- Ensure 100% of lecturers achieve and maintain professional registration.

Our Culture

Building an Inclusive, Values-Led College Community

A positive culture is essential to wellbeing, engagement and high performance.

We will:

- Foster a culture where staff and students feel they belong and are encouraged to contribute
- Promote equality, diversity and inclusion across all activities
- Strengthen staff voice and engagement through effective communication and consultation
- Recognise and celebrate contribution, innovation and achievement

By 2031 we will:

- Achieve staff engagement scores of at least 60%

- Support low levels of absence and staff turnover, reflecting a healthy organisational climate.

Our Workforce

Attracting, Retaining and Sustaining Talent

To deliver our ambitions, we must attract and retain high-quality staff who reflect the diversity of the communities we serve.

We will:

- Strengthen our employer brand, positioning Glasgow Clyde College as an employer of choice
- Enhance recruitment and selection processes to attract skilled, values-aligned candidates
- Develop strategic workforce and succession planning, particularly for hard-to-fill roles
- Support inclusive employment practices that remove barriers to opportunity

By 2031 we will:

- Achieve 90% recruitment success at first-round appointment.

Our Leaders

Strengthening Leadership and Management Capability

Strong, values-led leadership is critical to empowering people and sustaining improvement.

We will:

- Invest in leadership development at all levels
- Support managers to lead with clarity, compassion and confidence
- Build capability in people management, wellbeing, inclusion and change leadership
- Embed leadership learning as an ongoing expectation

By 2031 we will:

- Support ten managers per year to complete a degree or postgraduate leadership and management qualification
- Require all managers to complete a minimum of 20 hours of leadership and management CPD per annum.

Our Wellbeing and Safety

Creating a Safe, Supportive and Nurturing Environment

The wellbeing and safety of our college community is fundamental.

We will:

- Embed a proactive and preventative approach to health, safety and wellbeing
- Strengthen safeguarding awareness, training and assurance arrangements
- Ensure compliance with statutory and regulatory requirements
- Promote personal and collective responsibility for safety

By 2031 we will:

- Complete 100% of our workplace audit and inspection plan, with all actions implemented.

Measuring Our Success

Progress will be monitored through staff engagement and wellbeing indicators, professional registration and CPD data, recruitment and retention metrics, leadership development outcomes, and health and safety assurance reports. Performance will be reviewed annually through appropriate governance and management structures.

Our Commitment

Our People Are the Foundation of Our Success

Through Empowering People, Glasgow Clyde College commits to creating a workplace where people feel valued, supported and empowered to succeed. By investing in our workforce, strengthening leadership and embedding wellbeing and inclusion, we will remain a great place to work and learn—now and into the future.

Appendix 1

Headline Assurance

Overall Assurance: Moderate to Substantial
Direction of Travel: ⬆ Improving

The Organisational Development Committee can take assurance that a coherent, values-led framework is in place to deliver the Empowering People Strategy 2026–2031. Progress is positive across most areas, with continued oversight required to sustain improvement in staff engagement, workforce sustainability and leadership capability.

RAG-Rated Strategic Overview

Strategic Area	RAG	Board Commentary
Professional Learning & Capability		Strong arrangements support career-long learning and lecturer professional registration.
Culture, Engagement & Inclusion		Engagement mechanisms embedded; further improvement required to achieve engagement targets.
Attraction, Retention & Workforce Planning		Recruitment processes improving; labour market pressures remain in specialist roles.
Leadership & Management Capability		Leadership development and mandatory CPD embedded; impact expected to grow over time.
Wellbeing, Health, Safety & Safeguarding		Robust governance and assurance arrangements in place with no unmanaged high-risk issues.

Key Strategic Measures (to 2031)

- 100% lecturer professional registration
- ≥60% staff engagement score
- 90% first-round recruitment success
- 10 managers per year completing leadership qualifications
- 100% completion of workplace audit and inspection plan

Principal Risks (Summary)

- Workforce capacity and recruitment pressures – mitigated through workforce planning and employer branding
- Leadership capability and consistency – mitigated through structured leadership development and mandatory CPD
- Wellbeing impact of sustained change – mitigated through preventative wellbeing approaches

Board Assurance Conclusion

The Board is assured that Empowering People is being delivered through a structured, well-governed and values-led approach, providing a strong foundation for staff wellbeing, organisational resilience and long-term success.

ORGANISATIONAL DEVELOPMENT COMMITTEE MEETING

Date of Meeting:	20 May 2026
Paper Title:	KPI Report Quarter 2 2025/26
Action:	Information
Prepared by:	Lorraine McGaw, Assistant Principal: Human
Agenda Item:	Resources 26.20
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 2025/26. For data protection purposes, the Committee are asked to note that the Human Resources Management KPIs are non-disclosable.

2. ACTION FOR THE COMMITTEE

The 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 1 Academic Session 2025/26:

Occupational Health surveillance baseline test completion for at risk areas
Occupational Health surveillance baseline testing has progressed well across all identified at-risk areas. However, during Quarter 2 there were four new starters, and the January clinics were already fully booked. Arrangements have now been made to ensure that baseline testing for these staff is completed as soon as possible.

Working days lost through sickness absence
Overall absence for quarter 2 is 5.08%, a decrease of 0.72 percentage points from the same time last year, indicating that although absence levels continue to require management focus, the underlying trend this year is improving rather than deteriorating.

Working days lost to work related stress
Work-related stress has increased again in Quarter 2, rising to 0.73% of total sickness absence, an increase of 0.32 percentage points compared with Quarter 2 last year. A total of 10 employees were affected during the quarter across both teaching and support staff groups. Work-related stress is now evident across both long-term and short-term absence profiles, signalling emerging workplace pressures and representing a growing organisational risk that requires proactive and visible management intervention to prevent escalation into long-term absence.

4. SUPPORTING DOCUMENTATION/ FURTHER INFORMATION

Appendix 1: Key Performance Indicator Grid
Appendix 2: 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

Agenda Item 26.21

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.

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19 NOVEMBER 2025	
Standing Items	
Assistant Principal People and Culture Report May include: • Attendance update • General Organisational Development (seeking Committee views on priorities) • CPD TQFE teaching qualification data	For Discussion
Notes re Support and Teaching JCNC meetings	For Discussion
Key Performance Indicators Review KPI Report, may include: • Absence	For Discussion/Approval
Health and Safety Report (full year figures 24/25)	For Discussion
Annual Reports	
Staffing Profile	For Noting
Committee Effectiveness Review Update As Required	For Noting
Internal / External Audit Reports As Required	For Noting
Our People Report	For Noting

Absence Report	For Discussion

4 FEBRUARY 2026	
Standing Items	
Assistant Principal People and Culture Report May include: • 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 • Alignment with new strategic plan	For Discussion/Noting
Policy Review: • Staffing • Secure Handling, Use, Storage and Retention of Disclosure Information • Staff Management • Continuing Professional Development • Healthy College • Local Negotiation	For Discussion and Approval
Review Committee Remit	For Discussion
Annual Reports	
Internal / External Audit Reports As Required	

20 MAY 2026	
Assistant Principal People and Culture Report May include: • 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
TQFE access issue within AP report	For discussion
Employer of Choice Strategy 2026-2030 Now known as an Empowering People Strategy	For Discussion

Key Performance Indicators Report	For Discussion
Key Performance Indicators Review against Governance Effectiveness Review Recommendations (if available) Postponed until 9 September 2026	For Discussion
KPI Review against new College Strategic Plan (see notes below) Postponed until 9 September 2026	For Discussion
Annual Reports	
Equality Mainstreaming Report- including Gender Pay Gap Report 2025, 2027, 2029	For Noting
Equality Diversity and Inclusion Report (Biennial 2026, 2028, 2030) • Gender Pay Gap • Equal Pay • Nurture • Emily Test • Staff Experience	For Discussion
Committee Effectiveness Review 2026/27	For Noting
Internal / External Audit Reports As Required	For Noting

KPI Refresh Notes

The Committee would like to see the inclusion of a KPI for General Teaching Council Scotland Registration and consideration given to adding the Board of Management to the Diversity in Leadership KPI. Within the Diversity in Leadership KPI the Committee would like to see an analysis as to which protected characteristics the College aiming to change.

People and Culture Committee

Agenda Item 26.21A

Schedule of Work 2026/27

The Committee meets three times per year.

- 9 September 2026
- 10 February 2027
- 19 May 2027

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9 September 2026	**For Discussion / For Noting** **Lead Person**	**Alignment with Committee Remit**
Standing Items		
Assistant Principal People and Culture Report May include: • Attendance update • General People and Culture (seeking Committee views on priorities) • CPD TQFE teaching qualification data	Discussion LM	Monitor compliance with relevant legislative or professional requirements relating to the employment of staff. Review staff engagement including staff survey outputs and communication campaigns and consider any matters arising which may require to be monitored or raised at Board level.
Notes re Support and Teaching JCNC meetings	For Discussion LM	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.
Key Performance Indicators Review KPI Report, may include: • Absence	Discussion LM	Consider how People and Culture targets and Key Performance Indicators, including those contained within the College Strategic Plan and balanced scorecard information are monitored and reported upon.
Health and Safety Report (full year figures 25/26)	Discussion GC	To consider policy and strategy in relation to staff governance including equality and diversity, people and culture, staff well-being and health and safety matters.
Annual Reports		
Staffing Profile	Noting NP	Monitor compliance with relevant legislative or professional requirements relating to the employment of staff. To consider policy and strategy in relation to staff governance including equality and diversity, people and culture, staff well-being and health and safety matters.
Committee Effectiveness Review Update As Required	Noting JH	
Internal / External Audit Reports As Required	For Noting JH	Monitor compliance with relevant legislative or professional requirements relating to the employment of staff.
Our People Report	For Noting LM	Monitor compliance with relevant legislative or professional requirements relating to the employment of staff.

		To consider policy and strategy in relation to staff governance including equality and diversity, people and culture, staff well-being and health and safety matters.
Absence Report	For Discussion NP	Monitor compliance with relevant legislative or professional requirements relating to the employment of staff. To consider policy and strategy in relation to staff governance including equality and diversity, people and culture, staff well-being and health and safety matters.
Standing Items		
Assistant Principal People and Culture Report May include: • Attendance update • General People and Culture (seeking Committee views on priorities) • H&S Update	Discussion LM	Monitor compliance with relevant legislative or professional requirements relating to the employment of staff. Review staff engagement including staff survey outputs and communication campaigns and consider any matters arising which may require to be monitored or raised at Board level.
Notes re Support and Teaching JCNC meetings	Discussion LM	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.
Key Performance Indicators Report • Alignment with new strategic plan	Discussion LM	Consider how People and Culture targets and Key Performance Indicators, including those contained within the College Strategic Plan and balanced scorecard information are monitored and reported upon.
Policy Review: • Unethical Behaviour and Whistleblowing • Equality and Respect	Discussion and Recommendation LM	Monitor compliance with relevant legislative or professional requirements relating to the employment of staff. 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.
Review Committee Remit	For Discussion JH	
Annual Reports		
Internal / External Audit Reports As Required	For Discussion LM	Monitor compliance with relevant legislative or professional requirements relating to the employment of staff.
19 May 2027		

Assistant Principal People and Culture Report May include: • Attendance update • General People and Culture (seeking Committee views on priorities) • H&S Update including Compliance Update	For Discussion LM	Monitor compliance with relevant legislative or professional requirements relating to the employment of staff. Review staff engagement including staff survey outputs and communication campaigns and consider any matters arising which may require to be monitored or raised at Board level.
Notes re Support and Teaching JCNC meetings	For Discussion LM	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.
TQFE access issue	For discussion LM	Monitor compliance with relevant legislative or professional requirements relating to the employment of staff.
Employer of Empowering People 2026-2030	For Discussion LM	Formulate the Board's Empowering People Strategy and monitor this to ensure targets are being met.
Key Performance Indicators Report	For Discussion LM	Consider how People and Culture targets and Key Performance Indicators, including those contained within the College Strategic Plan and balanced scorecard information are monitored and reported upon. To consider policy and strategy in relation to staff governance including equality and

		diversity, people and culture, staff well-being and health and safety matters.
Annual Reports		
Equality Mainstreaming Report- including Gender Pay Gap Report 2025, 2027, 2029	For Noting DM	Monitor compliance with relevant legislative or professional requirements relating to the employment of staff.
Equality Diversity and Inclusion Report (2026, 2028, 2030) • Gender Pay Gap • Equal Pay • Nurture • Emily Test • Staff Experience	For Discussion LM/DM	Monitor compliance with relevant legislative or professional requirements relating to the employment of staff.
Schedule of Work for 2027-28 with aligned Committee Effectiveness Alignment	For Noting JH	
Internal / External Audit Reports As Required	For Discussion LM	Monitor compliance with relevant legislative or professional requirements relating to the employment of staff.

Alignment with Code of Good Governance for Scotland's Colleges

The board must ensure that:

• funds are used as economically, efficiently and effectively as possible

• effective monitoring arrangements are in place

• college staff report relevant financial matters to it.

In addition to demonstrating good governance, colleges and regional strategic bodies must also ensure compliance with their statutory and other obligations.

The board must ensure that sound risk management and internal control systems are in place and maintained. It must ensure there is a formal on-going process for identifying, reporting, evaluating and managing the body's significant risks and review the effectiveness of risk management, business continuity planning and internal control systems.

Agenda Item 26.22

PEOPLE AND CULTURE ~~ORGANISATIONAL DEVELOPMENT~~PEOPLE AND CULTURE COMMITTEE

REMIT OF COMMITTEE

These functions are delegated by the Board of Management to the ~~Organisational Development~~People and Culture Committee

REMIT

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

To fulfil this function the Committee will:

Within the boundaries set by national bargaining, determine the parameters within which the remuneration and conditions of service of all employees, other than the Principal and Senior Management, are set.

Formulate the Board's Empowering People ~~ployer of Choice~~ 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 including staff survey outputs and communication campaigns and consider any matters arising which may require to be monitored or raised at Board level.

Consider how People and Culture and ~~Organisational Development~~People and Culture 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 Chief Operating Officer, the Assistant Principal People and Culture , Head of People, and the ~~Organisational Development~~People and Culture Manager attend the Committee as advisors. The Committee meets at least three times per year.

QUORUM

The quorum set by the Committee is three members of which at least one should be a Non-Executive member.

REVIEWED MAY ~~FEBRUARY~~ 2026

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