The next meeting of the Organisational Development Committee will be held on Tuesday 28 January at 4.30pm, Online (Teams)

A G E N D A

25.01	Welcome and Apologies		F Brown
25.02	Declarations of Interest		F Brown

Minutes of Previous Meeting

25.03	Minutes of Previous Meeting – 18 September 2024	P	F Brown
25.04	Matters Arising – Action Grid	P	F Brown
25.05	Notes of Support and Teaching JCNC Meetings	P	L McGaw

Items for Discussion/Approval

25.06	Assistant Principal People and Culture Report	P	L McGaw
25.07	KPI Report Full Year	P	L McGaw
25.08	Health and Safety Policy 1.8	P	G Crankshaw

Items for Noting

25.09	Annual People Report	P	L McGaw

*these items will be discussed; you can also request to discuss an agenda item via the Chair

Standing Items

25.10	Equalities Impact Assessment on Decisions Made		F Brown
25.11	Review of Papers (Including disclosable status)		F Brown
25.12	Schedule of Work*	P	J Hunter
25.13	Any other business/Items for future agenda		F Brown

Date of Next Meeting: 7th May (in-person)

ORGANISATIONAL DEVELOPMENT COMMITTEE MEETING

Date of Meeting:	28 January 2025
Paper Title:	Assistant Principal: People and Culture Report
Action:	Information
Prepared by:	Lorraine McGaw, Assistant Principal: People and Culture
Agenda Item:	25.06
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   *Unison Further Education Branch*

On 7 November 2024, UNISON Regional Organiser Janet Stewart formally notified the Principal that the UNISON Scotland Further Education branch had been placed under regional supervision. This decision indicates that all communications regarding UNISON-related matters, including those specific to Further Education, must now be directed exclusively to UNISON's regional staff.

Following this development, we received subsequent notification from our local UNISON stewards, informing us of their decision to participate in strike action. As part of this action, the stewards have withdrawn entirely from all College-related negotiations and consultation forums. They have also ceased handling casework responsibilities until a satisfactory resolution is achieved. This action, which targets corporate UNISON rather than the College, has created significant disruptions.

The College now finds itself without any local UNISON stewards to represent staff interests or engage in collaborative discussions. At this stage, we have received no further updates or clarifications from UNISON regional staff regarding the situation or any potential resolution.

3.2   *Pulse Surveys*

Our next pulse survey will be issued to staff in January 2025. This survey will focus on our Learning and Development provision, gathering valuable insights to help us improve and tailor our offerings to better meet staff needs. Looking ahead, we are

planning the next pulse survey for the spring, which will centre on Internal Communications.

To enhance engagement with these surveys, we are adopting a strategy that focuses on "light-touch" topics—areas where we can quickly act on the feedback received. These topics have been chosen carefully, as they fall under the direct influence of the Organisational Development Team. This enables us to respond swiftly and effectively to staff suggestions, ensuring that their input leads to tangible outcomes.

Our goal is to create a positive feedback loop where employees feel that their voices are being heard and that participating in surveys is both meaningful and impactful. By addressing topics that matter and demonstrating visible changes based on staff feedback, we aim to foster a culture of openness, trust, and continuous improvement in the workplace.

3.3   *Occupational Health Surveillance*

We are making significant improvements to our system for recording and storing occupational health surveillance data and mandatory health and safety training requirements for all roles within the College. These enhancements are being implemented alongside upgrades to our risk assessment recording and reporting system.

Together, these changes will provide us with a far more comprehensive and integrated approach to monitoring and maintaining high standards in Occupational Health and Safety. By streamlining these processes and creating a unified system, we aim to improve accessibility, accuracy, and compliance tracking, ensuring a safer and more secure environment for everyone across the College.

3.4   *Personal Development Plans (PDPs)*

After careful consideration, we have decided to transition our Personal Development Plans (PDPs) away from the current recording system. Despite our best efforts, this system has fallen short in delivering the level of oversight necessary to ensure that Personal Development Planning is consistently integrated as a routine practice across the College. To address these challenges, we are introducing a new, streamlined system designed to prioritise what truly matters: fostering meaningful coaching conversations.

The new system simplifies the process, enabling more focus on dialogue and engagement, while also equipping us with robust monitoring capabilities throughout the year.

Additionally, it will provide us with comprehensive and relevant outputs at the end of the academic cycle, ensuring a more effective and transparent approach to tracking progress. The new system is scheduled to launch early in the new year, marking a significant step forward in enhancing our Personal Development Planning processes.

3.5   *Future Leaders Programme*

Our Future Leaders programme, launched in early 2024, has proven to be a resounding success and has been highly valued by its participants. Despite the challenges posed by the prolonged period of industrial action, which temporarily

disrupted the programme, we remain committed to its objectives and the development of our emerging leaders.

To ensure that participants in this cohort gain the full benefit of the experience, we have decided to extend the current programme through to the end of this academic year. This extension will allow us to provide additional opportunities for growth, reflection, and engagement, ensuring the programme delivers on its promise of cultivating leadership potential. Looking ahead, a new cohort will commence at the start of the next academic year, continuing our investment in building the future leadership capacity of the College.

4.   SUPPORTING DOCUMENTATION/FURTHER INFORMATION

N/A

5.   RISKS

5.1   The absence of local UNISON representatives presents a potential risk; however, we are actively collaborating with the Regional Office of UNISON to secure representation at our local meetings. This effort aims to ensure that staff members have access to appropriate support and advocacy, reinforcing our commitment to maintaining open communication and addressing employee concerns effectively.

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

N/A

ORGANISATIONAL DEVELOPMENT COMMITTEE MEETING

Date of Meeting:	28 January 2025
Paper Title:	KPI Report Quarter 1 2024/25
Action:	Information/Discussion/Decision
Prepared by:	Lorraine McGaw, Assistant Principal: People and Culture
Agenda Item:	25.07
Status:	Disclosable (except HR KPIs)

1. **PURPOSE OF THE REPORT**

   This attached paper provides an update on the Key Performance Indicators for Quarter 1 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 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 2023/24:

   Occupational Health surveillance baseline test completion for at risk areas

   There has been a noticeable improvement in the quarter 2 figures now that the new contract is operating. There has still been some disruption due to Industrial action.

   Number of Accidents Reported

   Over the past year, we have made significant efforts to encourage accident reporting. This initiative has included information sessions and the launch of a new poster campaign. As a result of these concerted efforts, we have observed a notable increase in the number of accidents being reported.

   This increase in reporting is a positive development and something we welcome. Accurate and comprehensive reporting is essential for identifying potential risks, enhancing workplace safety, and fostering a culture of transparency and accountability. It allows us to better understand where improvements are needed and take proactive measures to prevent future incidents.

Working days lost through sickness absence

The sickness absence data for Quarter 1 highlights a positive trend in employee health and attendance across the organisation. Overall sickness absence has declined by 1.1% compared to the same period in the previous year, indicating significant progress in reducing absenteeism. Both long-term and short-term sickness absences have shown notable decreases. Additionally, the current sickness absence rate is 0.57% lower than the annual absence management target of 3.9%.

Working days lost to work related stress

Work-related stress currently stands at 0.08%, reflecting a decrease of 0.11% compared to the 0.19% reported in Quarter 1 of the previous year. This reduction represents a positive development in employee well-being and the effectiveness of workplace stress management initiatives. The cases of work-related stress during this period involved one teaching staff member and one support staff member. These figures suggest a continued commitment to addressing stress factors within the workplace and ensuring that employees have access to the necessary support and resources to maintain their mental health.

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

Key Perfomance Indicator	Reporting	Target	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25 Quarter 1	2024/25 Quarter 2	2024/25 Quarter 3	2024/25 Quarter 4
HEALTH AND WELLBEING													
Occupational health surveillance baseline test completion for at risk areas	Quarterly	100% actioned within 2 months of start date	30%	54%	3%	0%	42%	65%	58%	0%			
HEALTH AND SAFETY													
Health and Safety induction completion	Quarterly	100% within 1 month	71%	30%	46%	77%	93%	90%	93%	100%			
Number of Near Misses Reported	Quarterly	Increase awareness of reporting	N/A	N/A	5	8	23	11	8	3			
Number of Accidents Reported	Quarterly	Increase awareness and reporting	84	97	87	24	64	97	92	38			
DEVELOPMENT AND TRAINING													
Staff induction completion rates	Quarterly	100% within 2 months	61%	51%	31%	63%	96%	95%	94%	100%			
% of probationary/progress reviews completed at 3 months	Annually	100%	90%	72%	82%	87%	100%	89%	96%				
% of probationary/progress reviews completed at 6 months	Annually	100%	49%	88%	88%	90%	100%	92%	92%				
% of successful probationary/progress reviews	Annually	95%	49%	88%	88%	90%	98%	100%	100%				
Staff PDP completion rate (%)	Annually	95%	N/A	22%	5%	24%	38%	No Data	No Data				
Days training/CPD uptake per employee	Annually	3 days per staff member	Data Unavailable	Data Unavailable	Data Unavailable	Data Unavailable	2.92	2.46	2.26				
SICKNESS ABSENCE													
Working days lost through sickness absence	Quarterly	4.3%	3.65%	4.59%	3.78%	3.20%	3.18%	5.06%	4.72%	3.33%			
Working days lost to work related stress	Quarterly	1%	N/A	N/A	0.51%	0.14%	0.25%	0.49%	0.17%	0.08%			
STAFF DIVERSITY PROFILES													
Equal Pay (Gender Pay Gap)	Annually	Less than 5.0%	5.77%	6.00%	6.00%	3.00%	3.00%	2.23%	3.93%				
RECRUITMENT AND RETENTION													
% Permanent staff voluntary turnover	Quarterly	Monitored	3.54%	4.44%	6.00%	3.70%	10.97%	2.11%	10.70%	3.30%			
Staff engagement level	Annually	Target 10 - full staff engagement	6.3	6.3	6.3	6.3	7.4	6.7	6.7				
HUMAN RESOURCE MANAGEMENT													
Number of disciplinaries each year	Annually	Less than 10	3	6	5	2	2	4	1				
Number of grievances each year	Annually	Less than 10	6	5	3	4	0	0	5				
Number of capability reviews per year	Annually	N/A	1	0	0	0	2	0	0				
No of dignity at work Cases	Annually	Less than 5	2	5	2	0	1	0	0				
Number of dismissals	Annually	Less than 5	0	1	1	1	2	1	1				

Key Perfomance Indicator	Reporting	Target	2023/24 Q1	2024/25 Q1
HEALTH AND WELLBEING				
Occupational health surveillance baseline test completion for at risk areas	Quarterly	100% actioned within 2 months of start date	0%	0%
HEALTH AND SAFETY				
Health and Safety induction completion rates	Quarterly	100% within 1 month	100%	100%
Number of Near Misses Reported	Quarterly	Increase awareness of reporting	4	3
Number of Accidents Reported	Quarterly	Increase awareness and reporting	23	38
DEVELOPMENT AND TRAINING				
Staff induction completion rates	Quarterly	100% within 2 months	100%	100%
% of probationary/progress reviews completed at 3 months	Annually	100%		
% of probationary/progress reviews completed at 6 months	Annually	100%		
% of successful probationary/progress reviews	Annually	95%		
Staff PDP completion rate (%)	Annually	95%		
Days training/CPD uptake per employee	Annually	3 days per staff member		
SICKNESS ABSENCE				
Working days lost through sickness absence	Quarterly	4.3%%	4.40%	3.33%
Working days lost to work related stress	Quarterly	1%	0.19%	0.08%
STAFF DIVERSITY PROFILES				
Equal Pay (Gender Pay Gap)	Annually	Less than 5.0%		
RECRUITMENT AND RETENTION				
% Permanent staff voluntary turnover	Quarterly	Monitored	4.78%	3.30%
Staff engagement level	Annually	Target 10 - full staff engagement		

ORGANISATIONAL DEVELOPMENT COMMITTEE MEETING

Date of Meeting:	28 January 2025
Paper Title:	Health and Safety Report
Action:	For Information
Prepared by:	Gillian Crankshaw, Organisational Development Manager
Agenda Item:	25.08
Status:	Disclosable

1. PURPOSE OF THE REPORT

1.1 This report outlines the changes made to the Health and Safety Policy (Policy 1.8) attached at Appendix 1, following its scheduled review.

2. ACTION FOR THE COMMITTEE

2.1 The Organisational Development Committee are asked to approve the changes highlighted in the Policy.

3. BRIEF BACKGROUND INFORMATION

3.1 **Changes**

Following some restructures, the policy has been updated to reflect the changes in job titles.

3.2 **Streamlining**

Some of the unnecessary information has been removed to streamline the document and keep the policy relevant.

4. SUPPORTING DOCUMENTATION/ FURTHER INFORMATION

Appendix 1 – Health and Safety Policy 1.8

5. RISKS

N/A

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

N/A

Policy 1.8

Policy Area:	Board of Management
Policy Title:	Health and Safety Policy
Revision No.:	32
Review Period:	5 years
Review Due:	On or before January 2029

Foreword

The Board of Management, the Principal and Chief Executive and Senior Managers of Glasgow Clyde College (GCC) recognise that the provision of a safe and healthy working environment is essential to ensure the wellbeing of staff and students and to the continuing success of the College.

As Principal and Chief Executive, I, along with the Board Management, and Senior Managers am responsible for ensuring that the people who work for Glasgow Clyde College can do so in a safe and healthy environment. We also recognise that the people we serve and those we work in partnership with should be confident that we provide the college's services in such a way that risks are minimised. Together we will ensure the effective leadership of health and safety, following the Institute of Directors and the Health and Safety Commission guidance - Leading Health and Safety at Work.

As part of continuous improvement we realise the importance of integrating health and safety into decision making, project initiation and risk management processes within Glasgow Clyde College.

Whilst ultimately the final level of responsibility for implementing GCC's Health and Safety Policy rests with the Board of Management, every employee must take an active role in implementing the policy effectively. I remind all employees of the importance of safeguarding the health and safety of themselves and others by co-operating fully in the measures GCC takes to meet the standards outlined in this statement.

This document will be central to the management of health, safety and welfare within the college. It requires the support and commitment of all employees to achieve the benefits to be derived from good health and safety management. To this end I commend this document to you.

Name: Jon Vincent
Title: Principal and Chief Executive
Location: Glasgow Clyde College

Introduction, context and key messages

This document is the Health and Safety Policy, Organisation and Arrangements for Glasgow Clyde College, having regard to the requirements of the Health and Safety at Work etc. Act 1974, Section 2 (2).

Glasgow Clyde College is required by law to set out its policy for managing health and safety. This gives us an opportunity to be clear about how we achieve the standards we strive for and to review our practices as an employer and provider of services and facilities to others. We recognise that health and safety is an important and integral part of all activities and relates to the efficiency and quality of services delivered to our students and other third parties either directly or through partnership or contract arrangements.

Policy 1.8 is set out in the following main parts:

Part 1 – General Statement of Health and Safety Policy

The general statement of the Health and Safety Policy approved by Glasgow Clyde College. The Policy Statement sets out our management commitment to health, safety and welfare.

Part 2 – The Organisation and Responsibilities for Health and Safety

Identifies the College's organisation for health and safety and establishes the responsibilities for developing the organisation and arrangements for health and safety throughout the College as acknowledged in the statement.

Part 3 – Arrangements for Health and Safety

Establishes the common operating standards to be achieved throughout the College. These are the College's Arrangements for health and safety.

Health and safety is a shared responsibility, although we recognise that there are specific levels of responsibility and accountability. Everyone plays a part and all employees are required, as a condition of their employment, to comply with GCC policies and procedures.

The policy applies to all staff and students of GCC while working within or on college premises or while engaged in College business in or on premises other than those of the College, for example, industrial visits.

It is important that this policy statement is brought to the attention of all staff and related organisations to reflect the fact that GCC performs its duties through its employees and others who provide services on the College's behalf.

This Health and Safety Policy has the full support of the Board of Management.

The policy will be reviewed as necessary to take account of new or changed circumstances.

Part 1 General Statement of Health and Safety Policy

1.1   The Board of Management, Principal and Chief Executive and Senior Managers (hereafter "the College") of Glasgow Clyde College, recognises and accepts its statutory responsibility to provide safe and healthy working conditions for employees and students and others who use or visit college premises or may be affected by its activities. The College also recognises that health and safety is a fundamental part of both efficient and effective delivery of College services.

1.2   The College is committed to its responsibilities as a good employer for ensuring, so far as is reasonably practicable, the health and safety of its employees at work, any other person whether employed or otherwise and the community at large who may be affected by the activities, operations or statutory undertakings of Glasgow Clyde College.

1.3   The College will also take steps to ensure that its contractors and partners in service provision conduct their activities in a manner that is safe and without risk to health.

1.4   The College is committed to the objective of attaining a high standard of health and safety performance in the delivery of services. This standard will be achieved by:

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

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

- the provision and maintenance of plant equipment and systems of work that are safe and without risks to health;
- the provision of arrangements for ensuring safety and absence of risks to health in connection with the use, handling, storage and transport of articles and substances;
- 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 safe and without risks to health and safety, including the means of access to and egress from it;

- the provision and maintenance of a working environment for employees, students, contractors and visitors, that is safe and without risks to health;
- the adequate and appropriate provision of facilities that meet the welfare requirements of employees, students and such other persons. This provision will be maintained at all times;
- encouragement of each employee to co-operate in accident prevention and to exercise personal responsibility so as to avoid accidents to themselves, fellow workers, students and others who may be affected by their acts or omissions;
- unsafe working practices are not to be condoned and all employees are required to report deficiencies in the operation of safe systems of work and work equipment as soon as they become aware of such situations;
- the systematic identification and assessment of risks associated with the College, drawing the results of such assessments and the identified control measures to the attention of those affected; and
- supporting the identification of resources necessary to meet the requirements of this Health and Safety Policy of Glasgow Clyde College.

1.6   The College will plan for continued improvements in health and safety by the setting of realistic short and long-term objectives, deciding priorities and establishing adequate performance standards.

1.7   The College will monitor and review performance on a regular basis to ensure that high standards are maintained, and support this through reporting to the College Health, Safety and Safeguarding Committee.

1.8   The College will encourage a system of joint consultation with trade union representatives and student representatives and provide them with facilities and assistance to enable them to carry out their functions.

1.9   This Health and Safety Policy Statement, along with the supporting Organisation and Arrangements for health and safety will be kept under review and all amendments made drawn to the attention to those affected.

This Policy will only be effective if all employees accept responsibility for its implementation and adhere to the Policies, Procedures and standards referred to in it.

Signed: _____   Date: _____

Name: _____

Principal and Chief Executive

Part 2 The Organisation and Responsibilities for Health and Safety

1.0   Introduction

1.1   In compliance with the Health and Safety at Work etc. Act 1974 and the Management of Health and Safety at Work Regulations 1999, the College is obliged to document the organisation it has in place for the implementation of its Health and Safety policy including the responsibilities of those charged with its implementation.

1.2   This document describes the health and safety organisation and key responsibilities at Glasgow Clyde College. It is applicable to all activities under the control of the College. The role of members of staff is important and therefore staff responsibilities are included in this section of the policy.

1.3   As a leading Further Education establishment, the Board of Management recognises the importance of their role and will strive to ensure that students develop by observing the high standards of health and safety applied in the College and take this knowledge into their professional working lives.

1.4   The College is responsible for providing a healthy and safe environment for all its staff, students, visitors, contractors and members of the public who may take part in, or be affected by, the College's activities.

1.5   In accordance with the College's Policy Statement, health and safety duties, and the necessary authority and resources to discharge them, are delegated down the line management structure as appropriate. The College will also provide the necessary guidance and training to ensure that all concerned are aware of, and are competent to carry out, their responsibilities.

2.0   Duty of Care

2.1   Under health and safety law a duty of care is generated between organisations and individuals when carrying out activities that could foreseeably cause harm. The primary duty of care is owed through the employer-employee relationship in which the employer owes a duty of care to ensure that work activities that could result in harm to the employee are assessed and controlled.

2.2   Work across line management hierarchies creates additional duties of care that must be met. For example between: colleagues; staff and students; and employees and contractors. The arrangements and control of work require that all parties with an influence on the undertaking must meet the duty of care to the others who may be affected by their acts or omissions.

2.3 The Health and Safety at Work Act specifies that an organisation has a duty of care towards their employees and people affected by their activities. This means that the College has a responsibility to protect:

- people who work for them, both in a paid or volunteer capacity;
- students attending the college;
- people who might be indirectly affected by their activities, for example contractors or the general public.

3.0 The Organisation and Responsibilities for Health and Safety

3.1 Health and safety is a shared responsibility and therefore it is important that the responsibilities of staff are properly defined and that people are held to account for meeting them. The College therefore has in place a clearly defined chain of executive responsibility for health and safety in all of its areas of operation.

3.2 Staff who have senior management duties are responsible for ensuring that within areas assigned to them, the College's Health and Safety Policy is implemented, that resources are available to ensure that strategic planning objectives and statutory requirements can be met, and that they have in place arrangements for monitoring health and safety performance. An outline of the responsibilities are set out below.

3.3 Board of Management

3.3.1 The Board of Management has the ultimate responsibility for health and safety and collectively its members must ensure that the College has the organisational arrangements and systems in place for health and safety to be collectively managed. The commitment and authority of the Board of Management is documented in the College's General Statement of Health and Safety Policy. The Board of Management is the governing body of Glasgow Clyde College and as the employer of the college's staff, the board has a duty of care to its employees, students and others.

3.3.2 ~~Ultimate responsibility for health and safety in Glasgow Clyde College lies with the Board of Management.~~ The Board of Managements duties include ensuring that the College has a written statement of policy on health and safety and arrangements for the implementation of that policy. The Board of Management have significant responsibilities for the College's conduct in relation to the health and safety of staff and others, including students, contractors, and visitors.

3.3.3 The Board of Management is responsible for ensuring that as the employer, the College is fully compliant with all aspects of relevant health and safety at work legislation, including occupational health, safety and wellbeing.

3.3.4 Specifically, the Board of Management should:

- be aware of the significant health and safety risks faced by the College;
- ensure the College has in place appropriate and adequate arrangements for meeting health and safety requirements;
- support and promote a positive health and safety culture;
- ensure adequate resources are allocated taking account of all legal requirements and this will need to be balanced against the constraints within the budgetary framework of the College.

3.3.5 ~~General requirements include:~~

- ~~consultation at frequent intervals with the College's Health and Safety Committees, Trade Union Safety Representatives and consideration of any reports or recommendations made by that Committee;~~
- ~~ensuring that risk assessments are carried out at suitable intervals;~~
- ~~that periodic audits of the effectiveness of management structures and risk controls for health and safety are completed.~~

3.4 Principal and Chief Executive

3.4.1 The Principal and Chief Executive is the principal executive officer of the College and is accountable to the Board of Management for ensuring the effective implementation of the College's Health and Safety Policy. The Principal and Chief Executive will therefore, develop a culture amongst the Senior Leadership Team that encompasses the integration of health and safety into the general ethos of the organisation.

3.4.2 The executive responsibility for health and safety on a day to day basis is delegated by the Principal and Chief Executive to the Vice Principal Curriculum and External Relations, and to the Vice Principal Resources and College Development.

3.4.3 The Principal and Chief Executive will ensure:

- that as far as is practicable, adequate finance and other resources are allocated to ensure the safety and health of employees and those other persons who may be affected by the activities and actions of the College, and those persons working on behalf of the College;
- adequate resources are allocated to provide for health and safety -this allocation will include the provision of competent health and safety assistance to the College as well as other technically competent individuals as may be necessary to fulfil the requirements imposed upon the College under relevant statutory provisions;
- systems are in place that makes for the provision and maintenance of a safe place of work that has adequate protection from a harmful environment;

- the establishment and maintenance of health, safety and welfare management systems within the College which will ensure the assessment of significant risks, effective planning, organisation, control, monitoring and review of the preventative and protective measures necessary to reduce and control the identified risks;
- so far as is reasonably practicable, adequate mechanisms are in place for the provision of relevant corporate training systems in all college areas.

3.5   Vice Principal Curriculum and External Relations, and Vice Principal Resources and College Development

3.5.1   The Vice Principal (Curriculum and External Relations) and the Vice Principal (Resources and College Development) are accountable to the Chief Executive for the health and safety management of the College's Support Services. The role of the Vice Principals ~~(Resources and College Development)~~ in terms of health and safety, includes the management of Assistant Principals and as such the responsibility for health and safety is cascaded through the College's management structures and requires that the Vice Principals ~~(Resources and College Development)~~ asks suitable and pertinent questions of the Assistant Principals to ensure that health and safety responsibilities are being correctly implemented.

3.5.2   The Vice Principal (Curriculum and External Relations) also holds the position of Depute Principal and will assume the responsibilities of the Principal and Chief Executive in their absence.

3.5.3   The Principal and Chief Executive has confirmed the Vice Principals with particular responsibility for corporate health, safety and welfare policy. The Vice Principals will take the overall lead on corporate health and safety issues. The Vice Principals will, in addition to their duties as Vice Principal, take lead responsibility for ensuring that:

- appropriate action is taken on matters pertaining corporately to health, safety and welfare, which are brought to their attention and that the Principal and Chief Executive is made aware of those matters out with his control;
- the College Health and Safety Policy including the Arrangements section is monitored to ensure that they are relevant and reflect industry best practice;
- the College safety auditing system is effectively supported and an appropriate programme of functional audits are undertaken, to ensure feedback is provided to assess the management of health and safety within the College;
- arrangements are made to provide for the effective discussion and consultation on health and safety matters and that resources are made available to the recognised Trade Union Safety Representatives to allow them to carry out their prescribed function.

3.6 Assistant Principals

3.6.1 Assistant Principals are accountable to the Vice Principals within ~~his / her~~ their area of responsibility, for the line management of Heads of Department~~Unit~~ / Curriculum and Department ~~Unit Manager~~Department Managers. As such the responsibility for health and safety is cascaded through the College's management structure and requires that the Assistant Principals asks suitable and pertinent questions of the ~~Heads of Unit~~Heads of Department ~~Department~~ / Curriculum and Department~~Unit Manager~~Department Managers to ensure that health and safety responsibilities are being correctly implemented.

3.6.2 Each Assistant Principal is responsible for ensuring, so far as is reasonably practicable, the health, safety and welfare at work of employees in their respective areas and all other persons who may be affected by the work of the service.

3.6.3 Each Assistant Principal will:

- promote the health and safety of employees at work and of service users through the implementation of the College's Health and Safety Policy in accordance with all relevant statutory requirements, in each case leading by example;
- ensure that there is a suitable organisation in place for each of their areas of responsibility, to implement the arrangements for health, safety and welfare in accordance with the Health and Safety Policy Statement of the College;
- ensure that those persons with management responsibilities for health and safety are made aware of those responsibilities and receive relevant training to effectively implement the requirements of the Health and Safety Policy of the College;
- ensure that adequate information, instruction and training are given to employees to ensure they are able to discharge their responsibilities;
- ensure that there are adequate levels of competent supervision to provide for the safety of employees and others who may be affected by the activities and operations of the College;
- ensure, as far as is practicable, the adequate provision of financial resources to meet the foreseeable expenditure pertaining to health, safety and welfare requirements;
- ensure that where new work equipment or systems of work, or where significant changes in systems of work are introduced, they are appropriately assessed for their risks and consulted with the workforce in relation to health and safety matters, including what control measures are required to be implemented;
- ensure that employees are only tasked with those duties and responsibilities for which they are competent. The Assistant Principal will therefore, ensure each employee is aware of the Health and Safety Policy in so far as it affects the operations and activities undertaken by the individual;
- ensure the maintenance of a safe place of work that has an adequate provision of welfare. Each place of work and all services connected with it will be maintained in a condition that does not expose the users to risk;
- support the implementation of the health and safety audit programme with outcomes being reported to the Health, Safety and Safeguarding Committee.

Areas identified requiring attention will be included into the Annual Health and Safety Action Plan;

▪ ensure there are effective communications and consultations with employees and their recognised Trade Union representatives on matters of health, safety and welfare.

3.7   ~~Heads of Unit~~Heads of Department / Curriculum and ~~Unit Manager~~Department Managers

3.7.1 ~~Heads of Unit~~Heads of Department / Curriculum and ~~Unit Manager~~Department Managers are accountable to Assistant Principals within their areas of responsibility, for the line management of Managers, Team Leaders and Supervisors. As such, the responsibility for health and safety is cascaded through the college's management structure. Each Head of ~~Unit~~ Department/ Curriculum and ~~Unit Manager~~Department Manager will lead in the promotion of a positive safe working culture by setting the standard and leading by example. They will each, in particular, ensure:

▪ the effective implementation of the arrangements of the Health and Safety Policy of the College in those areas under their control or influence;
▪ those employees for whom they are responsible are made aware of their responsibilities and what is expected of them with due regard for the health and safety of themselves in following safe working practices as dictated by applicable Regulations, Approved Codes of Practice or College Safety Standards;
▪ the allocation of appropriate resources to permit the operation of a safe working environment with safe systems of working being adopted by all concerned;
▪ that managers to whom specific duties and responsibilities are given, are made aware of and discharge them correctly, having received suitable training;
▪ appropriate health and safety training is programmed and provided to managers with specific responsibilities for others;
▪ an appropriate course of action is taken when health and safety deficiencies are brought to their attention. Where such matters are out-with their control, they in turn will ensure their Assistant Principal is informed;
▪ suitable access is provided to staff of the College's arrangements for safety in the form of the Health and Safety Policy and Arrangements on the College Intranet system;
▪ effective investigation into all incidents and near miss reports, by management, including acts of violence;
▪ arrangements are made for appropriate consultation with local managers, Trades Unions and employees on matters of health and safety;
▪ key objectives and developments are managed through structured health and safety planning, including the assessment and control of risk, with appropriate built in review mechanisms and realistic timescales;
▪ systems are in place to allow for the purchase and maintenance of work equipment;
▪ safety Representatives are allowed reasonable time and resources to allow them to fulfil their obligations.

3.8   Team Leaders and Supervisors

3.8.1 Any person who has a managerial / supervisory responsibility for others, whatever job title they are given will assist in the promotion of a positive safe working culture by setting a standard and leading by example. They will ensure to the best of their ability that:

- they are aware of the College's Health and Safety Policy and Standards on health and safety and what is expected of them in ensuring the required standards are applied;
- those employees for whom they are responsible are made aware of their responsibilities and what is expected of them with due regard for health and safety of themselves in following safe working practices as dictated by applicable Regulations, Approved Codes of Practice or Collage Standards;
- once advised of any reports of unsafe conditions, defective work or other deficiency likely to affect the safety or health of any person, they take the necessary appropriate and immediate action to prevent injury or ill-health;
- that a system of hazard identification is in place and that risk assessment findings are communicated to staff;
- all instances of near misses, injury or ill-health reported to them are recorded, investigated appropriately and complies with the College Incident Reporting Arrangements;
- matters arising that are out with their personal experience or authority are brought to the attention of an appropriate Manager;
- Personal Protective Equipment which has been agreed as necessary as a result of applicable legislation or as a result of any Risk Assessment, is issued and correctly used for its intended purpose.

3.9. Teaching Staff~~and Support Staff~~

3.9.1 Teaching Staff~~and Support Staff~~ are accountable to their line manager for the health and safety of all the staff ~~he / she~~ they line manage~~s~~ and for others who may be affected by the work being carried out. The health and safety of students is a prime responsibility of the member of teaching staff responsible for the teaching and learning, whether activities are undertaken during formal classes, as project work, field work or placement activities, and should be part of any formal arrangement of their supervisory role. This will involve ensuring proper adherence to accepted health and safety standards. They will ensure to the best of their ability that they:

- are aware of the emergency evacuation routes of teaching rooms / buildings in the event of a fire / bomb alert; teaching staff must lead by example during practice evacuation exercises;
- appraise students of the details of the College Health and Safety Policy during their induction and at regular intervals;
- are aware of any risk assessment related to their work activities and to participate in in the development and review of risk assessments relevant to their area of work;
- instruct students in the correct use of safety equipment and personal protective equipment (PPE) where necessary; this would include ensuring PPE is worn whenever appropriate;

- closely supervise and give specific instruction in safety procedures for operations and /or processes which involve known hazards, taking into account the ability and maturity of those undertaking the activity;
- undertake health and safety training as required;
- assist in the development of and comply with the College Health and Safety Policy and Procedures.

3.10   All employees

3.10.1 Every employee of Glasgow Clyde College is required to co-operate in the implementation of the College's Health and Safety Policy by:

- undertaking activities in the course of their employment with due care for their own safety and that of others, who may be affected by their acts or omissions;
- co-operating to ensure the College undertakes its business in accordance with relevant legal requirements;
- using correctly, all work items, plant and equipment provided by the College in accordance with training or instructions they receive, or in the absence of such, to draw that fact to the attention of their line manager;
- reporting any near miss incident, injury, dangerous occurrence or case of disease to their immediate line manager and to co-operate in the ensuing investigation by appropriate persons;
- bringing to the attention of their immediate Line Manager any shortcomings they become aware of in respect of the College's health and safety arrangements;
- attending health and safety training courses, including induction training as required by the College.
- assist in the development of and comply with the College Health and Safety Policy and Procedures.

3.11   Statutory Appointments relevant for Health and Safety

3.11.1 The College Health and Safety Lead Officer(s) is the 'Competent Person' appointed by the College under Regulation 7 of The Management of Health and Safety at Work Regulations 1999.

3.11.2 The role of the Health and Safety Lead Officer is to provide specialist advisory services to the College on all aspects of occupational safety and health, and to monitor the health and safety performance of the College on behalf of the Board of Management.

3.11.3 The Health and Safety Lead Officer(s) will be responsible to the Organisational Development Manager. However, when required, they will have direct communications with the Principal and Chief Executive and the Vice Principals, in order that they can perform their appropriate statutory functions.

3.12   Students

3.12.1 Students are not in the legal sense employed persons and hence many of the specific provisions of the Health and Safety at Work etc. Act 1974 do not apply to them. Equally, they are not bound by the duties of employees as laid down in the Act. Nevertheless students must comply with health and safety instructions, including the College Rules and Regulation for students, not to misuse or damage equipment provided and may be responsible for the consequences should they neglect to carry out a task required for the health or safety of others. It is the responsibility of the students to:

- take care of themselves and have regard for the safety of their class colleagues, staff, and all other people using or visiting the college;
- conform to the safety requirements and procedures of the College and co-operate fully with staff in the execution of the College's health and safety policy and procedures;
- familiarise themselves with the emergency procedures, in particular fire, first aid and the health and safety requirements specific in their teaching areas;
- comply with safety requirements regarding safety equipment and personal protective equipment and wear appropriate protective equipment as and when required;
- when on fieldwork or placement, acquaint themselves with any special precautions / regulations which may apply;
- report all accidents and near misses incurred by themselves or others and any defects in the workplace.

3.13   Contractors

3.13.1 The College has a duty under the Health and Safety at Work Act 1974 to provide a safe environment for contractors working on College property. Contractors also have a duty of care to the College when working on College property. Glasgow Clyde College expects a high standard of safe working from its employees and requires this standard to be maintained by contractors working within College premises.

3.13.2 Contractors must comply with the arrangements in place to manage their health and safety and the health and safety of any person who may be affected by their acts and or omissions. Contractors have a legal responsibility to ensure that they carry out their work in a manner that ensures, so far as is reasonably practicable, the health, safety and welfare of themselves and anyone else who may be affected by their acts or omissions. They will, as visitors to the premises, be entitled not to be put at risk by circumstances relating to the premises that are outside their control.

3.13.3 A College Procedure, namely Contractors Safe Working, includes a section; Rules for Contractors Working in Glasgow Clyde College. This Procedure will be issued to the Contractor before any work commences, and the Contractor must comply with at all times.

Part 3 Arrangements for Health and Safety

1.0   Introduction

1.1   Part one of the College's Health and Safety Policy outlines the College's goals and key objectives for health and safety and Part two describes the management organisation in place to implement the policy. Part three of the policy outlines the arrangements and systems that College management are required to implement in order to comply with College Policy.

1.2   The arrangements set out here, are based on the recommendations given by the Health and Safety Executive and reflect the requirements of the Management of Health and Safety at Work Regulations 1999.

1.3   Managing health and safety is an integral part of good management. This part of the Policy is set out in accordance with a Plan – Do – Check – Act management system framework, HSG 65 as recommended by the Health and Safety Executive (HSE). They lay down principles based on preventing harm and aim to control risks, react to changing demands and sustain a positive health and safety culture.

1.4   These standards should be seen as the level of performance that the College expects all departments to aim for. For many of the key arrangements summarised in this document, specific College health and safety performance standards will be produced to assist managers. Those already in operation will be referenced in the appropriate section of this policy and will be available on the College's Intranet.

1.5   This section is divided into two main groups of arrangements. The first group identify those arrangements required to ensure good health and safety management, whilst the second details the general health and safety arrangements for specific issues / hazards.

2.0   Plan

2.1   Policy Setting

2.2.1 The College's Health and Safety Policy expresses the College's commitment to the achievement of high standards of health and safety and its objectives for the coming years. It also sets out the responsibilities of the College's leaders, managers, employees and students; whilst this part of the policy describes the arrangements for implementation of the Policy.

2.2   College Health and Safety Plan

2.2.1 ~~In drawing up the Policy, a set of health and safety objectives were agreed, taking account of where we are now, and where we need to be, giving consideration, to the College's risk profile and its strategic plans.~~

2.2.2 At the first meeting of the Health, Safety and Safeguarding Committee each academic year ~~they will review~~ the health and safety objectives and ~~agree~~ key actions for the coming ~~teaching~~ year will be agreed~~.~~ ~~These will be developed into a more detailed plan,~~ and~~which~~ will be kept under review by the Health and Safety Campus Forum.

2.2.3 ~~A set of~~ The key health and safety performance indicators are ~~will also be agreed to aid measurement of progress with implementation of the Health and Safety Plan.~~ ~~These will be~~ monitored during the year and reported upon as part of the annual health and safety reporting process referred to in Section 5.

2.3 Planning for Change

2.3.1 Members of the Senior Leadership Team are responsible for ensuring that health and safety risks are identified as part of the planning of new projects and that strategic plans give consideration to the impact of change on health and safety such as:

- health and safety (including fire safety) impact on employees and students through changes to environment, working practices, equipment, technology or conditions;
- changes in employer-employee health and safety responsibilities, for example, through contracting out, or partnership agreements;
- projects that involve complex and or high risk activities;
- the project plan should also address the need to comply with the legal requirement to consult employees and their representatives on changes that may affect their health and safety and communicate and consult with other stakeholders whose work activities will be affected by the changes.

2.4 Annual Strategic Planning Process

2.4.1 As part of annual strategic planning process, the Senior Leadership Team will give consideration to the potential health and safety impacts of their plans and any significant resources that may be needed to address health and safety issues within the College.

2.4.2 The College Health and Safety Team ~~Officers~~ will~~should~~ be consulted in good in time on projects and plans that will have a health and safety impact, so that timely advice can be given and resources can be allocated where necessary.

3.0 Do

3.1 Risk Profile and Risk Assessment

3.1.1 The College's Risk Management strategy requires risk owners to maintain a Risk Register that identifies and monitors the actions taken to mitigate the risk noting the residual risk after the mitigation. Senior Managers need to ensure that significant health and safety risks for which they are accountable (through this Health and Safety Policy) are recorded on the operational risk register. The Board of Management will oversee this process.

3.1.2 All managers and supervisors must ensure that every work activity or location, having foreseeable risks has been subjected to a suitable and sufficient risk assessment for health and safety prior to the activity starting. Managers must identify the members of staff who will carry out risk assessments, including where applicable specific assessments of hazards such as manual handling, display screen equipment and hazardous substances.

3.1.3 Assistant Principals, ~~Heads of Unit~~Heads of Department / Curriculum and ~~Unit Manager~~Department Managers are responsible for ensuring risk assessments are carried out and implemented in in their area of control. The College's risk assessment template and guidance on risk assessment are available on the College's Intranet. Risk Assessments must be completed by competent persons. Training is essential and should be arranged by line management.

3.1.4 Risk Assessments should be used to prioritise the contents of the health and safety plan.

3.1.5 Arrangements must be made to review assessments regularly and to ensure that all relevant staff and students where appropriate, are made aware.

3.1.6 A written record of assessments must be completed which identifies the significant hazards and describes the preventative and protective measures required to avoid, eliminate, reduce or control the risks identified to a tolerable level. This must be filed in the College Risk Assessment Library.

3.2 Health Surveillance

3.2.1 The risk assessment will identify circumstances in which health surveillance is required by specific health and safety regulations such as the Control of Substances Hazardous to Health Regulations 2002.

3.3 Competence

3.3.1 ~~The College fully understands that truly E~~effective safety management requires competency across every facet of the organisation and through every level of the workforce. In this regard the College will ensure:

- employees have the necessary training, skills, knowledge and experience to fulfil their responsibilities and are given enough time to do so;
- those with management responsibilities are aware of relevant health and safety legislation and how to manage health and safety in accordance with the College's Health and Safety Policy;
- all employees are aware of the risks created by the College and understands how to manage them;
- key responsible people are identified and there are clearly established roles and responsibilities.

3.4   Consultation with Employees

3.4.1   The College will consult with employees and their Safety Representatives before implementing changes that may substantially affect their health and safety with regard to risk assessments that cover their work activities. This is a legal requirement.

3.4.2   Where possible managers will involve employees and their safety representatives in decisions that affect their health and safety. Employees should also be involved in the risk assessment process. This will help in the development of control measures that are practical and have employee support. In the main, consultation on local issues can be achieved through including health and safety on the agenda of management and team meetings. Team meetings can also be used by employees to discuss any concerns they have about health and safety issues affecting them or anyone else.

3.4.3   Employees will be advised by their managers on how to raise health and safety concerns.

3.4.4   Safety Representatives are employees, appointed by the trade union they belong to, to represent employees on health safety and welfare issues.

3.5   Communication

3.5.1   ~~The College is aware that g~~Good communication systems are essential to ensure that everyone:

- knows about the risks associated with their work and what they need to do to protect themselves and others from harm;
- can contribute to a safe and healthy workplace, by raising health and safety issues they are concerned about.

3.5.2   ~~Heads of Unit~~Heads of Department / Curriculum and ~~Unit Manager~~Department Managers will ensure that there are ~~adequate~~ arrangements in place for communicating health and safety within their department. Notice board information should be checked regularly to ensure that it remains current. ~~Heads of Unit~~Heads of Department / Curriculum and ~~Unit Manager~~Department Managers need to ensure that:

- when delegating health and safety actions ~~to someone else~~, they give clear instructions on what they are expected to do and check that it has been done;
- employees ~~under their control~~ within their remit know about the health and safety arrangements that affect their work and how to access them;
- employees within their remit know how to access health and safety information on the College's website; or that information is provided in an alternative way for employees who may not have access to computers;
- if their work can affect the health and safety of others, such as contractors or visitors to the College, that they communicate with them, to ensure that their health and safety is not adversely affected.

3.6   Co-ordination and Co-operation with Other ~~Premises~~ Users of the Premises

3.6.1   Assistant Principals, ~~Heads of Unit~~Heads of Department / Curriculum and ~~Unit Manager~~Department Managers need to ensure that where their activities may affect other departments, partners, contractors or users of the College's premises, sharing of information and co-ordination of arrangements for controlling health and safety risks take place. For example it is important that fire safety arrangements are co-ordinated in shared premises and that cleaning and maintenance employees are given appropriate information and instruction on risks to them arising from a department's activities, for example, potential exposure to hazardous substances.

3.7.   Co-ordination and Co-operation with other Employers and Partners

3.7.1   Responsibilities and arrangements for health and safety must be included as part of agreements for hiring, letting or sharing premises with other employers and College partners. For the College's premises this will be the responsibility of the Head of Commercial Development, otherwise it will be the most senior manager responsible for liaising with the premises owner / landlord.

3.7.2   Where employees from the College are working in another workplace not belonging to the College, co-ordination and co-operation with the premises owner will be necessary to ensure their health and safety needs are met.

3.7.3   The College retains responsibility for the employee's health and safety, including the provision of information, instruction and training.

3.7.4   The host workplace is responsible for providing a safe working environment, including emergency procedures, first aid, relevant risk assessments, and the provision of suitable work equipment. The host workplace should induct the employee into any specific health and safety arrangements they have in place.

3.8   Supervision

3.8.1   All Managers will provide appropriate supervision to ensure employees are following the College's Health and Safety requirements. This will include observation and checking understanding as part of normal performance monitoring processes. New employees and those carrying out higher risk activities will need closer supervision than a more experienced employee who has demonstrated safe behaviour.

3.9   Work Equipment

3.9.1   ~~Heads of Unit~~Heads of Department / Curriculum and ~~Unit Manager~~Department Managers or any person who has a managerial responsibility for work equipment will ensure that:

- prior to purchase (or hire), checks are carried out to confirm the work equipment complies with the relevant European requirements for safe design and construction and is suitable for use in the U.K and consideration is given to potential health and safety risk prior to purchasing work equipment;
- it is used and maintained safely, in accordance with manufacturer's recommendations;
- hazardous work equipment is only used by employees who have been authorised are trained and competent in its safe use;
- where necessary for safety, regular inspection or thorough examination is carried out by a competent person, for example, local exhaust ventilation or lifting equipment, and records retained in accordance with statutory requirements.

3.9.2   Maintaining work equipment in a safe condition includes having in place systems for in house safety checks, regular maintenance and, for some work equipment for example, local exhaust ventilation, periodic thorough examinations and tests, in accordance with statutory requirements. The frequency of safety checks and maintenance will depend on the use of the equipment and the potential risk if it develops a fault.

4.0   Check

4.1   Measuring Performance

4.1.1   The College is committed to measuring its performance against this policy, its predetermined plans and its performance standards. Measurement is essential in order to maintain and improve health and safety performance and therefore line management must put in place arrangements for both active and reactive monitoring of performance.

4.2   Monitoring

4.2.1   ~~The College understands that monitoring and reporting are important parts of health and safety arrangements~~. The College has categorised its monitoring arrangements as either 'active' or 'reactive'.

4.3   Active Monitoring

4.3.1   Active Monitoring is concerned with checking standards before an unwanted event occurs, to this end ~~Heads of Unit~~Heads of Department / Curriculum and ~~Unit Manager~~Department Managers are responsible for ensuring that health and safety monitoring of people, premises, plant and equipment under their control takes

place. Monitoring will measure compliance with the College's health and safety standards and legal standards.

4.3.2 Active methods adopted by the College include monitoring the design, development, installation and operation of management arrangements. These tend to be preventive in nature, for example:

- routine inspection of premises, plant and equipment by appropriate staff;
- health surveillance to prevent harm to health;
- planned function check regimes for key pieces of plant.

4.4 Formal Inspections

4.4.1 ~~Heads of Unit~~Heads of Department / Curriculum and ~~Unit Manager~~Department Managers must ensure that regular formal health and safety inspections are carried out for the area under their control. If the Head or ~~Unit Manager~~Department Manager delegates responsibility to other employees, the outcome of the inspection must be reported back to them.

4.4.2 The inspection must include a check on paperwork and systems for managing health and safety in their department or area, such as training records, and risk assessments as well as a physical inspection.

4.4.3 Formal inspections will normally be carried out at least annually. However, the actual frequency of inspections should be determined by the risk profile of the service or department and the outcome of previous inspections. In some cases more frequent inspections may be necessary. The completion of formal health and safety inspections by services or departments will be reported annually.

4.4.4 The outcome of the health and safety inspections must be recorded, along with responsibilities and timescales for action.

4.4.5 The Head of Estates will ensure that that a health and safety inspection of major refurbishment is carried out on completion, before any occupation.

4.5 Health and Safety Audits

4.5.1 ISO 45001 defines an audit as a 'systematic examination to determine whether activities and related results conform to planned arrangements and whether these arrangements are implemented effectively and are suitable for achieving the organisation's policy and objectives'.

4.5.2 The College's health and safety management systems will be subject to examination by independent audit organisations. Auditing is~~will also be~~ undertaken internally (first party audits).

4.5.3 The College's Health and Safety Audit Programme is~~will be~~ a structured activity based upon a formal programme. BS EN ISO 19011 provides guidance on the management of an audit programme, on the planning and conducting of an audit of the management system, as well as on the competence and evaluation of an auditor and audit team.

4.5.4 The Health, Safety and Safeguarding Committee ~~will~~ set objectives and timescales to establish an audit programme, to direct the planning and conduct of audits, which is~~will be~~ influenced by management priorities, statutory requirements and risks to the College.

4.5.5 As well as the objectives, the Health, Safety and Safeguarding Committee ~~will~~ decide the extent of the audit process in terms of its parameters and focus of attention, as audits can cover whole systems or specific elements, as well as technical and managerial aspects of the system.

4.5.6 In terms of prioritising the audit programme; it is~~will be~~ planned, established, implemented and maintained by the Health, Safety and Safeguarding Committee, based on the results of risk assessments of the College's activities, and the results of previous audits.

4.5.7 The College ~~will~~ ensures that the persons carrying out the audit are competent to do so. The audit programme ~~will~~ considers the following:

- the health and safety audit programme objectives and extent;
- roles, responsibilities and resources required;
- audit process and scope, audit team members and record keeping;
- how the audit process will be monitored and reviewed.

4.5.8 As well as being competent, the persons completing the audit ~~should~~ willbe 'independent of the part of the organisation or the activity that is to be audited'.

4.5.9 Post-audit Action - evidence gained will be evaluated against the audit criteria in order to determine audit findings, which can indicate conformity or non-conformity with the set audit criteria.

4.5.10 The result of the audit, via the subsequent report, will be communicated to all relevant parties as soon as possible, to allow corrective actions to be taken. In particular, findings will be reviewed with managers responsible for the area audited in order to obtain acknowledgement that the audit evidence is accurate, and that the non-conformities are understood. The senior management ~~should also~~ willconsider the outcomes of the audit and take appropriate action as necessary within an appropriate time.

4.5.11 Finally, an important element of the audit process is a review and where necessary, follow-up audit to determine the success or otherwise of the implementation of the recommendations.

4.6 Reactive Monitoring

4.6.1 Reactive monitoring is about measuring safety performance by reference to accidents, incidents and ill-health that have already occurred.

4.6.2 The College ~~will~~ use incidents, ill-health and other unwanted events and situations as indicators of health and safety performance to highlight any areas of concern.

4.6.3 The Health and Safety Campus Forums ~~will~~ collect and report about a number of different unwanted events, such as:

- Accidents
- Dangerous occurrences
- Near misses
- Cases of work related ill-health
- Reported Health and Safety issues from the workforce
- Enforcement action

4.6.4 The Health and Safety Campus Forums ~~will~~ analyse this data to see if there are any:

- Trends – consistent increases or decreases in the number of certain types of event over a period of time
- Patterns – collections of hot spots of certain types of event.

4.6.5 Records ~~will be~~ are kept and presented to the Health, Safety and Safeguarding Committee throughout the year. Any concerns or actions ~~will~~ form part of the agenda at the ~~first meeting of the~~ Health, Safety and Safeguarding Committee. ~~each academic year.~~

4.7 Incident Investigations

4.7.1 ~~Heads of Unit~~Heads of Department / Curriculum and ~~Unit Manager~~Department Managers must ensure that health and safety incidents are investigated. This ~~is~~would normally ~~be~~ by the manager responsible for the activity or area. supported by the Health and Safety Team ~~Officer~~ if necessary.

4.7.2 The College Health and Safety Team ~~Officers~~ ~~will~~ take part in any serious incident investigation and ~~will~~ review all incident report forms and where necessary initiate their own investigation.

5.0 Act

5.1 Review

5.1.1 The College require health and safety performance information to support them in meeting their health and safety performance responsibilities.

5.1.2 Information from reviewing health and safety performance is~~will~~ also be taken into account when determining future health and safety objectives and plans.

5.1.3 Reviewing is the process of making judgements about the adequacy of performance and taking decisions about the nature and timing of actions necessary to remedy any deficiencies. The main sources of information come from the measuring activities referred to in the sections above.

5.1.4 The Health, Safety and Safeguarding Committee ~~will~~ undertake an annual review of the College performance, based on annual reports from the Health and Safety Campus Forum.

5.1.5 The Health and Safety Campus Forum ~~will~~ review health and safety performance at each of their meetings as part of its main remit. Their findings ~~will be~~ are reported to the Health, Safety and Safeguarding Committee.

5.2 Annual Reporting on Health and Safety Performance

5.2.1 Reporting on health and safety performance is necessary to enable the College and the Board of Management to fulfil its leadership responsibilities. They are ~~need to be~~ kept aware of health and safety risks and any potential shortcomings that could result in prosecution or a serious health and safety incident.

5.2.2 Progress with implementing the College's Health and Safety Plan ~~will be~~ aremeasured in the following ways:

- **Performance targets**: A set of key health and safety performance measures ~~will be proposed by the Health, Safety and Safeguarding Committee,~~ which will aid measurement of progress with implementation of the Health and Safety Plan.
- **Annual Report on Health and Safety Performance**: A qualitative report on progress with implementation of the Plan ~~will be included in an Annual Report on Health and Safety Performance.~~

5.2.3 The Annual Report on Health and Safety Performance is ~~will be~~ produced for and considered by the Health, Safety and Safeguarding Committee. ~~It will be considered by the Health and Safety Campus Forum prior to being submitted for approval and submission to the Health, Safety and Safeguarding Committee.~~

5.2.4 The Annual Report ~~will~~ gives an overview of performance against the College's health and safety objectives and performance targets, highlighting achievements, any area of concern and issues arising from the Health and Safety Campus Forum or future legislative changes that may impact on the College. High level statistical data for the previous ~~teaching~~ year will be provided. ~~Where possible this will be~~ benchmarked with previous years. ~~and comparable colleges.~~

Definitions used in this Health and Safety Policy

Terms used in this Policy are defined as follows:

Audits
Formal systematic, independent process for checking the implementation and effectiveness of the College's systems for managing health and safety and drawing up plans for corrective actions.

Consultation
Consultation involves not only giving information to employees and others, but also listening to them and taking account of they say before making any health and safety decisions.

Competence
Competence is the ability to do the job required to the necessary standard. It is not just training, but also experience of applying the skills and knowledge, which needs to be gained under adequate supervision.

Hazard
Something with the potential to cause harm

Health
The state of being bodily and mentally well and free from disease. In this Policy it relates to being free from mental or physical illness caused or made worse by work.

Manager / line manager / supervisor
Anyone who manages or supervises other employees.

Policy
Sets the direction the College follows, responsibilities for action and arrangements for implementation.

Review
Checking that existing systems for managing health and safety are adequate and deciding on actions and timescales to remedy deficiencies. This should be based on feedback from monitoring and auditing, current legal requirements and best practice and future requirements

Risk
A product of the likelihood of harm arising from interaction with a hazard, and the likely severity of harm.

Safety
Freedom from danger or risk of injury.

Significant risk

Risk of physical injury, ill health or mental harm to people arising out of, or in connection with work. Risks arising out of routine activities associated with life in general can be ignored, as can instances where the harm is likely to arise infrequently and be minor in nature.

Standards

This item covers various policies, codes of practice, local rules, procedures and risk assessments which describe how the Health and Safety Policy is implemented and legal requirements met. These may be specific, standalone health and safety standards or embedded into the College Policies and processes for ensuring the effective governance and management of work activities.

History of changes

Revision	Description	Adopted	Authorised
0	First draft	November 2013	SW
1	Policy 1.1 Role of Policy amalgamated with Policy 7.3 Development of Policy and Procedure to produce revised Policy 1.1 Role and Development of Policy and Procedure.	March 2017	Board of Management
2	Revised Policy Format	January 2019	Board of Management
3	Minor changes following scheduled review	January 2023	Board of Management

ORGANISATIONAL DEVELOPMENT COMMITTEE MEETING

Date of Meeting:	28 January 2025
Paper Title:	Annual People Report 2023-2024
Action:	For noting
Prepared by:	Lorraine McGaw, Assistant Principal: People and Culture
Agenda Item:	25.09
Status:	Disclosable

1. **PURPOSE OF THE REPORT**

   This purpose of this paper is to share the College 'Our People' Report for 2023-2024. People Report 2023-2024

2. **ACTION FOR THE COMMITTEE**

   The Organisational Development Committee are asked to note the report.

3. **BRIEF BACKGROUND INFORMATION**

   This is our fifth 'Our People Report' that we have published with the first publication being in 2018-2019.

   The People Report is designed to demonstrate how important our staff are and highlight that we strongly believe that by investing in our staff, we will provide the best possible learning experience for our students.

4. **SUPPORTING DOCUMENTATION/ FURTHER INFORMATION**

   Appendix 1: Our People Report 2023-2024.

5. **RISKS**

   No risks identified.

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

   N/A

2O23 - 2O24

OUR
PEOPLE

**GLASGOW
CLYDE
COLLEGE**

MISSION

Inspirational learning; changing lives

GLASGOW CLYDE COLLEGE

VISION

By 2025 Glasgow Clyde College will be celebrated as a socially progressive college which is relentlessly focused on improving the prosperity of the communities it serves.

The College will be acknowledged for its unrivalled 'career ready' students, employment focused curriculum, pioneering approaches, financial resilience and members of staff who are passionate in their pursuit of excellence.

Glasgow Clyde College will be the partner of choice for employers, the employer of choice for members of staff and the College of choice for our communities.

OUR COLLEGE VALUES

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 students, 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 students and colleagues to achieve their potential, change their lives and support them to overcome the barriers to doing so.

INTRODUCTION

Our People
2023 - 2024

Lorraine McGaw
Assistant Principal, Human

Welcome to the 2023/24 People Report, where we proudly present the achievements and stories of the past year, a period marked by both progress and resilience. This report provides a comprehensive look at the dedicated individuals who shape the character and success of our college.

Throughout these pages, you will find stories of our teaching and support staff who have continued to demonstrate their exceptional commitment to education and our core values, despite the complexities of the past year and the significant challenges we have faced together. Their resilience and dedication have enabled us to navigate these challenges while maintaining our focus on delivering high-quality education and support to our students.

We also recognise the invaluable partnerships that have strengthened our connection with the communities we serve, further reinforcing our collective resilience. The roles and contributions of our staff are a testament to the strength and spirit of our college community.

We extend our heartfelt gratitude to you for joining us in this celebration of Our People, whose unwavering commitment ensures that our college remains a place of inspiration, growth, and transformation, even in the face of adversity.

CONTENTS

PEOPLE EXCELLENCE AWARDS 2024

The People Excellence Awards recognise and celebrate the exceptional contribution made by individuals or teams for the academic year 2023 - 2024. Nominations come from staff across the College and staff have the opportunity to vote for their favourite nomination. Congratulations to all our nominees and winners.

Congratulations to our 2024 Award Winners

Employee of the Year

Mary-Anne Bradley - Library

Mary-Anne was nominated for always being reliable and professional in her dealings with staff and students. She will always assist or offer guidance in a very professional manner.

Team of the Year

eLearning

The eLearning/DELTA team leads through innovation, dedication, and inclusivity. Their passion for enhancing digital literacy across the campus is unmatched; they've tirelessly worked to develop and refine digital skills and resources, ensuring both staff and students are equipped for the evolving digital landscape. Embedding principles of accessibility and inclusivity at the core of their initiatives, through their contributions to Nurture College, Mental Health, Metaskills, and Sustainability, they've proven that educational technology can serve as a powerful vehicle for social good. The eLearning team has seamlessly integrated cutting-edge AI tools like TeacherMatic, revolutionising the way we approach education and administrative support. Their adept use of Canvas and ClickView has significantly improved the delivery of learning and teaching, setting a new standard for educational excellence, and enabling all staff to innovate. What sets this team apart is their person-centred approach. They are not just technologists; they are empathetic partners to our teaching and support staff. By listening carefully, contextualizing training, and working with unparalleled patience, they have fostered an environment where technology empowers people, not just processes. As the DELTA project nears its end, it is for these many reasons that the eLearning team deserves recognition as the Team of the Year.

Best Customer Service

Stuart Nimmo - ICT

Stuart was nominated as he is always quick to respond to any ICT issues, he provides reassurance and keeps you updated and is always courteous!

Promoting Respectful Behaviour

Clare Walker - Student Inclusion, Information and Welfare

Clare Walker works with some of the most challenging and vulnerable learners and members of the public. She promotes the highest level of customer care and ensures that all students are treated with respect and dignity and ensures her staff receive the same level of behaviour. She liaises extensively with external agency and advocates on behalf of students and their right to be respected and leads by example with her team and other staff.

Igniting Inspiration

eLearning

The eLearning team has led innovation and inspiration within our college, demonstrating enthusiasm, resilience, and leadership that truly merits the Igniting Inspiration award. Their dedication to training staff on our digital platforms has generated huge enthusiasm and uptake among students and colleagues. This effort not only empowers our educators but significantly enhances the learning experience for our students. Facing the ever-evolving landscape of technology, this team has shown remarkable resilience and a positive approach. They've adeptly navigated changes, incorporating new tools and leading transformation across various curriculum areas. Moreover, their collaborative spirit, particularly in working with curriculum and support staff teams to enhance skills and resources on Canvas, sets a powerful example. It's a testament to their commitment to excellence and collective improvement. Representing our college at the national level, the eLearning team has elevated our standing in the educational sector. Organising and hosting a National AI conference, attended by peers from 14 Scottish colleges, showcases their enthusiasm and dedication to advancing knowledge, not just within our own context but across Scotland. Their efforts have significantly contributed to a positive perception of our college, both internally and externally, making them deserving winners of the Igniting Inspiration award
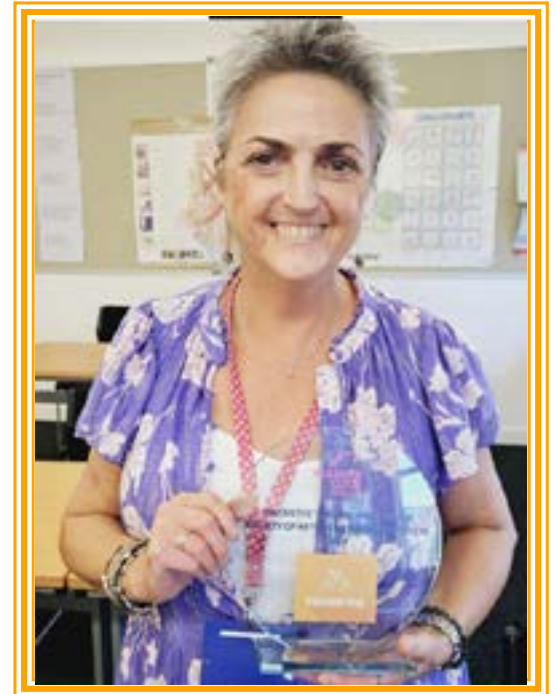
**Innovative Teaching Practice
Faculty of Arts & Continuing Education**

Julie Marshall - Highers & Nationals Langside

Julie is an exceptional teacher who puts her heart and soul into teaching. Every one of her students mean so much to her and she spends an incredible amount of time on individual feedback to students. Julie puts such thought into her teaching, ensuring all student feel included and all feel valued. This year her Billy Jean grid-hopping exercise had two groups of engineering students set a task to coordinate moving across a grid in time to music. Julie's objectives included communication skills, problem solving, collaboration, sense of achievement and building self-esteem. The students had great fun hopping across the grid to Michael Jackson's Billy Jean and not only had fun but learnt so much in the meantime. This activity sums up the innovation, fun, care and nurture that Julie injects into every single group she works with. Not only that but she's one of the most supportive staff members to the rest of her team; welcoming, helping, supporting and being there as a friend and colleague.

**Innovative Teaching Practice
Faculty of Future Technology & Design**

George Howie - Computing

George was nominated for always thinking of new ideas to attract new students to the college.

**Innovative Teaching Practice
Faculty of Health Wellbeing & Management**

Amy Butler - Business & Finance Langside

Amy Butler has stood out through her groundbreaking work in innovative teaching practices. By leading the adoption of TeacherMatic AI, Amy has revolutionised content design and delivery within our institution. Her approach not only introduces new and novel methodologies but also tailors differentiated learning experiences that cater to our diverse student body. Amy has demonstrated an unwavering commitment to student success, employing a variety of engaging online materials through Canvas to motivate students and support their learning journey. She has provided additional resources to aid those facing difficulties and to challenge the more advanced learners, thereby fostering an inclusive and supportive learning environment. Furthermore, Amy's dedication to sharing her innovative strategies with her peers has been instrumental in enhancing our collective teaching efficacy. By integrating her experiences into her eLearning role, she has led the development and delivery of TeacherMatic training and resources, elevating teaching capabilities across all curriculum areas. Amy also offers her expertise to the Teaching Essentials, PDA, and TQFE groups, significantly affecting teaching effectiveness, student engagement, and retention. Amy Butler's pioneering work exemplifies the transformative power of innovative teaching practices, making her a deserving candidate for the award for Innovative Teaching Practice.

**Support Staff
Innovator of the Year**

David Hannah - ICT

Always striving to find new solutions to the ever growing needs of the organisaton.

**Championing Diversity,
Promoting inclusion**

Pauline Preston - Student Inclusion, Information and Welfare

Pauline Preston. Pauline for years has been a strong advocate for students always striving to improve the student experience. Pauline's work in Learning Inclusion has helped so many students succeed. Pauline is always trying to find new ways to support students. Pauline encourages colleagues to always ensure their learners get the best care and support whilst also nurturing, recognising, accepting, and celebrating differences among students and colleagues, whether they be in race, ethnicity, gender, sexual orientation, age, disability, or any other dimension of diversity. Pauline is committed to championing diversity and promoting inclusion, fostering an environment where her colleagues feel valued, respected, and empowered to contribute their unique talents and insights. Such as organising training sessions, advocating for more inclusive policies and practices that tie in with learner support, always trying to increase and improve accessibility and actively seeking out new learner opportunities to amplify underrepresented voices, groups and students. Pauline strives to create a culture of belonging where all individuals feel supported and affirmed in their identities and ability. Pauline does this by fostering open dialogue, listening to diverse perspectives as well as being aware of the resources available with empathy and respect and actively challenging biases and stereotypes.

PEOPLE EXCELLENCE AWARDS 2024

Best Nurturing Practice

Jodie McNair - GCCSA

Jodie McNair supports a team of student sabbaticals with no experience to represent almost 20,000 students within Glasgow Clyde. The balance of ensuring they can work toward their manifesto pledges and meet the wider needs of the student population is anchored by Jodie's skill, experience and empathy. Supporting a new and experienced team that is voted in every year is no easy task and maintain continuity for core activities is exceptionally challenging but one Jodie does to support the development of sabbatical officers to meet student needs.

LONG SERVICE AWARDS 2024

We have been delighted to recognise a number of our colleagues who have celebrated 25 years of service over the course of the last year. Each received a congratulations letter from their Assistant Principal and a £50 shopping voucher.

Thank you from all of us for your contribution to the success of Glasgow Clyde College.

LONG SERVICE AWARDS 2024

Teresa Ashmead	Curriculum Manager - Childhood Practice
Steve Bishop	Head of ICT
Caroline Burns	Careers Adviser
Paula Dixon	Lecturer - Social Science, Highers & Nationals
Jackie Donaldson	Catering Assistant / Evening Cleaner
Brian Gallagher	Head of MIS
Ian Graham	Lecturer - Construction
Margaret Greenhorn	Nursery Manager
Jim Hall	Facilities Lead
Janet Hansen	Lecturer - Fashion, Design & Technology
Stephen Hume	Learning Inclusion Adviser
Marlene Lochhead	Lecturer - Art & Design
Alan MacKintosh	Facilities Officer
Louise MacIver	Catering Assistant
David McKay	Lecturer - Sports & Fitness
Christine McMillan	Library & Digital Support Assistant
Pauline Moore	Curriculum Support Administrator
Thomas Murphy	Admissions Administrator
Isabel Paton	Head of Centre, Anniesland
Joan Purdie	Lecturer - Science
Linda Purse	People Partner
Maxine Railton	Curriculum Manager - Performing Arts
Mark Rice	Lecturer - Energy
Janice Shand	Library & Digital Resources Facilitator
Susan Stirling	Lecturer - Business & Finance
Jonathan Swann	Lecturer - Science and Communication & Numeracy
Lynne Taylor	Lecturer - Social Services & Counselling
Michelle Thain	Curriculum Support Administrator
Sheila White	Community Learning & Development Manager
Carole Wilson	Catering Assistant

STEVE BISHOP
ICT

LOUISE MACIVER
CAROLE WILSON
CATERING

LINDA PURSE
PEOPLE

JONATHAN SWANN
SCIENCE, COMMUNICATION & NUMERACY

ALAN MACKINTOSH
FACILITIES

JANET HANSEN
FASHION, DESIGN & TECHNOLOGY

JACKIE DONALDSON
CATERING

JIM HALL
FACILITIES

Clyde Shout Outs

Our peer to peer recognition programme, allowing staff to recognise another member of staff's contribution to the College under the four College values, remained popular with a total of 179 Shout Outs received.

Passionate	71
Principled	14
Pioneering	7
People-centred	46
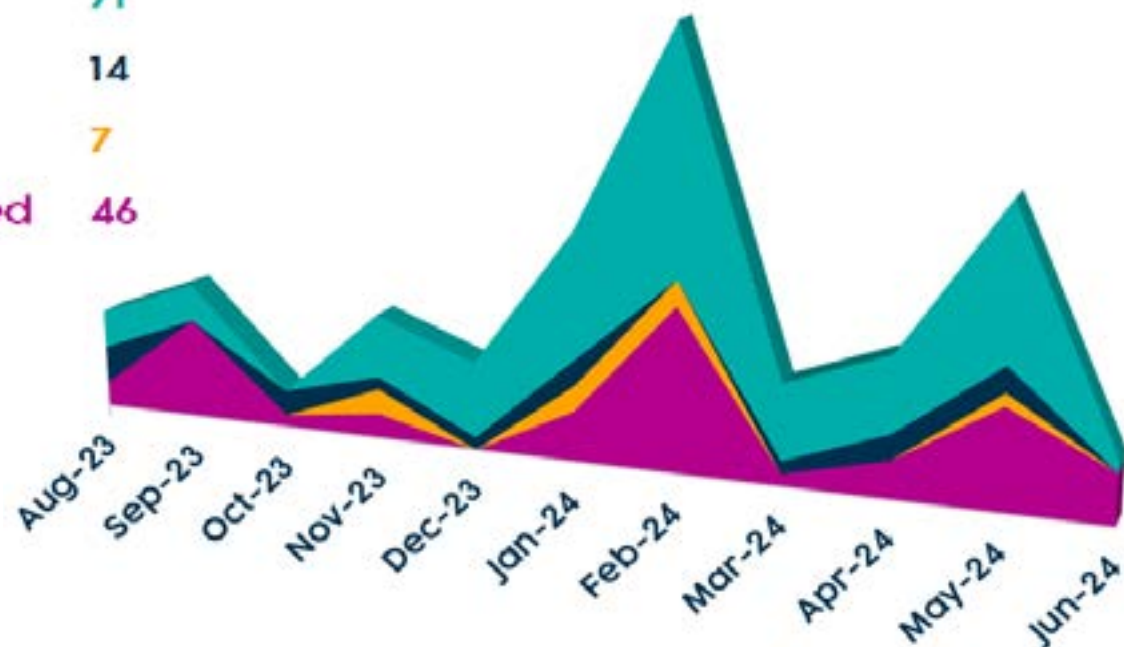
Idea Box

Idea Box is a channel for staff to speak up and share their thoughts, ideas, or concerns at any time. This year the platform has been used to share any ideas or concerns under the following topics.

- **Saving Money**
- **Income Generation**
- **Green Agenda**
- **Customer Services**
- **Business Systems**
- **Other**

Legend:
- Saving Money
- Income Generation
- Green Agenda
- Customer Service
- Business Services
- Other

Pie chart values: 34, 14, 5, 10, 5, 1

GLASGOW CLYDE COLLEGE

EDI Pulse Survey Nov/Dec 2023

College Average Response Rate 10%

College Average Score 7.4
Staff were asked questions on a scale of **0** (strongly disagree) **10** (strongly agree)

Positive Trends

Staff personal values align with the College Principled Value.
Managers treat people fairly according to their individual needs.
There are clear guidelines and frameworks regarding diversity & inclusion in the College.

Areas for Action

Staff don't feel encouraged to contribute their opinions and ideas at the College.
Protected characteristics are underrepresented in College Staff.
Staff understanding of how to support staff with hidded disabilities.
Issues with accessibility to lifts for disabled staff.

Next Steps

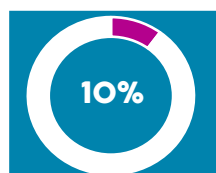EDI Committee will review the results and address the areas for action.

hive

STAFF ENGAGEMENT

Recognition Pulse Survey May 2024

GLASGOW CLYDE COLLEGE

College Average Response Rate

10%

College Average Score   6.3

Staff were asked questions on a scale of
0 (strongly disagree) **10** (strongly agree)

Positive Trends

Recognition is important.
Staff are giving praise to their colleagues.

Areas for Action

Mistrust of praise and recognition from managers.
Praise and recognition from colleaugues could be better.
People Excellence Awards are not values.

Next Steps

As the responses rate was low a further pulse survey will be conducted at a future time.

hive

DEVELOPING OUR PEOPLE

Future Leaders Programme

The 'Future Leaders Programme' was launched and provides staff, who are not in a management position, with the opportunity to gain access to development and support to take them to the next level in their career.

19 College staff are participating and have access to:

◊ Training through the College Leadership & Management Development Programme.
◊ A bespoke online leadership training pathway.
◊ Guidance sessions from a college mentor.
◊ Internal job shadowing opportunities.
◊ Participation in 'Open Innovation' visits to external organisations.

The inaugural group will continue through to the end of December 2024, followed by a review to determine the program's effectiveness and implement any necessary adjustments.

Future Leaders

College Mentoring Programme

A Mentoring Programme was launched to allow staff to access a qualified mentor to support them in areas such as career development, a challenge or project they need advice and guidance on achieving.

"

This programme has given me the skills to properly do something that previously only happened in an unstructured and sporadic way. I've highly valued my mentoring sessions with my 2 mentees and learned a lot about the experience and aspirations of college staff from doing it. It's been a great initiative for maintaining staff engagement and positivity within the college in an otherwise challenging period.

John Rafferty, Deputy Principal

I found the experience of supporting and guiding the mentee to come to their own decisions and the confidence that gives them very rewarding. The benefits of mutual learning have been significant, I have learned the importance of active listening and patience in allowing others to express themselves without imposing my opinions. It has also provided me with an understanding of the skills I have to offer and the confidence and motivation to use these in supporting others.

**Christine Crawford,
Organisational Development Officer**

scottish mentoring network

10 internal mentors were recruited and are working towards a Professional Practice Award in Mentoring with the Scottish Mentoring Network and are currently mentoring a group of staff.

The mentoring meetings have been really interesting and the outcome of this mentoring opportunity will not only enable the mentees to utilise their skills but will also result in a tangible outcome for our staff and students to benefit from in the future. It's so motivating to be a part of this. If you're thinking about mentoring in the future, would I recommend it? Absolutely! Whilst the day job is always full and busy, this opportunity is like gold dust, developing brilliant talent and enthusiasm at the heart of our business that helps sustain our values and continues to develop our awesome reputation.
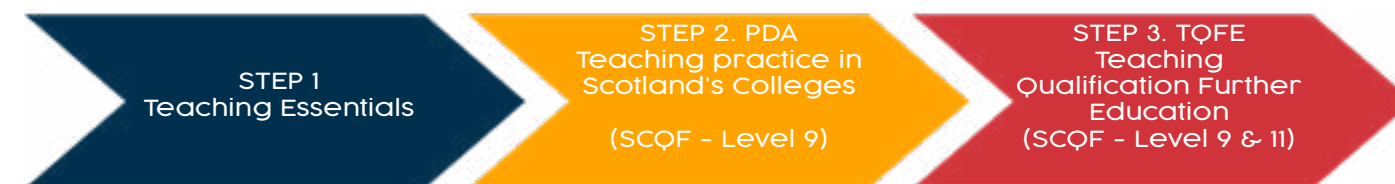
Claire Glen, Assistant Principal Health, Wellbeing & Management "

Professional Pathway for Lecturers

The College provides access to a Professional Pathway for Lecturers programme. This programme takes Lecturing staff on a journey from our sector leading Teaching Essentials course which provides a strong foundation for staff to progress to the next 2 stages and obtain teaching qualifications

STEP 1 Teaching Essentials	STEP 2. PDA Teaching practice in Scotland's Colleges (SCQF – Level 9)	STEP 3. TQFE Teaching Qualification Further Education (SCQF – Level 9 & 11)

Teaching Essentials - Helen McCardle, Lecturer, Commercial and Business Services

"I am delighted with the impact the teaching essential course has had on my professional development. Our tutor John Archibald was very supportive, the course content was well structured and engaging. The tutorial sessions reflecting on our studies were particularly helpful solidifying my understanding and discussing real world examples connecting with likeminded professionals. After completing the Teaching Essentials Course, I now have the confidence to pursue further studies and I am currently studying the PDA course. Highly recommended!"

PDA - Christopher Aiton, Lecturer, Computing

"I completed the PDA Teaching Practice in Scotland's Colleges 23/24 term, delivered by John Archibald it was a great learning experience. The course was well-structured, providing a comprehensive blend of practical skills and theoretical knowledge essential for college lecturers. It deepened my understanding of inclusive teaching practices, assessment strategies, and how to support diverse learners effectively. The emphasis on self-reflection and professional growth was particularly valuable. I highly recommend this course for anyone looking to enhance their teaching expertise in further education, and John was a font of knowledge!"

TQFE - Barry Gunn, Lecturer, Access to Education

"I complete TQFE in June 2024, after completing My PDA in October 2023. I started TQFE feeling nervous and with that feeling of imposter syndrome hanging over my head. To say I was somewhat nervous was an understatement! The Whole experience was amazing, so much so that I was sad when it ended. To collaborate with other like-minded Lecturers was amazing. Understanding that the struggles I experienced had been the same for other lecturers. This experience has helped me approach my teaching with a new lense, four lenses in fact, giving me a new perspective on my teaching methods and how I look at my lesson planning. The TQFE has helped me unlock teaching skills I never new I had. The Lecturers and Teaching fellows were amazing and offered so much support. Thanks to everyone who made this experience possible."

Professional Development Sponsorship

The College encourages the continuous professional development of staff and provides financial assistance for pursuing advanced and higher education qualifications. This commitment to lifelong learning ensures that our staff remain at the forefront of their areas of expertise. During 2023/24 we supported 27 staff to work towards the following:

Certificate in Teaching English to Speakers of Other Languages (CELTA)
CMI Level 5 Leadership & Management
COSCA Certification in Counselling Skills
HND Horticulture
MEd Education Studies
MSc Applied Instrument & Control (Electrical Systems)

- Degree
- Management Qualification
- Masters/Postgraduate
- HNC/D
- Other Professional Qualifications

Degree: 1
Management Qualification: 4
Masters/Postgraduate: 4
HNC/D: 8
Other Professional Qualifications: 10

Leadership & Management Development

Our Leadership and Management Development Programme is available for all college managers with the aim of developing and strengthening their leadership skills. We align the programme content with the College's Strategic Plan, our core values, leadership competencies as well as outputs from managers personal development plans.

In 2023/24 our areas of focus for our managers have been on the following:

Leadership & Management Development Programme 2024

COMMERCIAL AWARENESS — Internal Delivery — 'Thinking and Acting Strategically' — Pioneering
CREATIVE PROBLEM SOLVING — LinkedIn Learning — 'Creative Problem Solving' — Pioneering
CHANGE — LinkedIn Learning — 'Embracing Change' — Passionate
MANAGING BUDGETS — Internal Delivery/LinkedIn Learning — 'Planning and Innovation' — Pioneering
MENTAL HEALTH AWARENESS — External Provider — 'Promoting EDI' — Principled
PSYCHOLOGICAL SAFETY — External Provider/LinkedIn Learning — 'Communicating and Influencing' — People-centred
HOW TO USE LINKEDIN LEARNING — External Provider — 'Inspiring and Motivating' — Passionate

LEADERSHIP & MANAGEMENT DEVELOPMENT PROGRAMME — inspirational learning; changing lives

COMPLAINTS REFRESHER TRAINING — Internal Delivery — 'Customer Focussed' — People-centred
CUSTOMER FOCUSSED — LinkedIn Learning — 'Customer Focussed' — People-centred
HIVE SURVEY TRAINING — External Provider — 'Leading and Developing People' — People-centred
MANAGING PROJECTS — LinkedIn Learning — 'Planning and Innovation' — Pioneering
NURTURE COLLEGE — External Provider — 'Integrity' — Principled
SUSTAINABILITY — LinkedIn Learning/GCRB Content — 'Accountability' — Principled
WORKING SMART WITH OUTLOOK — External Provider — 'Planning and Innovation' — Pioneering

DEVELOPING OUR PEOPLE

Staff Continuous Professional Development

Investing in staff development is essential for our college, ensuring that our staff remain highly skilled and current in their expertise.

Throughout the year, staff are given opportunities to engage in training and development, including three 'Learning Days' dedicated to development events.
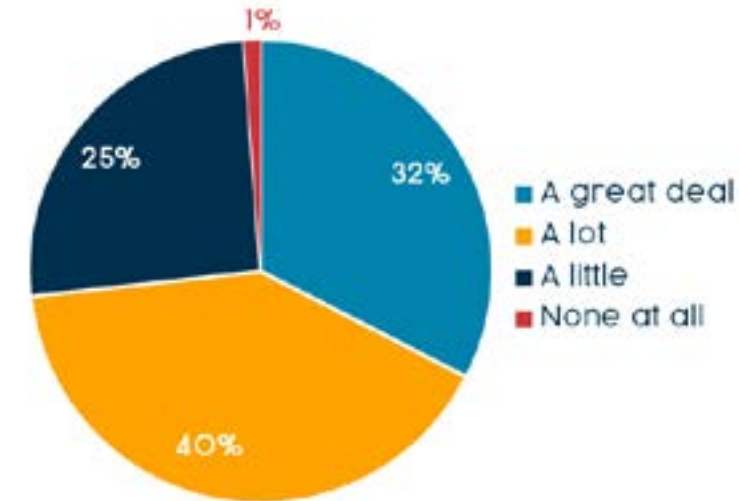

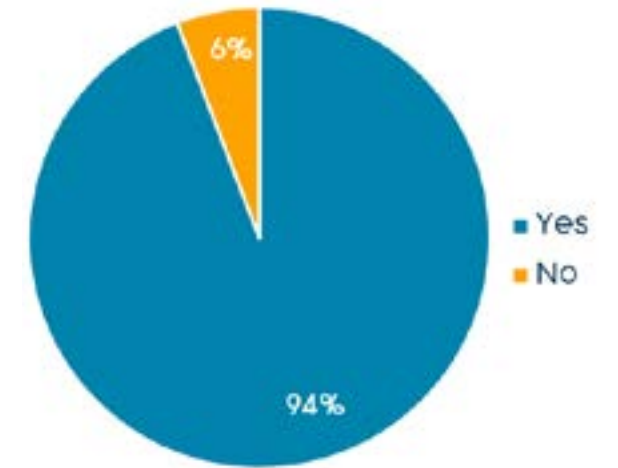**How useful to your job/role was the information presented in the training?**

- Very useful — 70%
- Quite useful — 21%
- Slightly useful — 9%
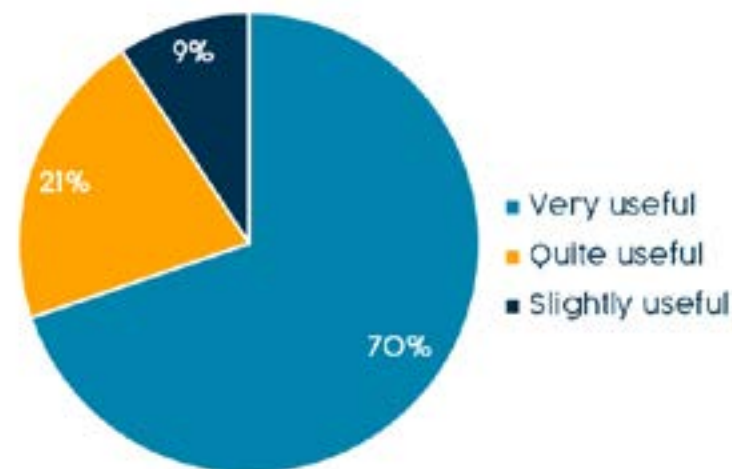
DEVELOPING OUR PEOPLE

How much have your skills/knowledge improved because of the training?

- A great deal — 32%
- A lot — 40%
- A little — 25%
- None at all — 1%

Did the content of the course meet your expectations?

- Yes — 94%
- No — 6%

Overall what were your satisfaction levels with the training?

- Very satisfied — 77%
- Quite satisfied — 18%
- Slightly satisfied — 5%
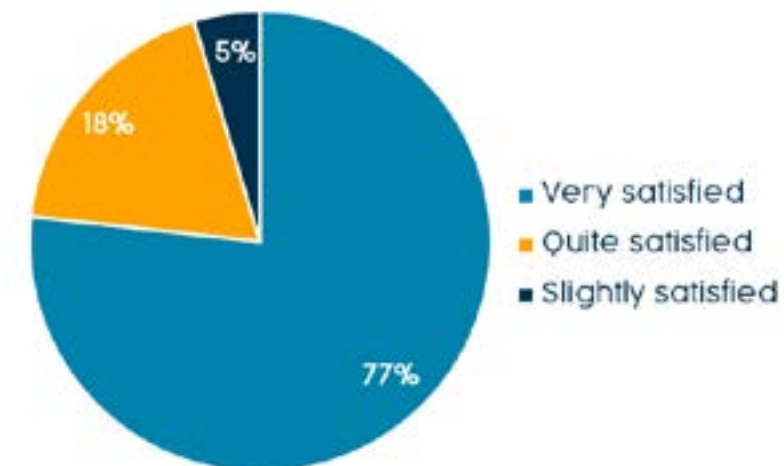
Would you recommend this training to your colleagues?

- Yes — 95%
- No — 5%
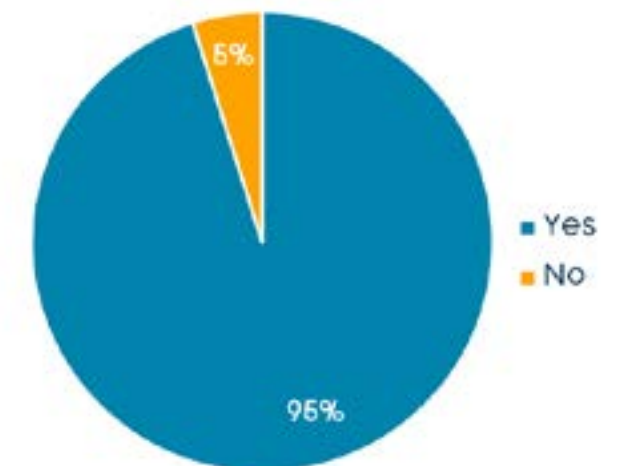
DEVELOPING OUR PEOPLE

STAFF COMMENTS

"

Very informative and interesting session.

Great to hear such enthusiasm and how this aligns with our college nurture approach.

Very informative and a great starting place for the subject.

The training provider was excellent, she delivered the training really well, gave us all time to reflect on our own experiences as well as allowed us to interact and put forward any suggestions. The stats she provided were really scary but enough to change certain parts of practice. She was also very pleasant and friendly.

Very well conducted, planned well, engaging and overall a good course for progression

Guest speakers where very knowledgeable and very good at telling their own personal stories

Both training session were informative and easy to follow.

The trainers were excellent thank you.

"

PARTNERSHIP WORKING

We continue to maintain a strong and collaborative partnership with our trade union colleagues—EIS, Unison, and GMB. While many of our staff terms and conditions are now established through National Bargaining, we remain committed to open and constructive dialogue at the local level. Our regular Joint Consultative and Negotiating Committees (JCNC) meetings with the unions provide an important forum for discussing local issues, addressing concerns, and working together to find solutions that support our staff and enhance the overall well-being of our college community.

HYBRID WORKING
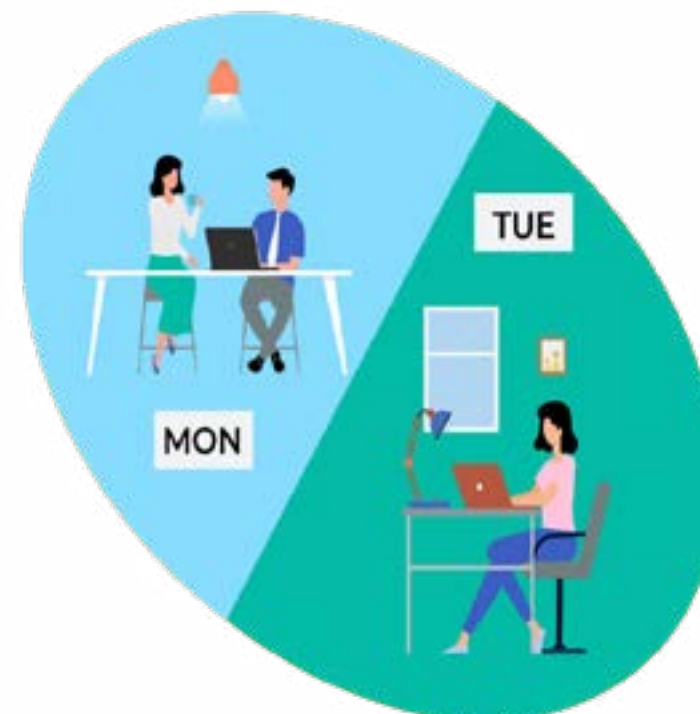
Following our successful Blended Working Pilot, Hybrid Working Guidance for staff working in departments and roles suited to remote working has been developed and published.

Our Healthy College Group, made up of staff volunteers, leads on a programme of activities to support and promote health and wellbeing. These activities aim to raise awareness, increase knowledge, signpost and embed strategies to improve the mental and physical wellbeing of our staff.

Our wellbeing approach also includes access to occupational health services, the employee assistance programme and a dedicated mental health helpline. A number of information and training events took place over the year including:

SAMH
Scottish Action for Mental Health

The College collaborated with SAMH to offer Mental Health Awareness training for Managers, equipping them with the necessary skills and knowledge to support their teams. Additionally, we provided training to staff on Mental Health – Supporting Others, enhancing their ability to support both students and colleagues.

Charlie Waller

We recognised an increase in students facing mental health challenges and partnered with the Charlie Waller Trust to provide our staff with training on 'Helping Students Build Resilience.'

GLASGOW CLYDE COLLEGE

Our Mental Health Lead presented 'Mental Health Support in the College' to inform staff about the various resources available to support both staff and students. This includes an internal counselling service and signposted support for staff members.

The College gained Menopause Friendly Employer Accreditation this year showing it's commitment to supporting employees going through the menopause.

Independently accredited
menopause friendly employer

PROUD
to display
the BADGE

Our Healthy College Group also organised the annual 5K event in Pollok Park in June. Thanks to everyone who took part in the event.

Warming up
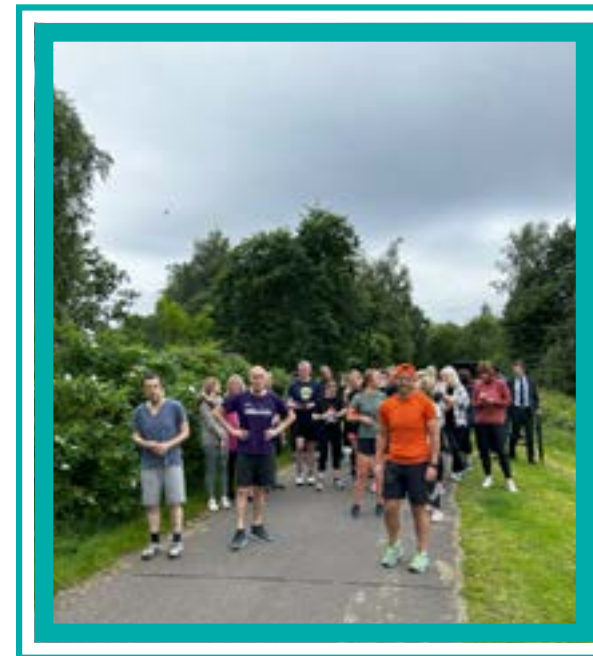
Congratulations to this years winners

Waiting for the start.

Eric Brownlie 2nd Place

Cheryl Dale 3rd Place

Craig Hilton 1st Place

GENDER AND AGE PROFILE

As at 31 August 2024, the College had 890 members of staff, 53% are teaching posts, 46% support posts and 1% Senior Leaders. The gender split is higher for female than male with 66% female.


Our teaching staff are employed across three Faculties and support staff are employed within specific corporate services or embedded within the faculties in order to support learning and teaching.

Staff are employed, as required, on a full time, part time, permanent, fixed term or temporary basis with a range of flexible working opportunities available. As of 31 August 2024, permanent staff made up 83% of the total, with over 59% of staff on part time contracts.
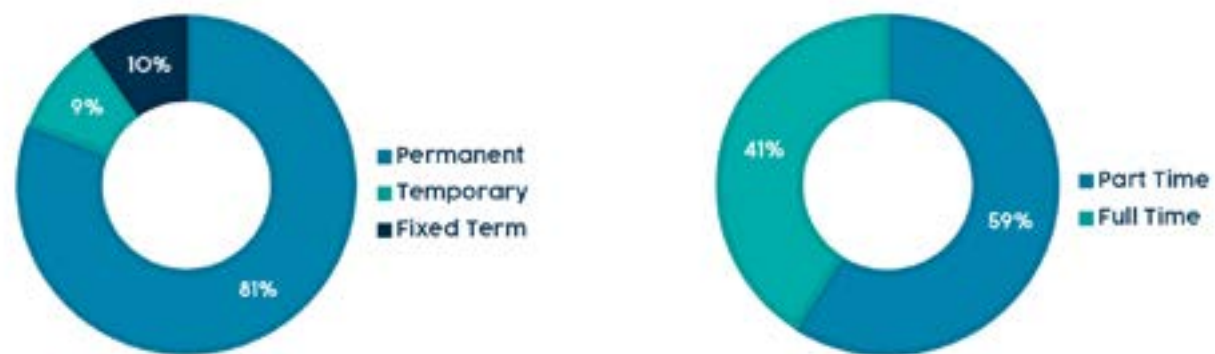
The average age of staff is 48 years old.

The average length of service for staff is 17 years.
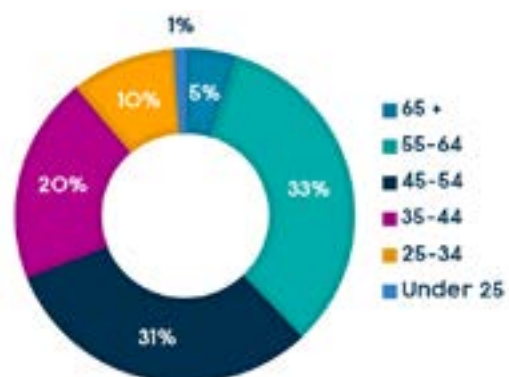
DIVERSITY EQUALITY AND INCLUSION

The majority of staff 77%, identify as heterosexual. The number of staff who 'prefer not to say' is 19%, this is down from 21% in last year's report.

The majority of staff 74%, identify as having no disability. Staff with a disability are in the minority at 5%. Disclosure has risen from 84% to 88% over the past year.

The majority of staff 49% are married, with the minority 0.5% in civil partnerships. 15% of staff have marked 'Prefer not to say', this has reduced from our 2021-2022 figure of 16%.


The majority of our staff identify as White 87% (778 of 890) which has not changed significantly in the past year. Disclosure has risen from 87% to 94% over the past year.

At Glasgow Clyde College, we actively embrace and respect the religious diversity among our workforce. 30% of our staff population identifies with the statement "I have no religious beliefs," while an additional 26% have chosen the response "prefer not to say."
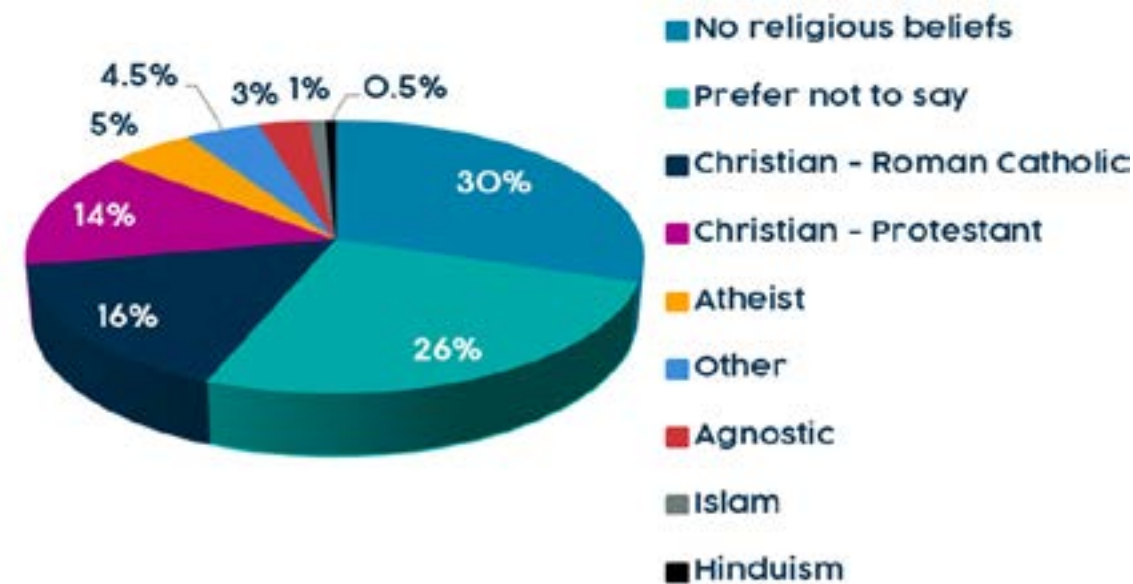
RECRUITMENT ACTIVITY

During academic year 2023/24, the College advertised 118 vacancies. In total 3,365 applications were received for these posts. 38% of applicants were male, 61% were female and 1% preferred not to say.
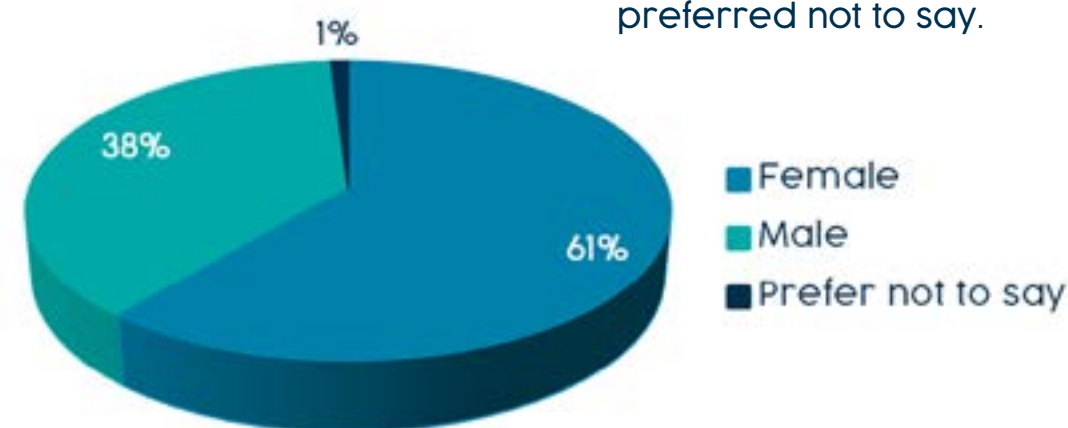
International Women's Day at Glasgow Clyde College . Friday 8 March 2024

On Friday 8 March our Assistant Principles Claire Glen and Claire Donaghey, along with Lynne McInnes, Head of Marketing and Communications, hosted a successful International Women's Day breakfast in our Langside Boardroom to which all colleagues across the College were invited.

The theme of this year's International Women's Day was 'Inspire Inclusion' and we were delighted to hear from external guest speaker Vee Toyi, a trailblazer who was among the first to conduct Equality Impact Assessments (EIA) after the implementation of the Equality Act 2010. With over 30 years of exemplary professional experience, half of which was dedicated to public institutions, Vee is frequently invited into organisations to consult on matters relating to diversity representation and is a key contact to ethnically diverse communities.

The early morning session was a great opportunity for colleagues across the College to get together informally, and a brilliant breakfast was provided by the organisers.

The first phase of the Senior Leadership Team (SLT) realignment was implemented in January 2024. The aim was to effect change within our teaching faculties and Commercial and Business Services to achieve a reduction in SLT staffing levels and achieve further cost savings.

New Faculty Structure

Our faculties were reduced from four to three by retaining three of the faculties and redistributing the teaching departments in the fourth between them. The new faculty structure is as follows.
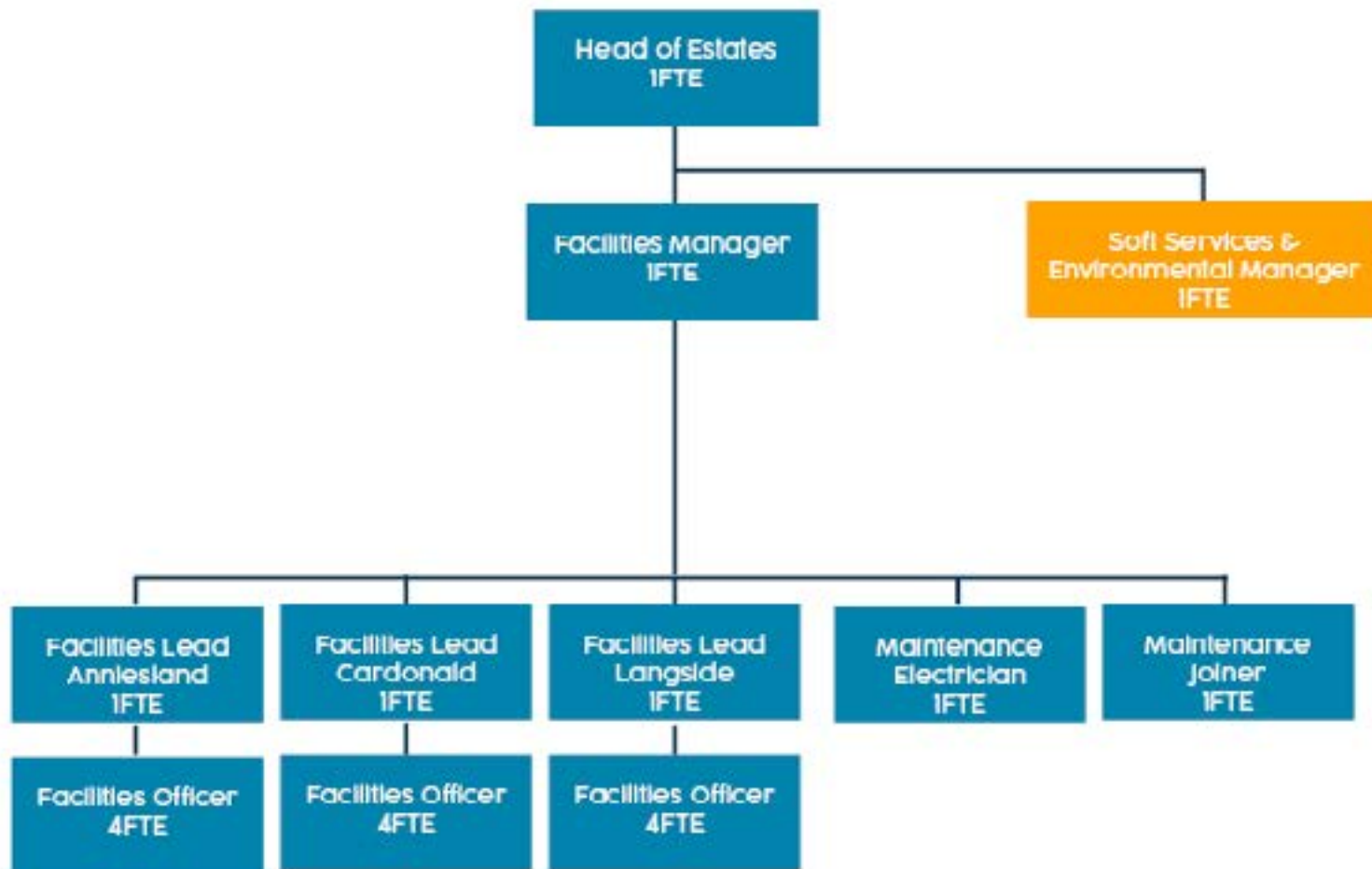
Faculty of Arts and Continuing Education	Faculty of Future Technology and Design	Faculty of Health, Wellbeing and Management
General Education & Highers	Engineering	Childhood Practice
Social Sciences	Construction	Healthcare
Employability	Energy & Utilities	Social Services
Supported Education	Computing	Counselling
ESOL	Automotive	Sports & Fitness
CLD	Fabrication & Welding	Science
School Liason	Horticulture & Floristry	Beauty & Complimentary Therapies
Acting & Performance	Art & Design	Hairdressing
Music	Graphic Design & Illustration	Travel & Tourism
Dance	Fashion & Textiles	Business & Administration
Journalism & Events	Stringed Instruments	Accountancy
TV & Media	Sound Production	Hospitality

Realignment of Commercial and Business Services

Business Services moved to the teaching side of the business and the Assistant Principal Business, Creative and Digital Industries (BCDI) took over strategic leadership of commercial activity and responsibility for university partnerships.

On 17 May 2023, the College published details of the proposed changes to the structure of Estates. Consultation meetings were held with all effected staff and Trade Unions to discuss the proposed changes. A full response was received from all.

The final structure for Estates was agreed and in January 2024 transition into the new structure began.

Head of Estates
1FTE

Facilities Manager
1FTE

Soft Services & Environmental Manager
1FTE

Facilities Lead Anniesland
1FTE

Facilities Lead Cardonald
1FTE

Facilities Lead Langside
1FTE

Maintenance Electrician
1FTE

Maintenance Joiner
1FTE

Facilities Officer
4FTE

Facilities Officer
4FTE

Facilities Officer
4FTE

Anniesland and Langside Campuses welcomed two new teams.

After a full evaluation of cleaning services across all campuses a decision was made to bring the outsourced cleaning teams at both our Anniesland and Langside campuses in-house, with the transfer date set for October 2023. This move sought to integrate both services with our established and successful in-house cleaning service at Cardonald. After planning and consultation, all cleaning staff at our Anniesland and Langside campuses successfully and smoothly transferred into direct employment with the College under TUPE regulations on the 14th of October 2023.

After consultation a new style of uniform was introduced making our teams easily identifiable across the three campuses. New cleaning equipment was purchased to support services and ensure high standards of cleaning for our customers.

After an induction period, service delivery and staffing levels at all campuses were assessed and additional resources allocated. Cleaning teams have ongoing development through a monthly Toolbox Talk training program to ensure high standards and consistency.

The decision to bring the services in-house and integrate them with the already successful Cardonald service has been extremely popular and successful.

ACCIDENT STATISTICS 2023 - 2024

■ Staff ■ Students ■ Contractors/Visitors
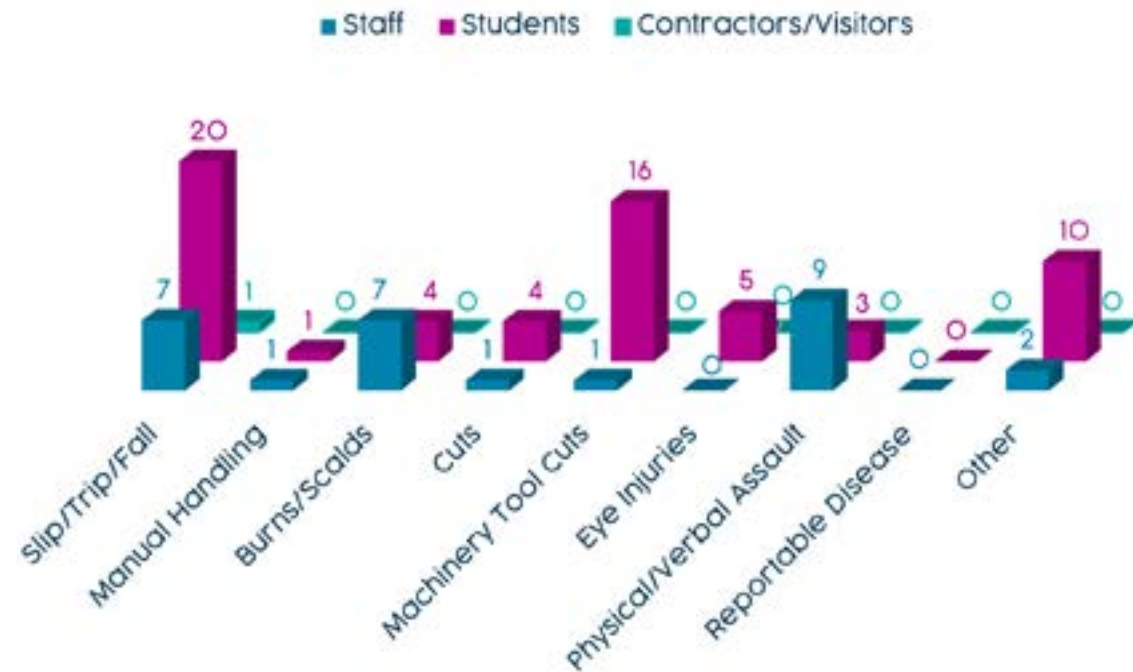
FIRST AID CALL OUTS 2023 - 2024

Our First Aiders are active across the 3 campuses, responding to numerous 'callouts' throughout the year. Typically, we have around 36 First Aiders working on a rota basis. Additionally, many staff members across the College have been trained in first aid, and their contributions are invaluable to our service. Beyond the numbers indicated in the accident statistics, our First Aiders provided medical attention to 72 people during the 2023/24 period.

■ Staff ■ Students

NEAR MISSES & HAZARD OBSERVATIONS 2023 - 2024

We cannot over emphasise the importance of reporting near misses and hazard observations and the impact this can have on reducing accidents. Throughout the 2023/24 period, we recorded 8 near misses, 13 hazard observations and 7 unexpected events.

High level priorities for 2024/2025 to support us as an Employer of Choice

● **Respect at Clyde**

● **Staff Engagement Initiatives**

● **Enhance Diversity in Recruitment**

● **Student Placement Programme**

● **Enhance Community Partnerships**

● **Increase Participation in the PDP Process**

● **Health and Safety Audit Programme**

● **Evaluate Future Leaders Programme**

● **Improve Functionality of i-Trent system**

2024

RoSPA
President's Award

GLASGOW
CLYDE
COLLEGE

disability
confident
EMPLOYER

Organisational Development Committee

Schedule of Work 2024/2025

18 September 2024	
Standing Items	
Assistant Principal People and Culture Report May include: • 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: • Absence	For Discussion
Health and Safety Report (full year figures 23/24)	For Noting
Additional Annual Reports	
Staffing Profile	For Discussion

29 January 2025	
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	For Discussion/Noting
Additional Annual Reports	
Annual People Report	For Noting

7 May 2025	
Assistant Principal People and Culture Report May include:	For Discussion

• Attendance update • General Organisational Development (seeking Committee views on priorities) • H&S Update	
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) • Gender Pay Gap • Equal Pay • Nurture • Emily Test • Staff Experience	For Discussion
Committee Effectiveness Review	For Discussion