

## Board of Management Students, Staff & Equalities Committee

<b>Date of Meeting</b>	<b>Wednesday 24 October 2018</b>
<b>Paper No.</b>	<b>SSEC2-C</b>
<b>Agenda Item</b>	<b>6</b>
<b>Subject of Paper</b>	<b>Committee Annual Report 2017-18</b>
<b>FOISA Status</b>	<b>Disclosable</b>
<b>Primary Contact</b>	<b>Paul Clark, College Secretary/Planning</b>
<b>Date of production</b>	<b>18 September 2018</b>
<b>Action</b>	<b>For Approval</b>

### 1. Recommendations

1. To review the Committee Annual Report 2017-18
2. To approve the report (for noting by the Board) subject to any agreed changes.

## **2. Purpose of report**

2.1 To provide the Committee and Board of Management with a high-level review of the activities of the Committee throughout 2017-18 within the framework of the Committee's Terms of Reference.

## **3. Context**

3.1 In May 2014 the Committee agreed to a recommendation from the Internal Auditor to prepare "an annual report...for each sub-committee and that this is used as the basis for the preparation of the annual report for the full Board" (Ref. paper AC4-F, May 2014: "Internal Audit Report - Risk Management and Governance").

3.2 Referencing the Committee Terms of Reference, the summary schedule of work of the Committee for 2017-18, and the considerations and discussions undertaken by the Committee through the session, the attached report provides a summary report of the Committee's activities.

3.3 The benefits of such a review include the following:

- It provides a reference for progress and achievement, and an accessible update on the Committee's recent and current areas of focus, within the parameters of the Committee's areas of responsibilities. This is of value to new Committee members, other Board members, and other stakeholders.
- It provides a sound basis for the development of a College Annual Report, ensuring a robust governance framework and perspective for reportage.
- It reflects good governance practice.
- It facilitates reflection and performance improvement, thereby supporting the College's Strategic Aim 5. "With a high performance focus, be the best we can be in the way we operate and work together".

## **4. Impact and implications**

4.1 The review process comprises a thorough review of the Committees activities in the previous academic session, informing strategic direction, and facilitating development, performance monitoring, and improvement.

4.2 It will provide further reassurance to the Board and its stakeholders, including the Regional Board, that the City of Glasgow College systems of governance review are robust, and delivered to a high standard.

### **Appendices:**

**Appendix 1: Student Staff and Equalities Committee Annual Report 2017-18.**



# CITY OF GLASGOW COLLEGE

Board of Management  
Student Staff and  
Equalities Committee

Annual Report 2017-18

Let Learning Flourish

## STUDENT STAFF AND EQUALITIES COMMITTEE

**CONVENER:** Alisdair Barron

**VICE CONVENER:** Robert Morrison

**MEMBERS:** George Galloway, Megan Cartwright (Student President), Matthew McKenzie (Student VP) Paul Little, Graham Mitchell.

### Introduction

The Students Staff and Equalities Committee, as the name suggests, has three distinct sets of responsibilities relating to each of the areas which are not directly relevant to the work of other committees. The Committee reviews reports, considers information relating to performance, and makes recommendations to the Board on any matters of significance which fall within the remit of this Committee.

Staffing strategy and staff development policy are regularly considered, and an overview of organisational structure is also maintained. Performance reports relating to health and safety, staff turnover, sickness, and absence, are monitored. The Learning Agreement with the trade Unions is also kept under review by the Committee.

Matters relating to employee relations fall under the Committee's responsibility, such as arrangements for negotiation and consultation, the College's processes for dealing with discipline and grievance, and its Recognition and Procedure Agreements (RPA). The Committee also approves the parameters within which the Executive Leadership Team is authorised to negotiate pay and conditions, and receives reports in these areas.

The Committee receives reports from the Students' Association, and addresses any issues raised via the student body and student Board members.

The Committee also assumes responsibility for equality and diversity policies relating to both staff and students, monitoring compliance with statutory requirements, and ensuring that these policies are reflected in the College's strategic and operational planning. Key indicators relating to diversity and equality across the protected characteristics are overseen, to assess the implementation and impact of the College's policies.

## **Review of 2017-18**

### **Standing Items**

The priorities of the Committee throughout 2016-17 were represented in the Committee's agenda standing items through the session, which were:

- Students' Association Update Report
- Staff HR Metrics Quarterly Report.
- Equality, Diversity & Inclusiveness Update Report
- Update on Student Recruitment and Admissions
- Strategic Risk Review (every second meeting)

### **Student Matters**

#### **Safeguarding**

City of Glasgow College has a duty to safeguard children, young people, and vulnerable adults who may be at risk of harm, abuse, neglect, exploitation, discrimination or radicalisation. In the light of recently strengthened legislation with the introduction of both the Corporate Parent Duty and Prevent Duty, the College has undertaken a review of college safeguarding arrangements and procedures, and the Committee was pleased to approve the new College Safeguarding of Children and Vulnerable Adults (Inc. Prevent Duty) Policy, and Safeguarding Framework.

#### **Corporate Parenting**

The Committee received updates on progress with the College's Corporate Parenting Action Plan, and statistics relating to the number of students in the College who are care leavers. In 2017-18, 195 care experienced students attended the College.

The College's Corporate Parenting Action Plan is updated quarterly, and among the actions completed in 2017-18 were:

- Completed training for key College groups such as the Board of Management, SMT and Curriculum Heads
- Reportage to SMT and the Committee
- Established baseline statistics for monitoring and evaluation
- Delivery of "Get Ready for College" events for care experienced young people;
- Creating ring-fenced bursaries for care experienced young people.

#### **Student Experience Annual Review**

The Review highlighted a number of key service initiatives to be developed and delivered from 2018-21 within the College Student Experience Strategy. These include:

- Good Mental Health Action Plan: a wide range of support for students, with well-being events, staff and student executive training, student/learning support, and other practical support for students including a well-being hub on the My City platform. 71% of counselling referrals presented with a mental health issue in 2017-18 (57% in 16-17).
- Student Partnership Agreement: now in Year 1 of the development of an agreed set of priorities for the Student Association and the College to work in partnerships on specific ideas brought forward by the students. This is a unique live digital platform to bring forward ideas from students and provide feedback via My Voice.
- Access and Inclusion Initiative: now published on the College website, and part of the Regional Outcome Agreement; widening access through fair admissions.
- Careers Management Standard: A quality standard for careers and employability guidance for students currently in development.
- Corporate Parenting Action Plan: Year one of the Plan, with the first report submitted to Scottish Ministers in March 2018.
- Digital Democracy Platform: Year 1 of the College's digital democracy platform to ensure that the student voice is live and dynamic.
- Personalisation of Support: improving the use and analysis of student data to personalise support with a view to improving student outcomes in retention and success.
- Review of Learning Support: continued implementation of recommendations from the Internal Learning Support Review.
- British Sign Language Strategy: the College BSL Plan is framed around the same long-term goals as the National Plan, with publication following further engagement within the College.
- Smoke Free College Action Plan: linked to the Healthy Body Healthy Minds initiative.

### Admissions/Recruitment

The Committee also noted the regular review of admissions and student recruitment, with entry requirements set at the minimum threshold required for students to participate and succeed, while selection criteria is impact assessed to ensure there are no unintentional constraints or barriers to entry.

A named Student Advisor for Care Leavers is published on the College website, while Young Carers are contacted on application to ascertain what help might be provided in relation to funding, finances and flexible approaches to study.

Interview processes are supportive and consistent, accessibility issues are anticipated and met, and additional help is available with, for example, note takers or

sign language interpreters; a Careers Guidance interview is offered to unsuccessful applicants.

Get Ready for College events are held to build enthusiasm and affiliation. These are open to all students with a focus on those with additional support needs such as Asperger's, Autism and mobility issues.

### Articulation

The number of College students applying to University has increased by 45% over the last 6 years. Uni Expo 2017 was held in the College, to replace the former Information Day, with most Scottish Universities exhibiting, and over 700 students in attendance. The number of CoGC students applying to University, and the number of students articulating, has been on an upward trend for some years:

#### *CoGC Applicants to University*

	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19
Applicants	1,348	1,424	1,737	1,611	1,817	1,970
Number Articulating	997	1,031	1,129	1,136	1,373	1,470

### Learning Support

The Learning Support team work with students who have a disclosed disability or additional support need. The team consists of lecturers who provide academic support and guidance to students, and a central support team who organise loan equipment, assistive technology training, arrange note-takers in class, organise assessment arrangements, and book Sign Language Interpreters for students who use British Sign Language.

The model of student support provided, offers three main tiers of student support, which offers different degrees of interventions and assistance. This can range from general inclusive support which addresses the needs of the greatest percentage of our students to intensive help for a small percentage of our students with particularly complex and specific needs:

- **Tier 1:** inclusive support and experiences available for all students
- **Tier 2:** short-term interventions to address immediate support needs for students at risk
- **Tier 3:** significant long-term interventions needed for students with persistent challenges

### Student Engagement

A key strategic priority for the College is developing a strong and effective Student Voice through empowering our Students' Association, engaging with our students and developing systems for effective student representation and feedback that will create

quality improvements and enhancement, and lead to greater satisfaction among the student population.

The student engagement team offer engaging, energising and supportive events for our international students to welcome and get them involved in the College and to experience Glasgow and Scotland. In 2017-18 this included visits to Edinburgh Castle, Culzean Castle, Celtic Park, a Burns Night Ceilidh and an Ice Hockey match, as well as various celebrations and social events.

### Student Funding

A total of £9.4m was allocated to student support in 2017-18, with 5,581 students assisted with Bursary, EMA, Childcare and Hardship Funds.

### Student Experience Strategy

The Student Experience Strategy sets out the College's commitment in which: "Individual needs are anticipated at every step of the student journey and are met in a proactive and meaningful way".

The strategy supports the strategic priority of Students in the College Strategic Plan, and responds to the key drivers of Scottish Government priorities, and the Glasgow Regional Outcome Agreement. A range of factors are considered in the strategy, including the skills needs of employers and skills gaps of those seeking and changing employment, as well as new and future technologies, automation, transferability of learning, and the changing nature and diversity of the student body.

The strategy includes a Student Experience Map, which outlines how the College supports each student through their student journey from first contact with the College, through application, induction, support, academic guidance, learning employability and further study.

Delivery of the Strategy is set out under three key initiatives covering curriculum, access, and engagement:

- City Learning 4.0
- Widening Access
- Student Partnership Agreement

### **Students' Association (City SA)**

The Committee received regular reports on the activities of City SA, including an annual report which pointed to a very successful year for the Association. Early in the session, the Student Partnership Agreement/My Voice platform was "signed off", and the SA reported that this has proved successful in ensuring students are engaged in decisions about learning, and that their voice is heard within the College. The Committee heard that this initiative has initiated real change, including the extension



of library opening hours, student led teaching awards, appropriate timetabling of open classrooms, and student gateway spaces on campus.

The number of class Reps elected in 2017/18 was up by 25% on the previous year – a total of 1161. The Student Elections was the most hotly contested ever, with a record number of candidates (24), and votes cast up 45% on the previous year at 2,441.

CitySA ran many activities for student through the session, from the two day Freshers' Fayre, to a variety of sports, social activities, and campaigns. The Students' Association enables extra-curricular activities on campus through supporting the formation and organization of student-led societies.

In 2017-18, there were more active student societies than ever before within the College. A major success in 2018 was the Men's Football Team winning their BUCS (British University and Colleges Sport) League for the very first time since their formation in 2013 and gaining promotion. Team City wrapped up the league title in superb fashion by beating Glasgow Caledonian University 5-0.

CitySA supports many charities and fundraising activities, ranging from Glasgow Children's Hospital to Enable Scotland. In particular, the Association has supported GAMH (Glasgow Association for Mental Health) in 2017-18, through coffee mornings and donation boxes at events.

CitySA also updated their website in 2017-18, and continued to build its social medial presence, with the number of Facebook "likes" of the CitySA Page rising from 2,471 to 2,859 and Twitter followers rising from 739 to 1,109. This makes CitySA the most liked and most followed college students' association in Scotland.

### **Library and Learning Technologies**

The Committee was pleased to note the activities and achievements of the Libraries and Learning Technologies Teams. The Committee noted that the LLT Teams are integral in the delivery of City Learning 4.0, providing relevant training to teaching staff in the development of classroom practice and communities of practice to share pedagogical practices. The Committee noted that development was also underway to fully embed Digital Learning within all curriculum areas.

The number of permanent staff has been increased within Learning Technologies building a more stabilised team. Library opening hours have also been extended and will be closely monitored.

The performance of MyCity (the College's Virtual Learning Environment) is evaluated on an ongoing basis, working closely with IT to improve communication and technical support.

## **Staff Matters**

### HR Metrics

In terms of staff headcount, A total of 1419 staff were employed during the period 01 January 2018 until 31 March 2018. The gender balance at this point was 54% female, and 46% male staff. Other metrics monitored by the Committee included Sickness absence, turnover equality and diversity monitoring, and modes of employment.

### Brexit Impact

The staff profile by nationality was discussed with particular reference to the possible impact of Brexit. The Committee noted that the College employs a total of 58 staff from the EU, 28 academic and 30 support.

### Industrial Relations

Throughout the session the Committee received updates on progress with the activities of the Employers' Association in the context of National Bargaining involving those colleges who have signed up to the NRPA (National Recognition and Procedures Agreement). The College Board Chair and Principal both sat on the Employer's Association, and provided the Committee with updates on negotiations with both the EIS and Unison Trade Unions, and summaries of the political and economic context.

### Organisational Development

The committee received reports on the activities of the Organisational Development Team, including various projects, teacher training, and team development. The Committee oversaw development of the ONE CITY professional development programme scheduled for June 2018. Following staff feedback from previous years, this event was extended over a five-day period.

## **Diversity and Equality**

The ED&I team provided update reports to the Committee throughout 2017-18, which included a revised ED&I Initiative outlining the operational priorities and targets over the period 2017-21.

It was noted that the Scottish Funding Council had featured the College as a case study in their gender action plan publication in relation to the College's Women into Engineering programme.

In terms of key priorities in 2017-18, the Committee noted that:

- The Equality Mainstreaming Report is next due for submission in 2019. An interim report will be published in April 2018 to maintain continuity.
- In addition to staff data, the College is required to collect data information on

the Board of Management in relation to gender. To gain additional information with a view to increase diversity of Board members across protected characteristics, additional information is being sought. Board access to the College MyHR system is currently being investigated in order to undertake relevant data collection. In relation to the Equality Mainstreaming Report recommendations, Board members will also be encouraged to complete their EDI digital badge.

- A gender action planning framework has been devised in support of Faculty level gender action plans which are reviewed by the Student Experience Leadership Group. The action plan for the remaining outcomes is being finalised.
- A SMART action plan from 2017-2021 has also been devised to support the College equal pay statement and address the pay gap.
- The College EDI Strategy 2013-2017 has been revised in line with the new strategic aims within the People and Culture and, Student Experience Strategies.
- The various themed monthly EDI events being delivered during 2017-18 were noted. These events were recognised positively within the Education Scotland 2016 Review.
- The Embracing Diversity Competition is now in its 7th year, with the Awards Ceremony held on 1 June 2018.

### **Risk Management**

The Committee regularly reviewed the Risk Management Action Plans for those risks most closely aligned with the Committees areas of responsibility. These included risks and mitigations associated with the following areas: student success, outcomes and progression, duty of care to students, staff recruitment, retention and development, statutory compliance, as well as related matters such as the impact of industrial action. The Committee noted that while the College's student success PIs were at the forefront of the sector, a performance action plan was in place for each curriculum area to provide reassurance and support continued improvement.

### **Terms of Reference**

The Committee reviewed and revised the Committee Terms of Reference.

## Attendance

<b>Student Staff and Equalities Committee Attendance</b>				
Year	No. of Meetings	Total Possible Attendances	Total Actual Attendances	Percentage Attendance
<b>2015-16</b>	<b>4</b>	<b>21</b>	<b>18</b>	<b>86%</b>
<b>2016-17</b>	<b>3</b>	<b>24</b>	<b>14</b>	<b>58%</b>
<b>2017-18</b>	<b>3</b>	<b>24</b>	<b>18</b>	<b>75%</b>

Attendance levels have risen significantly from 2016-17. The Student President, and Student Vice President recorded 100% attendance through the session.

## STUDENT STAFF AND EQUALITIES COMMITTEE: TERMS OF REFERENCE

1. To regularly consider and request reports and performance information in relation to all matters relating to staffing, students and equalities, including employee relations, organisational culture, staff welfare and health and safety, student funding and admissions, which are not directly relevant to the work of other Committees and, where necessary, to periodically review, instigate review and to approve the College's policies and strategies in relation to such matters.
2. To make recommendations to the Board on any matters of significance which fall within the remit of this Committee.
3. To regularly consider and approve the College's staffing strategy and to maintain an overview of its organisational structure.
4. To receive regular performance reports on all relevant matters including health and safety, the staff resource, turnover, sickness and absence.
5. To consider and approve the College's staff development policy and to receive reports in order to monitor performance.
6. To approve the parameters under which the Executive Leadership Team is authorised to negotiate pay and conditions of service and to receive reports and provide advice on pay negotiations and agreements, including National Bargaining.
7. To monitor and review the effectiveness of the College's employee relations, of its arrangements for negotiation and consultation, of its processes for dealing with discipline and grievance, of its Recognition and Procedure Agreements, and of other aspects of employee relations.
8. To consider and review the College's HR Policies.
9. To receive reports in order to monitor and review the Learning Agreement with the recognised trades unions and the work of the College's Union learning representatives;
10. To regularly consider reports from and related to the Student Association and address any issues raised by the Association.
11. To regularly consider reports relating to student engagement, and to monitor and review performance
12. To consider and approve the College's equality statement and its equality and diversity policies relating to both staff and students, to ensure that they comply fully with statutory requirements and are reflected in the College's strategic and operational plans so that equality and diversity forms an integral part of decision-making in the College.

13. To monitor the implementation of the College's policies on equality and diversity, and to review regularly its performance on key indicators in relation to age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.