Item 08
For Discussion and Noting

Glasgow Kelvin College

Finance and Resources Committee Meeting of 29 September 2026

People and Culture Services Update

Report by Assistant Principal, People and Culture

1. Introduction

The main purpose of this paper is to provide members with an update on People and Culture Services matters in relation to the following areas:

2.0 Human Resource Management
3.0 Organisational Development
4.0 Equality, Diversity and Inclusion

Collectively, the activity outlined within this report supports the delivery of Strategy 2030 through the continued development of workforce capability, organisational effectiveness, employee relations and an inclusive culture.

2. Human Resource Management

2.1 Employment Relations

The purpose of this section is to provide members with an update on employment relations in terms of both National Collective Bargaining and local matters between the College and its recognised trade unions, EIS-FELA and UNISON.

2.1.1 National

EIS-FELA

Since the last meeting, three nationally agreed lecturing staff circulars have been issued through the National Negotiating Committee (NNC) for Lecturing Staff. These agreements will require local implementation and form part of the ongoing national bargaining framework for the college sector.

Circular LS 01.26 Lecturing Staff Pay Agreement 2026.29

This Circular provides a three-year pay settlement covering the period 1 September 2026 to 31 August 2029. The agreement includes consolidated pay awards of 3.75% in 2026-27, 3.25% in 2027-28 and 3.2% in 2028-29, together with a re-opener clause linked to CPI for years two and three.

The agreement also includes commitments regarding job security, confirming that compulsory redundancies will only be considered as a last resort and not as a direct consequence of the pay award.

Circular LS 02.26 - National Grievance Policy and Model Procedure - Lecturing Staff

A new nationally agreed Grievance Policy and Model Procedure was implemented for teaching staff with effect from 1 August 2026. The policy aims to establish a consistent framework for managing individual and collective grievances across the sector, promotes early resolution where appropriate, and sets out minimum standards for the handling, investigation and appeal of formal grievances. A model Grievance Procedure has also been produced, and the College has reviewed its own Grievance Procedure to ensure that it meets the minimum standards set out in the National Procedure.

Circular LS 03.26 - Workforce Planning for Lecturing Staff

This Circular refers to the establishment of a national Workforce Planning Working Group from September 2026. The group will provide a forum for consultation and negotiation on workforce planning matters arising from national policy developments and the College Sector of the Future programme, with recommendations being reported to the NNC. Early discussions within the Workforce Planning arrangements have highlighted differing views regarding the inclusion of agency workers, instructors/assessors and staff employed through subsidiary companies, with EIS-FELA indicating that it may withdraw from the national Workforce Planning Agreement should these matters not form part of future discussions. A CES meeting is scheduled for November 2026, and an update will be provided at that time.

The College will implement the necessary local arrangements in line with national requirements.

Professional Services Staff – Job Evaluation

Governance – Update Memorandum of Understanding

An updated Memorandum of Understanding (MoU) was agreed by UNISON and Unite. Members should note that the Memorandum of Understanding was agreed to establish the Job Evaluation Project Board (JEPB), which will oversee the development, implementation and ongoing maintenance of a sector-wide National Job Evaluation Scheme.

The JEPB will be responsible for providing governance and oversight of the project, including the job evaluation methodology, role evaluation process, pay and grading alignment, equality impact assessment, risk management, stakeholder engagement and communications.

The arrangements are intended to support the delivery of a fair, transparent and consistent job evaluation framework across the college sector, aligned with national bargaining objectives. The JEPB will comprise representatives from College Employers Scotland and the recognised trade unions, with delegated authority to oversee delivery of the project on behalf of the sector.

National Facilities Time Agreement

Members should note that a revised national Facilities Time Agreement has been agreed for Professional Services Staff for the period 1 August 2026 to 31 July 2027.

The agreement maintains the existing allocation of 780 hours of nationally funded facilities time for recognised trade unions to support participation in national bargaining and related sectoral activity. The agreement reflects changes to national negotiating structures and confirms that colleges will continue to be reimbursed for approved release time and associated oncosts. The College does not currently have any local trade union representatives undertaking national bargaining roles under this agreement.

Professional Services Staff Working Group Update

National discussions continue across a number of workforce policy areas including discipline, grievance, organisational change and absence management, with no significant issues currently arising for the College.

2.1.2 Local

UNISON and EIS-FELA

Members will be aware that the College and its recognised Trade Unions continue to meet regularly through established consultation and negotiation arrangements. During AY 2026-27, the College has introduced revised engagement arrangements with EIS-FELA, comprising six formal Joint Negotiation and Consultation Committee (JNCC) meetings annually, supported by a monthly informal engagement meeting involving the Principal, Vice Principals, Assistant Principal, People and Culture and representatives from both recognised Trade Unions. These revised arrangements aim to reduce duplication, strengthen communication and provide enhanced opportunities for informal dialogue on strategic and operational matters.

The scheduled meetings with EIS-FELA and UNISON, attended by the full-time UNISON Scotland representative, continue to take place. It should also be noted that the College now has a local UNISON representative. Employment relations with the College's recognised Trade Unions remain positive, with constructive engagement taking place across a range of matters affecting staff and the College.

Consultation is routinely undertaken in respect of policies, procedures, health and safety matters and wider organisational developments. During the reporting period, consultation has continued in relation to key strategic initiatives, including Workforce 2030 and proposals to support the College's ambition to ensure it is appropriately structured and resourced to deliver its future strategic priorities.

2.2 Pay and Grading Structure

Members will recall that the College's pay and grading structure is underpinned by the Further Education Development and Role Analysis (FEDRA) job evaluation system. As previously reported, Workforce 2030 identified the need to review Professional Services roles to ensure that grading arrangements remain aligned to organisational requirements and appropriately reflect the duties, responsibilities and accountabilities associated with each post.

To support this objective, the College is undertaking a comprehensive review of all Professional Services roles using the FEDRA methodology. A whole-service approach will provide assurance that the pay and grading structure remain fair, consistent and fit for purpose, maintaining appropriate internal relativities across roles whilst reflecting changes in responsibilities arising from organisational development and service transformation. The review will also establish a robust evidence base to support future workforce planning, organisational redesign and alignment with emerging sector-wide job evaluation developments. It is anticipated that the review will be completed by the end of the calendar year.

3. Organisational Development

A summary of workforce engagement, capability and organisational development activity is provided at **Annex 1**. Over the reporting period, staff engagement has informed a range of strategic developments, including Strategy 2030, Workforce 2030, the College Values refresh, leadership and management development initiatives, and wider organisational development activities. The College continues to work in partnership with staff, managers and recognised Trade Union representatives to strengthen workforce capability, organisational effectiveness and continuous improvement, ensuring the workforce is well positioned to support delivery of the College's strategic objectives.

This section provides an update on Organisational Development matters not covered within **Annex 1**. This includes:

- Insights Discovery profiling tool
- Professional Development Review (PDR) redesign
- Learning Academy
- Induction Framework

3.1 Insights Discovery Profiling Tool

To support the leadership behaviours required to deliver Workforce 2030 and the Leadership and Management Framework, the College has introduced the Insights Discovery profiling tool. This initiative will be rolled out through the Leadership and Management Development Pathways Programme, the tool is designed to enhance self-awareness, communication, leadership effectiveness and team performance across the College.

The initiative will also support wider organisational development priorities by enabling individuals to better understand their communication and working styles, strengthen professional relationships, and enhance collaboration and leadership capability. This will contribute to the development of high-performing teams and a positive, values-led culture that supports the College's strategic objectives.

3.2 Professional Development Review Redesign

Following feedback received through the Organisational Development Project, the College has redesigned its Professional Development Review process to create a more meaningful and continuous approach to professional dialogue and development.

The revised process will be digitised through the HR Information System, aligned to the Leadership and Management Framework and supported by training for both managers and staff prior to implementation in October 2026. The revised process has received positive feedback from the College’s recognised Trade Union representatives.

3.3 Learning Academy

Development work continues on the creation of the College Learning Academy, which is planned to launch in March 2027. The Learning Academy will provide a single framework for professional learning and development, bringing together existing and future learning opportunities in a more structured and accessible format. The Academy will support key themes including leadership and management, digital capability, learning and teaching, mentoring, coaching and wellbeing.

3.4 Induction Framework

Building on the wider organisational development programme, the College is developing and strengthening its approach to induction for both new staff and newly appointed managers. The revised framework will provide a more structured and consistent experience, supported through the HR Information System and aligned to the College's values, Leadership and Management Framework and professional development processes. Particular emphasis will be placed on supporting managers to deliver effective local induction and ongoing integration into College life.

4. Equality, Diversity and Inclusion

The College continues to embed equality, diversity and inclusion (EDI) through the delivery of Strategy 2030, Workforce 2030, the College's refreshed Values and the Leadership and Management Framework. Together, these initiatives are supporting the development of an inclusive, values-led culture where colleagues and students can thrive, whilst ensuring equality considerations are embedded in organisational decision-making, leadership practice and service delivery.

Supporting an Inclusive and Values-Led Culture

A number of initiatives have been progressed during the reporting period to strengthen wellbeing, inclusion and belonging across the College community. This includes the College's commitment to the Pregnancy Loss Pledge, work towards menopause accreditation and ongoing wellbeing activity for staff and students. These initiatives support the College's ambition to create an inclusive working and learning environment that reflects its values and supports colleagues through different stages of life and work.

Embedding Equality within Leadership and Decision Making

The College continues to strengthen leadership capability and accountability through the Leadership and Management Framework and associated development pathways. Equality Impact Assessment (EQIA) training has been introduced to support managers in embedding equality considerations into policy development, service design and operational decision-making. This work supports a shift from compliance-based approaches towards more proactive and evidence-informed decision making.

Advancing the College's Anti-Racism Ambitions

Building on the work undertaken with Radiant and Brighter, the College continues to implement its Anti-racism initiatives through awareness raising, staff development and student engagement activity. This includes participation in Show Racism the Red Card and the College's involvement in the Student Commission on Racial Justice, delivered in partnership with Leaders Unlocked. The initiative will provide valuable insight into the experiences of students, support the development of student-led recommendations and contribute to the College's ambition of becoming an actively anti-racist organisation.

Delivering Equality Outcomes 2025-2029

Equality activity continues to be aligned to the College's Equality Outcomes 2025-2029, with particular focus on race equality, disability and neurodiversity inclusion, mental health and wellbeing, LGBTQ+ inclusion and the prevention of gender-based violence. Progress across these areas is supporting both the student experience and workforce priorities, whilst ensuring the College meets its Public Sector Equality Duty (PSED) obligations and wider strategic commitments.

Looking Forward

During AY 2026-27, the focus will be on embedding equality, diversity and inclusion within the delivery of Strategy 2030 and Workforce 2030, strengthening leadership capability, progressing initiatives to implement the College's Anti-racism Action Plan, delivering the Equality Outcomes and ensuring that inclusion remains central to organisational culture, workforce development and continuous improvement activity.

College is currently preparing its next PSED Report, which will outline progress against the Equality Outcomes 2025-2029 and demonstrate how equality, diversity and inclusion are being embedded through the delivery of Strategy 2030, Workforce 2030 and the College's wider organisational development agenda. The report will be published in accordance with the relevant legislative requirements and statutory reporting timescales.

Collectively, the activity outlined within this report supports delivery of Strategy 2030 through strengthening workforce capability, leadership effectiveness, employee relations and organisational culture. Significant progress has been made and the focus for AY 2026-27 will be on embedding change, building organisational capability and ensuring the College remains well positioned to deliver its strategic ambitions.

5. Resource Implications

The main resource implications arising from this report relate to the implementation of the nationally agreed EIS-FELA pay award and the ongoing national Job Evaluation project for Professional Services Staff. These pressures will continue to be managed through the College's financial planning processes.

6. Impact on Students

The activities outlined in this report support the student experience through the continued development of workforce capability, leadership effectiveness, organisational culture and equality, diversity and inclusion across the College.

7. Risk and Assurance

Key risks relate to the financial impact of nationally agreed pay awards and the successful implementation of Workforce 2030 and associated organisational development initiatives. Progress will continue to be monitored through established governance and reporting arrangements.

8. Equality

The activities outlined in this report support the delivery of the College's Equality Outcomes 2025-2029 and Public Sector Equality Duty commitments, promoting an inclusive working and learning environment for staff and students.

9. Data Protection

No data protection issues have been identified as a result of this report.

10. Environmental and Sustainability

There are no environmental or sustainability implications arising from this report.

11. Recommendations

Members of the Finance and Resources Committee are recommended to note the content of this report.

12. Further Information

Further information on the content of this report can be obtained from Doreen Shiels, Assistant Principal, People and Culture at dshiels@glasgowkelvin.ac.uk

Glasgow Kelvin College
DMS
September 2026

Annex 1

Workforce Capability, Engagement and Organisational Development

This annex provides a summary of the staff engagement, workforce development and organisational development activity undertaken during AY 2025-26 and the key priorities for AY 2026-27. The activity has supported delivery of the College's strategic objectives through the development of Strategy 2030, implementation of Workforce 2030, the refresh of College Values, leadership and management development, and initiatives to strengthen employee engagement, equality, diversity and inclusion.

Staff feedback and engagement have played an important role in informing organisational priorities, workforce planning and continuous improvement activity. The annex summarises the engagement mechanisms used, key themes arising from staff feedback, professional development activity delivered during the year, and the planned actions that will support organisational capability and performance during AY 2026-27

Detailed Workforce Capability, Engagement and Organisational Development Summary:

1. Staff Engagement Arrangements

The College maintains a wide range of formal and informal staff engagement mechanisms including Executive and Principal briefings, Principal's Listening Lunches, staff surveys, focus groups, cross-college forums, professional learning activities, Trade Union engagement, team meetings and committee representation. These channels provide opportunities for staff to contribute feedback, influence organisational developments and participate in continuous improvement activity.

2. Principal and Executive Staff Briefings

Regular Principal and Executive Staff Briefings continued throughout AY 2025-26, providing updates on strategic and operational matters while creating opportunities for staff discussion and feedback. Attendance averaged around 50% of staff, with additional engagement through recorded sessions available after each event.

3. Cross-College Groups

Cross-college forums, including the Professional Learning and Development Forum (PLDF), Training, Growth and Improvement Forum (TGIF) and Managers' Forum, continued to support staff engagement and consultation. These groups provide valuable opportunities for collaboration, sharing feedback and informing College initiatives and development activity.

4. Key Engagement and Consultation Activity

Over the last 18 months, extensive staff engagement activity has informed several significant College initiatives, including College Strategy 2030, the College Values Refresh, Workforce 2030, the anti-racism programme and wider organisational development projects. Staff feedback gathered through surveys, workshops, focus groups and consultation exercises has directly influenced the development of these initiatives and the College's future priorities.

4.1 College Strategy 2030

Staff engagement formed an important part of the development of College Strategy 2030, with feedback from staff, the Senior Leadership Team and the Board helping shape the College's strategic direction and priorities.

4.2 College Values Refresh

The Values Refresh was developed through an extensive co-design process involving surveys, workshops, staff ambassadors and voting exercises. This process ensured that the revised values and behaviours reflected staff views and aligned with the College's future ambitions.

4.3 Workforce 2030

Staff engagement and consultation played a key role in the development and implementation of Workforce 2030. Feedback informed changes to leadership structures, management arrangements and workforce development priorities, supporting the College's wider organisational transformation programme.

4.4 Anti-racism Programme

The College's partnership with Radiant and Brighter engaged staff and students in exploring experiences and perceptions of racism and informed the development of a comprehensive Anti-racism Action Plan. This work continues to shape learning, development and equality initiatives across the College.

4.5 Organisational Development Projects

A range of organisational development engagement activities were undertaken to gather staff and manager feedback on leadership, management, culture, induction and professional development arrangements. Findings informed the development of the Leadership and Management Framework, Leadership and Management Development Pathways and wider organisational improvement activity.

5. Continuing Professional Development

The College continues to invest in professional learning and development through a range of internal and external opportunities. Activity includes Staff Development Days, leadership development, essential training, wellbeing and equality initiatives and access to the Professional Learning and Development Fund. Provision continues to be shaped by staff feedback and organisational priorities.

5.1 Staff Development Days

Staff Development Days remain a key element of the College's professional learning offer, providing opportunities for learning, collaboration and networking. Participation rates have increased significantly over recent sessions, particularly amongst teaching staff, and feedback from events continues to inform future programme development.

5.2 College-wide CPD Activity

The College offers a comprehensive programme of learning and development opportunities aligned to strategic priorities and workforce needs. Investment continues to focus on leadership development, wellbeing, equality, diversity and inclusion, and digital capability. Systems and processes for recording and monitoring participation are also being further developed.

6. Planned Activity for AY 2026-27

The College will continue to build upon staff feedback and engagement activity through a range of initiatives designed to support workforce capability and organisational effectiveness. Key areas of focus include Workforce 2030 Phase 3, Leadership and Management Development Pathways, enhanced internal communications and the introduction of a new staff survey framework.

6.1 Academic Session Kick-Off Event

The Academic Session Kick-Off Event provided an opportunity to engage staff on College priorities, strategic objectives, student experience and key developments for the year ahead while strengthening cross-college collaboration.

6.2 Staff Development Days

Two Staff Development Days are planned for AY 2026-27, supporting professional development and Workforce 2030 Phase 3 priorities through collaborative learning and improvement activity.

6.3 Leadership and Management Development Pathways

Leadership and Management Development Pathways are now being implemented across all leadership levels, supporting leadership capability, succession planning and the development of a consistent leadership culture across the College.

6.4 Internal Communications

The College will continue to develop the Our Kelvin intranet and wider communication arrangements to improve access to information, transparency, communication and staff engagement.

6.5 Principal and Executive Briefings

Principal and Executive Briefings will continue throughout AY 2026-27, providing accessible and transparent communication on College developments and priorities.

6.6 Staff Surveys

A new bi-annual staff survey, supported by pulse surveys throughout the year, will strengthen employee voice and provide a robust evidence base to support organisational development and continuous improvement