

**ABERDEEN COLLEGE**

**HUMAN RESOURCES STRATEGY**

Revision Date: 20 January 2012

## **HUMAN RESOURCES STRATEGY**

### **(Human Resource Management, Staff Development, Professional Development, Quality Improvement, Health and Safety, Protection of Vulnerable Groups)**

#### **1.0 INTRODUCTION**

The Colleges' HR Strategy aims to ensure that the planned activities of the College can be sustained in ways that promote effectiveness and higher quality while remaining within affordable limits. Although the College is facing a major reduction in its funding over the next three years it is essential that we continue to plan for the future and continue to develop our staff to ensure they have the skills and competencies needed to meet the needs of the students of the future and employer clients. In practical terms the HR Strategy has to support the College not only in the near future but also in the medium to long term. Strategies to govern the employment patterns structure, deployment and development of an organisation's human resources are of major importance to the health and success of service organisations like Aberdeen College.

The people employed by a service organisation directly serve the people who are its customers, so the extent to which the service provided is effective and efficient and of a high quality is derived in large measure from the effective leadership, management and utilisation of staff.

Ownership of the College's HR Strategy will be a key factor in its success. The effective implementation of the Strategy is a responsibility of all managers concerned with the recruitment, leadership, development and management of the organisation's people.

#### **The Principal HR Challenge**

The future during the planning period covered here (2012-13 to 2014-15) will be a very challenging one given the financial climate in which the College will be operating.

The College's grant allocation from the Scottish Funding Council for 2012-13 is likely to be reduced by £2.5 million. It is not yet known if the College's student activity target will also be reduced.

Although it is anticipated that the College will generate a small surplus arising from efficiencies made in relation to staffing costs in 2010-11, it is likely that the deficit in 2012-13 will be of the order of £1.5 million if no further action is taken to reduce costs.

The College plans to implement a number of actions to reduce costs and operate a balanced budget. These will include a review of the curriculum and further joint working with Banff and Buchan College. Through its Regional Federation Agreement with Banff and Buchan College the College will seek opportunities to share services and resources where these will result in efficiency savings. Through discussions with managers, staff and their representatives the College will undertake a review of the curriculum with a view to reducing activity in non-priority areas and generating savings.

Staffing costs constitute 86% of the College's total costs and any reduction in costs is likely to be as a result of reducing staffing numbers further.

The College will seek to achieve these savings initially by voluntary means and plans to re-introduce the Voluntary Severance Scheme used in 2011-12 to complement existing arrangements for flexible and part-time working, early retirement and compulsory redundancy.

The principal HR challenge over the next three years will be to re-profile the College's staffing to achieve the necessary financial savings while at the same time continuing to invest in the development of its staff to ensure future knowledge and skills needs are met and quality standards are enhanced.

The effective leadership, management and development of staff and the implementation of strategies for continuous quality improvement will be critical to the College's success particularly during a time of financial stringency.

As a public sector body it is also important that the College continues to demonstrate good practice in the development and implementation of relevant staffing policies and approaches and ensures that these continue to reflect current and emerging employment legislation.

## **Managing Change**

In order to meet the challenge of a 10% reduction in its grant funding from the Scottish Funding Council and the reduction in its student activity target of 4% in 2012-13 the College proposes to:

- Reduce student activity in non-priority areas;
- Reduce equipment purchases;
- Review the College's estate;
- Explore options for joint working and shared services with Banff and Buchan College;
- Review supplies and services budgets;
- Streamline business processes;
- Seek alternative sources of funding.

The prioritisation of College provision will have important implications for the employment of lecturing and other staff. However, the impact may be greater on lecturers and instructors. This is because the skills of individual lecturers and instructors tend to be vocationally specific compared to those of support staff whose skills tend to be more generic and transferable. Changing needs for (different) teaching skills, derived from changing funding levels and priorities, requires corresponding changes in nearly all aspects of HR management and development, including recruitment and selection and staff development.

People are the College's greatest asset, so there is a need to ensure that staffing structures, patterns and skills are fit for, and match, future purposes. It is equally important that the management efforts and resources required to carry through changes in staffing and staff development successfully are committed by the College.

## **Aims**

The College's Human Resources Strategy, which includes Human Resource Management, Staff Development, Professional Development, Quality Improvement and Health and Safety, is designed to support the College achieve its objectives in the short and medium term and provide a positive learning experience for students and an effective service to all customers. The main aims of the Strategy are to ensure that the College:

- recruits, retains and develops a sufficient number of staff with relevant qualifications, skills and experience;
- has sufficient flexibility in its staffing arrangements to meet its current and future needs;
- supports managers and staff in meeting the challenge of changes arising from national policies and legislation relating to further education and technological advances;
- supports managers in maximising utilisation of staff and controlling (and reducing) staff costs;
- supports the continuing professional development of its staff to ensure that their skills and qualifications are up to date and that they are equipped to meet the changing needs of learners and employers and potential changes in government priorities;
- develops the leadership capability of its managers;
- implements and develops effective arrangements to promote continuous quality improvement;
- communicates effectively with its staff and consults and negotiates on key issues with staff and their representatives to ensure positive staff relations are maintained;
- promotes equality in all aspects of its operations;
- provides a safe and healthy working environment for staff and promotes a positive approach to health and wellbeing.

## **Recruitment and Retention**

The primary aim of the College's Human Resources Strategy is to ensure that the College secures, develops, retains and effectively manages sufficient teaching and support staff to provide high quality education and training to learners and employer clients within the resources available.

Despite the recession the local economy remains buoyant and high average wages in the local area mean that the recruitment and retention of key staff can be particularly challenging in certain areas. The College's Human Resources staff will continue to work with managers to identify staffing requirements and plan recruitment strategies which ensure that key skills are sourced either through direct employment or through out-sourcing.

The College uses a range of selection methods and also encourages managers to use succession planning to address future skills requirements and meet the career aspirations of staff. This will be of

particular importance in the coming years when the College will be re-profiling its structures and reducing the number of staff it employs in response to reduced funding and a reduced student activity target.

As a publicly-funded body the College has to ensure that its recruitment policies and procedures reflect good practice. The appointment of staff is the responsibility of the Human Resources Department and it will ensure that: there are up to date job descriptions and person specifications for each post, all short-listing will be checked, all managers involved in interviewing will have attended recruitment and selection and equality and diversity training, psychometric testing and pre-employment health checks will be carried out by qualified staff, appropriate references will be sought for all appointments, staff and contractors undertaking regulated work will be required to join the relevant Protection of Vulnerable Groups (PVG) Scheme and all other staff and contractors will be required to obtain a Basic Disclosure certificate.

### **Flexibility in Staffing**

Reduced student activity targets, changing patterns of provision and expectations and requirements of learners and employers all have implications for staffing arrangements. One of the ways in which the College can maintain flexibility in staffing and respond to changes in demand, is to ensure that it has an appropriate ratio of permanent to temporary posts. To that end, the College will continue to set a target ratio of permanent to temporary staff of 70%:30%, on a College-wide basis, while maintaining specific ratios by team or sector to take account of differences in staff availability and customer needs. The Vice Principal (HRM&D) will work with managers and with Protocol National Ltd. to ensure that sufficient temporary teaching staff are provided to deliver effective services to students.

A target ratio of 25% instructors to 75% lecturers will continue to be implemented to ensure that the necessary support is available, but in a cost effective way, by allocating appropriate duties between lecturers and instructors.

### **Challenge of Change**

Developments in technology have led to a change in learners' expectations. Increasingly, they expect more flexible modes of delivery and access to learning resources via the College's Virtual Learning Environment (VLE). The College has ensured that teaching and learning materials have been converted and enhanced and are available to learners and staff electronically via the VLE. During the planning period the College will continue to purchase and commission new learning and teaching materials from specialist providers and will review the quality and currency of learning materials.

The College has invested heavily in technology and in providing training to enable staff to use ICT effectively as part of the learning process. In the planning period the College will identify which staff require further development to enable them to exploit more fully the opportunities which the VLE provides. The College will also continue to support staff in the wider use of web-based technology to replace paper-based systems.

Work will also be undertaken with the company that provides temporary agency lecturers to the College, to ensure that temporary lecturers also receive the necessary training to enable them to use ICT effectively to support the learning process.

Changing national priorities to support skills acquisition in the Scottish economy will require the College to review skills requirements for new staff and to support the continuing professional development of existing staff to ensure that the requisite skills mix is achieved for the effective delivery of services.

### **Utilisation of Staff and Reducing Staff Costs**

In the planning period the College will have to reduce staffing costs considerably. Examples of how this may be achieved include:

- Reducing student activity and reducing staffing numbers accordingly;
- Offering voluntary severance;
- Inviting staff to apply for part-time working;
- Re-profiling staffing structures;
- Contracting-out further services if this would result in efficiencies;
- Collaborating with other organisations, where possible, to achieve efficiencies;
- Compulsory redundancy if other means of achieving the required level of savings do not succeed.

The College will, at the same time, continue to seek ways to increase staff efficiency and thereby derive more output for the same costs or the same output for less costs.

Lecturing staff costs represent the largest single staff cost and the largest single element of total College costs. In the current financial year (2011-12) it is estimated that they will account for £12.8 million, or 76% of the total staffing budget. It follows that improving the deployment and use of lecturing staff is of key importance in raising the wider productivity and efficiency of the College.

In the planning period the College will work to improve teaching staff efficiency by ensuring that:

- lecturing staff achieve class contact targets;
- average class size targets are met;
- SUMs per lecturer targets are met.

The College will work to improve support staff efficiency by ensuring that all business processes are regularly reviewed and identified services are market-tested to determine cost effectiveness.

### **Supporting the Development of Staff**

As national policy, learner and employer demand and patterns of provision change, the College needs to be able to respond with a range of up to date and flexible courses which reflect the needs and meet the changing expectations of learners and employers. Adapting to such changes in demand poses particular challenges for staff and managers who need to take responsibility for their own continuing professional development to be able to respond to them. A major focus of the Human Resources Strategy during the period 2012-15 will be to provide advice and development opportunities to staff to ensure that skills and competencies are updated.

The challenges of Putting Learners at the Centre – Delivering our Ambitions for Post 16 Education developments in information and communications technology, further joint working with partner organisations will mean that staff need to continue to develop new skills and different ways of working. Therefore, in addition to implementing the College's Professional Development Strategy, during the planning period the College will provide a wide range of development activities through its annual Staff Development Programme. An annual training needs analysis will identify the priority staff development needs for the College. Individual staff development needs will be identified through the College's performance management process.

Professional groups such as managers, promoted staff, lecturers, guidance staff, instructors, library and information services staff will be expected to undertake a minimum of 36 hours per year (pro rata for part-time staff) of relevant continuing professional development. This will be monitored through performance management reviews and the completion of the online Continuing Professional Development Logs.

The College will continue to improve the use of the Virtual Learning Environment (VLE) which is fundamentally changing the teaching and learning process. An increasing number of programmes will have "paperless" elements and more learners will be able to access the VLE system directly to obtain materials relevant to their needs. A comprehensive staff development programme supported by two Senior Lecturers (VLE) has been implemented over the past four years to ensure staff have the necessary skills to exploit the VLE as a learning tool. As the majority of staff now have the requisite expertise in the use of the VLE this training programme will be scaled back. However, in each year of the planning period training will be provided to ensure that all new staff and temporary agency lecturers have the necessary skills. Where individual members of staff have been assessed as not using the VLE effectively, a specially-tailored development programme will be drawn up and further support provided.

ICT also continues to play an integral part in core business activities and the College will, therefore, maintain its comprehensive programme of training for all staff in ICT skills. This will include training in a range of IT applications, video-conferencing skills, and on-line tutoring.

The College will increase its portfolio of accredited training courses on offer in its Staff Development Programme to ensure not only that staff have the necessary knowledge and skills to undertake their duties but also that they achieve nationally recognised qualifications.

All mandatory staff development courses will be provided on-line to ensure that people delivering services on behalf of the College but not based at the College can participate in key staff development.

The College will also continue to work with the Robert Gordon University and Banff and Buchan College to share staff development and continuing professional development activities to reduce duplication and make the best use of resources. This will include giving the staff of these organisations access to on-line staff development courses at the College.

### **Developing Leadership Capability**

The College recognises the need to develop the leadership potential of its managers if it is to continue to prosper in an increasingly complex and financially-constrained environment. Local and national competition for effective leaders at first, middle and senior management level means that, in common with many other organisations, the College needs to identify staff with potential and develop them to meet its future needs.

Performance management, succession planning and leadership development activities all contribute to the development of the leaders of the future.

All managers will be given the opportunity to participate in leadership development activities to improve the leadership capability of the College and to ensure that they are equipped with the necessary skills and competencies to manage the public resources for which they are accountable and to motivate and develop staff.

As the recruitment and retention of key staff is critical to the success of the College, particular attention will be paid to the development of future managers of the College through a succession planning and career development programme. In each year of the planning period managers will be asked to identify staff with the potential for progression to management positions.

A development programme will be implemented to increase the number of teaching staff with the requisite skills and competencies to be considered for promotion to Curriculum Leader and Team Manager vacancies. Curriculum Leaders will be given the opportunity to undertake the PDA 'Managing and Leading a Curriculum Team'. A minimum of six members of staff will commence this programme each year.

### **Promoting Continuous Quality Improvement**

The College provides education and training to people in a variety of settings and by different modes of delivery and will ensure that all operate within the framework of the College's comprehensive quality systems.

During the planning period the College's Professional Development Strategy and Information Technology Strategy will play a key role in equipping staff with the skills and qualifications to meet these challenges and offer learners, employers and the general community a high quality education and training service.

The College will also continue to comply with the national standards it has already achieved and will identify new relevant standards against which the College's services will be audited.

A small team of Senior Lecturers (Quality Improvement) will work with managers and staff to support quality improvement initiatives across the College.

### **Positive Staff Relations**

The College is committed to maintaining positive relationships with staff and will, therefore, ensure that staff and their representatives are informed of and properly consulted on changes facing the College. Staff will also have the opportunity to express their views in regular open-agenda discussion groups with the Principal and other senior managers and to participate in a range of committees and groups. Formal channels of learner participation will be complemented by informal open-agenda meetings at which learners can make their views known.

The College will continue to use mediators to support managers in the resolution of internal disputes. The College has used mediation in this way for a number of years and it is considered to be a positive and constructive approach to the resolution of disputes and the maintenance of low levels of grievance and dispute cases.

The College places a high priority on maintaining positive employment relationships and recognises four trade unions – EIS-FELA, UNISON, Unite, GMB. The College will continue to consult with trade union representatives on matters relating to: terms conditions of service, employment policies, health, safety

and welfare of staff and equality and diversity. The College will also continue to consult directly with staff on a range of issues and will invite both trade union and other staff representatives to join key College committees.

### **Recognition and Reward**

The College negotiates pay and terms and conditions of service through two Local Joint Negotiating Committees.

As part of previous pay settlements the College established new promoted teaching posts, reduced the working hours of support staff and implemented above the rate of inflation pay increases. However, as public sector funding reduces and there is pressure on organisations to implement pay freezes the ability of organisations like Aberdeen College to negotiate annual pay rises at the levels of previous years will become increasingly constrained.

The College will continue to review terms and conditions to ensure that it continues to attract and retain well-qualified, experienced and motivated staff but may look to implement non-monetary rewards to supplement pay increases funded through efficiency savings measures.

The College recognises that many people have domestic and other caring responsibilities and cannot commit to traditional working patterns. The College will, therefore, ensure that its policies and employment practices include provisions for flexible working, part-time working, job-share, maternity and paternity leave and adoption leave and special leave in order that staff may achieve an appropriate work-life balance.

### **Promoting Equality, Diversity and Inclusiveness**

The College has responded positively and enthusiastically to the challenges introduced by equalities legislation, most recently the Equality Act 2010, and has reviewed its policies and staff training in line with the requirements of the new legislation.

The College's approach to the elimination of unlawful discrimination and the promotion of equality is reflected in its Single Equality Scheme and supporting action plan, a suite of equality and diversity policies the extensive programme of equality and diversity training, the work of the Equal Opportunities Committee and the actions taken to assess the impact of College Policies and Procedures and implement improvements.

The College has also responded positively to the Agency Workers Regulations 2010 by reviewing job descriptions of lecturers and instructors and role outlines of temporary visiting lecturers to ensure that potential liabilities are reduced.

The College will also continue to promote equality and an awareness of the needs of different groups in the community throughout the current planning period and beyond. It will aim to conduct its activities in accordance with good practice.

The College's commitment to inclusiveness is reflected in the resources allocated to ensuring that learners with disabilities and additional learning requirements are welcomed and are not placed at a substantial disadvantage. The College has a comprehensive Inclusiveness Strategy and a specialist department which supports and advises teaching sectors on adjustments which may be made to support learners with disabilities.

### **Promoting and Ensuring Health, Safety and Welfare**

Ensuring that the College maintains a safe and healthy environment for learners, staff, contractors and visitors is a key statutory responsibility for the College. The College is also committed to promoting a responsible and proactive attitude to, health and safety issues in both the learner and staff body.

The College has achieved several awards and national standards for the quality and comprehensiveness of its health and safety management system. In the planning period the College will review risk assessments, provide training to identified staff, carry out a programme of health and safety inspections and provide regular reports to managers to ensure the College maintains a safe and healthy working environment.

The College also recognises the significant role employers can make in promoting the health and well being of their workforces. The College will, in consultation with its occupational health providers and the local health promotion agency, continue to review and enhance existing health promotion

activities and facilities. The College will continue to monitor sickness absence to evaluate the effectiveness of absence management policies.

### **Protecting the Vulnerable**

The College has implemented a comprehensive policy responding to the Protection of Vulnerable Groups Scheme to ensure that all staff and contractors undertaking regulated work are, or will become, members of the Protection of Vulnerable Groups Scheme for children or vulnerable adults, as appropriate.

College staff will continue to work with colleagues in relevant agencies to address issues relating to the protection of children and vulnerable groups and provide advice and guidance to staff and learners.

The College has implemented a framework of policies and a code of conduct which outline how issues relating to the protection of children and vulnerable groups will be addressed and the responsibilities of all staff in this area.

Training and development on safeguarding issues will continue to be provided for all staff to ensure that the College not only meets its statutory responsibilities but demonstrates good practice.

### **QUALITY IMPROVEMENT STRATEGY**

The College is committed to ensuring that it provides a high quality service to learners and employers and that this service is subject to continuous monitoring for improvement to facilitate the pursuit of excellence. To this end it has had in place for a number of years a range of quality policies and procedures and resources a central Quality Improvement Team under the leadership of one of the College's Vice Principals. The College considers that there is a key strategic link between the development of staff and quality improvement. The Quality Improvement Strategy is, therefore, embedded as part of the College's Human Resources Strategy.

The key aims of the Quality Improvement Strategy are to ensure that:

- the College continues to enhance the quality of its services in the pursuit of excellence;
- the College meets the quality standards of all awarding bodies;
- there are quality standards for all areas of activity which are regularly reviewed;
- quality standards reflect the requirements of the Education Scotland quality framework;
- self-evaluation for quality improvement is conducted as part of annual quality reviews;
- dissemination of good practice takes place;
- regular audits of all areas of activity and thematic audits of key processes are implemented;
- All College staff deliver the highest standards of customer service.

In recent years the College's commitment to continuous quality improvement has been recognised by the award of a number of quality standards and prizes covering various aspects of activities and services. For example, the College has held the Charter Mark for Customer Service continuously since 1994 and its successor, the Customer Service Excellence Standard, since 2008. The College has also held the Investors in People (IIP) standard for fifteen years. It is also the only educational body to win the Quality Scotland Foundation Prize for Business Excellence.

The College won the 2006 IIP People Development Award for Scotland. It has also been recognised as a quality provider of education and training by SQA and SQMS and has been awarded a Certificate of Excellence by the European Foundation for Quality Management and has won six Beacon Awards.

The College has been awarded the British Safety Council's highest award for health and safety management – the Sword of Honour. In addition to this prestigious award, it has achieved more than eight successful RoSPA Gold Awards for managing Occupational Health and Safety, this achievement places the College in the enviable position to be awarded RoSPA's prestigious Gold Medal for sustained performance. In 2009 the College also achieved OHSAS 18001 certification and was successfully re-audited against the standard in 2010 and in 2011. The declared aim of the OHSAS 18001 specification is to provide a framework for providing a safe and healthy working environment which is measured against a national standard.

The College also holds the Scotland's Health at Work Gold Award and in 2008 was awarded the national Healthy Working Lives Mental Health and Wellbeing Award which it retained following an audit in 2011.

The Education Scotland four yearly review conducted in 2011 was unqualified with no areas for development or improvement actions and which identified two examples of sector leading and innovative practice and two areas of excellent practice.

## **PROFESSIONAL DEVELOPMENT STRATEGY**

The College's Professional Development Strategy has been established to ensure that all staff who impact directly on the learner experience have the necessary up to date skills and qualifications to enable them to deliver high quality programmes and effective support to an increasingly diverse student body.

A priority during the planning period is to ensure that all of the College's permanent teaching staff who do not already hold an equivalent teaching qualification, obtain the Teaching Qualification in Further Education (TQFE). This will continue to be delivered jointly by the College and the University of Aberdeen through a partnership arrangement which has been in place since 1999.

The College will also continue to work with the company that provides temporary lecturing staff to ensure that temporary lecturers have the necessary qualifications and vocationally relevant experience to deliver a high quality service and are supported by providing access to training and development opportunities to gain new skills and competencies. The objective is to ensure that all temporary lecturers who make a regular contribution to the work of the College hold, or are working towards, a recognised teaching qualification. The College will continue to support temporary lecturers and instructors in their studies for teaching qualifications.

Lecturers and instructors are also expected to maintain up to date vocational/commercial/professional skills and will be supported in undertaking relevant continuing professional development which contributes to this.

Guidance Tutors who do not hold a professional qualification in adult guidance will be supported to obtain the Postgraduate Certificate in Adult Guidance through partnership arrangement with the University of Strathclyde which has been in place since 2007.

The College employs a range of professionals in support functions such as accounting, human resources, health and safety, quality and they will also be expected to maintain their professional skills and knowledge by undertaking relevant continuing professional development.

## **Objectives for the Planning Period**

### **Human Resources**

- (i) Support managers in reducing staff costs;
- (ii) Effectively manage voluntary and compulsory severance arrangements;
- (iii) Support managers in achieving efficiency savings targets by meeting staffing targets in relation to class contact targets, permanent/temporary ratios and lecturer/instructor ratios;
- (iv) Review staffing levels in the light of employer and learner demand and patterns of course provision;
- (v) Review staffing structures to ensure coherence between structures and College plans and objectives;
- (vi) Implement an annual equality action plan and undertake impact assessments and publish annual reports to promote equality;
- (vii) Continue to promote equality of opportunity by providing training, conducting audits and implementing, where appropriate, positive actions to ensure that the College complies with its obligations under anti-discrimination legislation;
- (viii) Undertake an equal pay audit in every second year of the planning period to ensure that College pay structures and terms and conditions of service do not discriminate directly or indirectly against women or men;
- (ix) Review and, where appropriate amend, Human Resources policies, procedures and training for managers in line with new and emerging employment legislation;

- (x) Continue to negotiate the terms and conditions of service of teaching and support staff through the two Local Joint Negotiating Committees, to ensure that these support College objectives and take account of guidelines on public sector pay awards and available funding;
- (xi) Maintain positive relationships with staff representatives by meeting regularly and informing and consulting staff and their representatives on changes facing the College and its staff;
- (xii) Continue to provide an occupational health service for learners and staff and ensure the necessary health screening and surveillance procedures and occupational health support are implemented;
- (xiii) Implement the College's Health Improvement Strategy to promote good health and maintain low levels of sickness absence;
- (xiv) Maintain the standards already achieved namely Healthy Working Lives Gold Award and Mental Health and Wellbeing Commendation Award.

### **Professional Development**

(Professional development and staff development activities will be subject to the availability of resources)

- (i) Conduct an audit of CPD logs in each year of the planning period to ensure that lecturers and instructors are undertaking relevant industrial/professional/technical updating by way of placements, visits and other activities;
- (ii) Ensure that all lecturers who do not hold an equivalent teaching qualification will join the TQFE programme after having completed 12 months' teaching experience;
- (iii) Ensure that lecturers who hold academic qualifications at a level below HND will be supported to upgrade their qualifications to HND level;
- (iv) Ensure that lecturers who hold academic qualifications at HND or equivalent will be supported to upgrade their qualifications to degree level;
- (v) Support Lecturers teaching within the Learning Development Centre to obtain a qualification in Special Educational Needs;
- (vi) Support teaching staff who carry out assessment and/or verification of VQ courses to attain either QCF or SCQF Assessor and Verifier awards (as appropriate) to ensure the assessment and verification process is fully implemented;
- (vii) Support temporary lecturers who are assessing on VQ courses to achieve QCF or SCQF Assessor awards as appropriate;
- (viii) Support teaching staff who carry out assessment and/or verification of non VQ courses to achieve the SQA units "Carry out the Assessment Process" and "Verify the Assessment Process";
- (ix) Support instructors and temporary lecturers who carry out assessment of non VQ courses to achieve the SQA unit "Carry out the Assessment Process";
- (x) Provide opportunities for temporary lecturers who make a regular contribution to the work of the College (but who do not hold a recognised teaching qualification) to achieve the PDA "Advanced Diploma, Teaching in Further Education: An Introduction";
- (xi) Provide opportunities for temporary instructors who make a regular contribution to the work of the College (but who do not hold a recognised training qualification) an appropriate teaching or training qualification;
- (xii) Ensure that all lecturers and instructors who have not previously worked in an educational environment attend an induction programme entitled "New to Further Education" which will be delivered by Aberdeen College;
- (xiii) Ensure that all instructors and instructor/technicians who do not already hold an equivalent qualification obtain an appropriate teaching or training qualification;
- (xiv) Ensure that guidance staff hold a relevant guidance qualification;
- (xv) Ensure that library staff hold a qualification in Librarianship/Library and Information Science/Computing;
- (xvi) Ensure that a minimum of six Curriculum Leaders per year commence the "PDA Managing and Leading a Curriculum Team".

### **Staff Development**

- (i) Deliver annual training and development programmes which meet identified priorities. These will include: quality of learning and teaching, assessment and verification practice, academic guidance, equality and diversity, the inclusive classroom, classroom management, learner discipline, protection of children and vulnerable groups, embedding ICT in the curriculum, use of the Virtual Learning Environment, leadership and management development, stress awareness, stress management, recruitment and selection, performance management, managing staff absence, finance management, safety and health, freedom of information, data protection, self-evaluation;

- (ii) Deliver a range of mandatory programmes for specific staff groups including Sector Managers and Heads of Department, Team Managers, Curriculum Leaders, Lecturers, Instructors, Technicians, Administrative/Clerical and all other staff;
- (iii) Ensure that all new staff undertake induction training and review this with each member of staff in accordance with the Induction Policy;
- (iv) Provide training as required for Board of Management Members which addresses identified needs;
- (v) Provide leadership and management development opportunities for all managers;
- (vi) Ensure all training materials for mandatory courses are available on the VLE and in alternative formats for staff e.g. open learning tutors who may not have access to the VLE;
- (vii) Provide training for staff who act as mentors;
- (viii) Provide training and development opportunities for identified staff as part of a succession planning programme (a minimum of six lecturers per year will undertake the Curriculum Leader Development Programme and a minimum of six Curriculum Leaders per year will undertake the Team Manager Development Programme);
- (ix) Ensure that staff development records for all staff are up to date and comprehensive;
- (x) Produce regular reports for managers on qualifications of relevant staff to enable them to monitor achievement of Professional Development Strategy objectives in their areas of responsibility;
- (xi) Work in conjunction with Robert Gordon University and Banff and Buchan College to identify and offer a range of training courses which will be beneficial to employees working in the three institutions;
- (xii) Implement a robust system of evaluation for both staff and professional development initiatives;
- (xiii) Implement more cost effective ways of delivering staff development.

#### **Quality Improvement**

- (i) Ensure that good practice identified in Education Scotland reports is disseminated and implemented where appropriate across the College;
- (ii) Support teaching sectors to increase the number of "Very Good" grades achieved in the College lesson observation programme;
- (iii) Ensure, in each of the three years of the planning period, that SQA "holds" during external verifications are below 0.25% of the total verifications;
- (iv) Support teaching sectors in achieving quality targets on student retention and achievement;
- (v) Conduct internal quality audits of identified curriculum and support teams in the College on an annual basis;
- (vi) Conduct thematic audits of identified business processes or key issues e.g. integration of ICT, soft skills, employability skills in the curriculum;
- (vii) Review service standards for all areas of activity which impact directly on the learner experience to ensure that they are robust and meet the needs of learners;
- (viii) Support teaching staff to improve the learner experience through lesson observation and feedback;
- (ix) Support teaching and support staff in promoting and improving the self evaluation process;
- (x) Review self evaluation reports to ensure that PI data and other evidence has been sufficiently analysed to inform effective action planning for quality improvement;
- (xi) Support teaching departments to engage learners in improving the quality of their learning;
- (xii) Support teaching departments in obtaining and using feedback from employers and other stakeholders to inform quality improvement;
- (xiii) Monitor the effectiveness and quality of teaching materials on the VLE, through quality audit and lesson observation and provide training and development to support staff in improving the quality of materials;
- (xiv) Facilitate staff development sessions on quality improvement issues to support staff in identifying and meeting quality improvement targets;
- (xv) Continue to work closely with the company that provides temporary lecturers to ensure that the service provided meets the College's quality standards;
- (xvi) Ensure all quality policies and procedures are reviewed regularly so that they are up to date and reflect good practice and are included on the College's intranet;
- (xvii) Facilitate the good practice groups which have been established across all areas of College activity and ensure that good practice is disseminated and implemented.

#### **Health and Safety**

- (i) Carry out regular inspections of College premises to ensure that they meet health and safety standards and where deficiencies are identified take steps to ensure these are rectified;
- (ii) Provide regular advice and guidance to managers and staff on maintaining a safe and health working environment;

- (iii) Implement applicable new health and safety legislation;
- (iv) Provide a training and development programme for staff covering areas requiring statutory compliance: Fire Safety, Effective Supervision of Practical Classes, Manual Handling and General Risk Assessment, COSHH, Display Screen Equipment, Accident Investigation, IOSH Managing and Working Safely;
- (v) Implement a personal safety training programme for front-line support and teaching staff;
- (vi) Disseminate good practice regarding the integration of health and safety issues into the curriculum;
- (vii) Conduct mandatory fire evacuation drills for all centres every 10 weeks;
- (viii) Maintain a health and safety schedule for monitoring the premises of all work placement providers and Community and Lifelong Learning locations to ensure that they meet College standards;
- (ix) Facilitate insurance company statutory inspections of designated equipment twice per calendar year as required by the Pressure Systems Regulations 2000 and Lifting Operations and Lifting Equipment Regulations 1998;
- (x) Conduct annual reviews of all health and safety standards;
- (xi) Conduct through, occupational health, relevant health screening for identified groups of staff (to include temporary agency lecturers);
- (xii) Complete annual reviews of all College risk assessment documents;
- (xiii) Secure a nationally recognised safety achievement award for each year of the planning period;
- (xiv) Continue to achieve compliance with a nationally recognised safety management audit system and lead continuous improvement through the involvement of staff;
- (xv) Investigate all accidents and provide recommendations where applicable and report to the Health and Safety Executive any accidents coming within the scope of the RIDDOR Regulations 1995;
- (xvi) Review and update health and safety procedures as required and ensure that these are included on the College's intranet.