5.0 Resourcing Policies

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<u>Version Control Statement</u>

Version	Date	Changes	Reason	Author	Next review
1	July 2021	New Policy	New Policy	Principal	July 2022
2	July 2022	Inclusion of digital poverty, Welfare officer added	Annual Review	Principal	July 2023
3	April 2024	Updated due to other policies	Updated	Principal	April 2024

External Reference Points
- Benchmarking to Improve Efficiency - HESA

Related Policies and Documents
Affects all other policy documents. This document should however be read together with the following documents:

- Value for Money Strategy
- Data Protection Policy
- Staff Development Policy

Contents

Introduction

This Policy relates to the College's Strategic and Operational approaches to providing resources that it applies to supporting students and enabling achievement. The document reflects the College's commitment to student development and achievement in line with its Strategic Plan, the Teaching and Learning Strategy and related documents.

Scope of the Policy

The Policy outlines the College's operational plans and the processes it utilises to provide resources, which include:

- Physical space for the students to work, study and carry out recreational activities
- Teaching and Learning Resources
- IT and Communication resources
- Staff resources

Policy Statements

Physical Space

This policy ensures that all students have access to a secure, safe and comfortable learning environment.

Teaching and Learning Resources

The College promotes to access and prepare the best teaching and learning resources.

IT and Communication Resources

EDA aims to apply Information Technology to enhancing learning and how information is used to support student achievement. It aims to further develop its physical and virtual IT infrastructure and resources to support students and staff in their everyday study or work. It is essential in delivering successful outcomes for students and in supporting the strategic decision-making process and efficient delivery of support services. It seeks to integrate systems and platforms that support flexible working and study, independent of location or device.

Staff Resources

The College is committed to the creation of a highly motivated and engaged, appropriately skilled and qualified workforce to deliver an excellent student experience. This serves to support the Strategic Plan which aims to form a strong

academic community that will make up part of its experience in the future development of programmes and achievement of university status.

Procedure for Obtaining Resources

At the start of each Academic Year, budget requests are presented to the Accounts Department headed by the Director of Finance. The Accounts Department complies all requests and presents it to the Executive Office for Review and undertake a needs analysis. This considers, current and future staff needs for resources across both the FE and HE provisions, and EDA's strategic aims. A budget proposal is then presented to the Audit and Finance Committee.

The Audit and Finance Committee reviews all budget items and raises any questions and finds answers to any anomalies before taking the budget requests to the Executive Office for Approval.

Senior Leadership Team (SLT) is responsible for purchasing all physical, teaching and learning and IT resources, and for hiring professional staff. Professional staff can work across both provisions, and thus SLT may need to move such staff around, allocating them according to the time they are required in each provision.

For any further requests for resources made outside the budget allocations, the Financial Control Procedures apply. For additional staff resources, requests will be discussed between SLT and the Academic Board to identify areas where staff can be shared across the provisions.

If staff sharing cannot be done, especially for academic staff, the Academic Board makes a request which is discussed with SLT. Normally when an agreement is reached between the two, recruitment can start.

Procedures for Recruitment of Academic Staff

For the HE Academic Staff, recruitment shall be conducted by Senior Leadership Team (SLT). Partner organisations and other staff will be consulted, from time to time, on the suitability of prospective staff, where they are an integral part of the team or responsible for leading or managing the team. The final decision to select an applicant will be with the Head of Employability who is part of the SLT.

In line with EDA's Conflict of Interest Policy, if a member of staff involved in the recruitment process has a close personal or familial relationship with an applicant, they must declare this as soon as they are aware of the individual's application. All staff are also asked to complete on application and annually a conflict-of-interest declaration.

Advertisements

Where the post is to be advertised, the content of the advertisement should be discussed between SLT and the Academic Board, including any staff familiar with the demands of the position to be advertised.

SLT initiates the advertisements, which should be sent internally and externally by the Human Resources Department. The content of the final advertisement will then be agreed between SLT and HR.

Where there are likely to be internal candidates for the proposed positions, they will be advertised internally first.

Obtaining Candidates

Where existing staff are aware of suitable candidates, they can provide contact details and further information to SLT. External advertisements will use the most cost effective and expedient medium available.

Applicants will be treated with respect and supplied with enough background information about EDA and the requirements and expectations of the position being advertised.

Selection Process

The selection process should be:

- Transparent
- Timely and cost-effective
- Equitable
- Free from conflict of interest

All recruitment will be based on agreed job descriptions and, where necessary, also a person specification. The interview and selection questions and content must be based on these documents.

HR appoints a Selection Panel which considers the documents presented by candidates and prepares a short-list of candidates to be called for interview. Shortlists may alternatively be made by the Head of Employability.

Teaching staff will be required to mark and internally verify marked student work and to deliver a demo lecture to exhibit the teaching skill. These normally take place in this order before the interview to allow any pertinent comments, observations to be made and for feedback to be given where necessary during the interview. One or more student representatives are invited to be present during the demo lesson where practically possible.

The Interview Panel conducts the interview, arranged by the HR department. The appointee will be selected by majority view of the interviewers. Where there are less than three members on a panel, the view of the Head of Employability will be final.

Offer

Once the Head of Employability has identified a suitable candidate, all the offers are presented to the HR Department, which makes the offer and appointment according to the College policy.

Documentation relating to applicants will be treated in accordance with the Data Protection Act 1998, GDPR 2018 and in line with EDA's Data Protection Policy.

Induction

All staff are given a staff induction, and this includes compulsory staff training on college systems.

EDA recognises the need to provide timely induction to employees and contractors in order to:
- inform new staff members of their role within the organisation
- ensure the new member of staff is aware of EDA's policies and procedures
- explain how the new member of staff will be supported in order to make an effective contribution to EDA
- be supplied with relevant Chapters of the UK Quality Code for Higher Education if delivering any higher education programmes and provided with induction training on how the code is relevant to their work
- be briefed on awarding organisation requirements and the College's standardised response to them and be supplied with relevant documentation for maintaining awarding body standards.

Induction Procedure

A member of the Executive Office will introduce the college's plans, policies, procedures, practices and staff on the first day the appointee is on-site.

A member of Staff will be allocated to mentor the appointee for their first week at EDA.

Procedures for the Recruitment of Support and Professional Staff

Similar procedures may be followed where necessary for the selection of support and professional staff. Instead of demo lessons, marking and internal verification of student work, candidates for these positions may be required to perform some duties relevant to their job, for example, admissions staff may be presented with case studies of some recruitment and admissions problems which they should identify and provide solutions

for. Staff with skills in such areas will be required to make the assessments and provide feedback to the selection panel.

Minimum Standards for Resources

Guidelines for minimum standards relating to physical space shall take into consideration legislative guidelines for safe working, sitting, temperature, airflow and lighting conditions. These are laid out in the Health and Safety compliance documents.

Minimum standards for Teaching and Learning Resources are set with the recognition of the diverse needs of the student body. They should be accessible and inclusive to all students regardless of background. They must promote active and independent learning and ownership of the learning process by the students.

IT and Communication Resources must ensure the security of all users, and data security and conform to the GDPR regulations as well as the Data Protection Policy. They should promote decision-making and sharing of management information for senior staff. Minimum standards in general should conform to the College Policies relating to IT, Data Security and accessibility.

Minimum Standards for Staff on Higher Education Programmes

Staff teaching in higher education for all levels below Level 7 should have a minimum of a Masters' Degree in the relevant subject area.

Where the awarding partner/ partner university stipulates the minimum level of qualification and experience, the higher qualification of the two will be considered as a minimum. The awarding partner's stipulated level of experience will be taken as a minimum.

It is preferred that teaching staff possess a teaching qualification at a minimum level of Level 4 or equivalent fellowship or in the least be working towards this. An assessor and/or IQA qualification though not an absolute requirement, will be an added advantage.

In general, for staff on higher education programmes, the safer recruitment practice should be observed. Applicants must be scrutinised, their identity verified including academic or vocational qualifications. Character references, previous employment history (in full of no gaps) must be checked. Candidates must declare health and physical capacity for the job.

Enhanced DBS checks are mandatory for all staff. Where a positive declaration is made, the applicant is referred to the Safeguarding Officer to complete a risk assessment.

EDA reserves the right to reject any applications where the nature of their conviction could impact students. Details of the declaration and staff decision will be completed on a standard interview form and retained, this process will remain confidential.

Allocation of Resources to promote development

- Each class will have no more than 30 students
- Each class should have as minimum, a computer, a wide screen or projector
- Students should have access to seminar rooms for group activities, seminars or quiet study, break-away space for use during breaks, as well as a multi-faith facility for prayers or contemplation
- Students must have access to library resources, preferably both physical and online library resources should be accessible to students
- All students should be signposted to local libraries to access additional resources
- Student information should be timely, relevant, and accessible. All staff should make use of all available information resources which should be provided to students including college e-mail addresses, virtual learning environments (VLE), social media and notice boards (In the case of the university partnership the email and VLE provided will be university based to avoid duplication and confusion)
- Each student should have access to private and secure online storage space for personal files, assessments and learning resources, and should receive appropriate training, and instructions during the induction process.
- For IT resources, there will be no more than 10 students to a computer
- Wi-fi should be accessible to all students on college premises
- Students will have access to free printing and photocopying. However, photocopying will be regulated in line with copyright legislation
- Staff should prepare learning resources that consider student learning preferences, sensitivity to colour and limitations related to sight, hearing and other impairments
- Staff must have access to electronic registers, attendance records and appropriate resources to track student achievement and progress, for example, access to relevant software to record and analyse such trends
- To enrich the student experience, no cohort will have less than 10 students. Students need to learn together and support each other
- Student should have access to word processing and data handling software
- The population of each class should represent the diversity in the student population
- The College promotes individualised support mechanisms. Teaching and support staff should be sensitive to the needs of each student. Where such close support cannot be provided, support staff should be invited, including the

Academic Support Officer, personal tutors, Welfare Support Officer or external expertise, where necessary. The recommended ratios are:

o For academic staff, a staff/student ratio of 1:25 will be maintained.
o For support staff a ratio of 1:40 will be maintained. This includes the support staff above as well as Personal Tutors.

These requirements be considered when making needs assessments. Where national or competitor average ratios are better, these should be discussed and considered, considering the student experience gained from interaction with a diverse range of peers.

Review Processes

Regular reviews of resources will be conducted during the Annual Monitoring and Evaluation Reviews. All resources are reviewed in terms of quality and relevance to the strategic goals of the College. The number of resources will be reviewed when budgets are prepared and secured as necessary. This includes the review of staff resources. However, staff resources have other processes of review which should be followed. These are covered in the following sections.

Material resources will be upgraded regularly in line with the replacement guidelines within the Collegewide resource policy. Academic staff will undergo regular staff development using guidelines in the next section.

Where allocation of adequate resources fails as a result of this policy and related policies, this will trigger a review in policy to be conducted by the Academic Board.

Academic Staff

Staff Appraisals

Observation of Teaching and peer reviews will be conducted for each member of staff with the primary objective of identifying staff development needs, However, in cases of underperformance, enhanced processes will be applied, again with the primary goal of identifying areas of improvement and providing the necessary staff development. Where such processes have failed to achieve improvement, the College staff disciplinary procedures will be applied with advice from the HR department.

Staff appraisals are conducted to provide a summary of the review processes during the year. This involves a record form, which must capture inputs from all relevant areas accumulated over the course of the year. These include comments from supervisors and peers, development needs identified during observations and peer reviews, areas

of improvement, areas of good practice and action plans developed from the observation processes. Other inputs come from student feedback, student motivation reflected in the student attendance records, pass rates and personal conduct including records of teacher attendance and lateness. The Human Resource (HR) Department

provides uptake of CPD and staff development as well as information relating to personal conduct.

Appraisals should result in detailed training plans and must highlight any major staff development exercises to be undertaken and how and by whom these will be implemented.

Staff Development

CPD records must always be kept up to date. Teaching staff who perform particularly well in an area of teaching are required to provide training to other team members during Staff Development Days.

Each member of staff is expected to undertake at least 3 staff development days each academic term. Staff development may include trainings seminars and webinars available online and other face-to-face training and seminars. The College will support staff development arrangements by allowing time, and limited amounts of paid staff development.

All members of staff should produce a CPD Plan to their appointed supervisor, reflecting on the areas they would like to develop over the coming year. Staff must also maintain CPD records.