

Our Ref: **001/21**

As of 1 October 2012, Edinburgh's Telford College, Jewel & Esk College and Stevenson College merged to create a single college called Edinburgh College.

We refer to your request for information dated 04 February 2021. The College has considered your request as a request for information under section 1 of the Freedom of Information (Scotland) Act 2002 ("FOISA").

001/21 (1): We formally request the information below in relation to the Crown Commercial Services Non Clinical Temporary and Fixed Term Staff Framework

1. Spend ranked by Agency.

N/A. Please note, there have been no appointments made by the College under this framework.

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You have 40 working days from receipt of this letter to submit a review request to:

Head of Communications, Policy and Research
4th Floor
Edinburgh College (Milton Road Campus)
[24 Milton Road East](#)
[Edinburgh](#)
[EH15 2PP](#)

When the review process has been completed and if you are still dissatisfied, you may ask the Scottish Information Commissioner to intervene.

The Commissioner's online appeal service is available from their website:
www.itspublicknowledge.info/Appeal

The online appeal service is available 24/7 and offers you real time help and advice about your appeal.

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Regards
FOI Team

Our Ref: **002/21**

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We refer to your request for information dated 17 February 2021. The College has considered your request as a request for information under section 1 of the Freedom of Information (Scotland) Act 2002 ("FOISA").

002/21 (1): [1] List of recruitment agencies currently being used for the supply of agency staff.

Recruitment Agency	Spend (01/08/2019 – 31/01/2021)	Framework/DPS
Blue Arrow	£2.7k	CAT11025 TU Recruitment Services
Brightwork Ltd	£4k	Admin, Catering & Manual Staff Services Framework SP-18-013
Pertemps Recruitment Partnership	£15.3k	Admin, Catering & Manual Staff Services Framework SP-18-013
Reed Specialist Recruitment Ltd	£4.3k	Local Contract
Super Mums Ltd	£11.2k	Non-framework specialist supplier of nursery support

002/21 (2): [2] Breakdown of current spend per agency [2019-2021]

Please see response to **002/21 (1)**.

002/21 (3): [3] What framework/DPS this spend is going through

Please see response to **002/21 (1)**.

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Our Ref: **003/21**

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We refer to your request for information dated 17 February 2021. The College has considered your request as a request for information under section 1 of the Freedom of Information (Scotland) Act 2002 ("FOISA").

Please could your institution provide the following information relating to the deployment of lateral flow tests to test students for Covid-19.

Please note, lateral flow tests were offered to all Edinburgh College students staying at both Granton and Milton Road halls of residence in December 2020. Queen Margaret University provided the capacity at their Lateral Flow Testing facilities.

003/21 (1): Please provide a link to any guidance that your institution has issued to students and/or staff that:

- a. explains the strengths and limitations of lateral flow tests for covid-19
- b. explains what actions students need to take after they have been tested with lateral flow tests, whether they have a positive or negative result.

<https://www.qmu.ac.uk/coronavirus/test/>

<https://www.studentinformation.gov.scot/coronavirus/term-two>

003/21 (2): Please disclose details of any public funding that your institution has received to support the roll out of lateral flow testing. **None.** Queen Margaret University provided the capacity at their Lateral Flow Testing facilities.

003/21 (3): Please state the number of students at your institution who have been tested once or more with lateral flow tests since December 2020, broken down on a monthly basis. **December 2020 = 52 students.**

003/21 (4): Please state the number of students at your institution who received a positive result for Covid-19 after being tested with lateral flow tests since December 2020, broken down on a monthly basis. **None.**

003/21 (5): In addition to any service testing of lateral flow tests at your institution, please state (yes or no) whether your institution is running its own validation study of lateral flow tests to compare their effectiveness against PCR testing. If the answer is "yes", please provide a summary of the validation study and any available findings. **No.**

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Regards
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Our Ref: **004/21**

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We refer to your request for information dated 23 February 2021. The College has considered your request as a request for information under section 1 of the Freedom of Information (Scotland) Act 2002 ("FOISA").

004/21 (1): The number of students who completed jewellery/metal design courses in previous years. [N/A Please note, the College does not offer these courses.](#)

004/21 (2): Demographics collated on these students (such as percentages of students within different racial and gender identity categories). [N/A](#)

004/21 (3): Data on the socioeconomic background of these students such as percentages who received hardship grants. [N/A](#)

004/21 (4): If this type of data is not something you can provide, do you know if there is a body that already collects this information for all the Scottish colleges? [The Scottish Funding Council \(SFC\) publish a range of statistics covering Further and Higher Education in Scotland online: <http://www.sfc.ac.uk/publications-statistics/statistical-publications/statistics-schedule/statistical-publication-schedule.aspx>](#)

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Regards
FOI Team

Our Ref: **005/21**

As of 1 October 2012, Edinburgh’s Telford College, Jewel & Esk College and Stevenson College merged to create a single college called Edinburgh College.

We refer to your request for information dated 10 March 2021. The College has considered your request as a request for information under section 1 of the Freedom of Information (Scotland) Act 2002 (“FOISA”).

005/21 (1): For each of the last 5 academic years, including 2020/2021 to date, please tell me how many students have been found guilty of plagiarism. If possible, please break this down further by a) department, and b) nationality of student.

Academic Year 2020/21	Academic Year 2019/20	Academic Year 2018/19	Academic Year 2017/16	Academic Year 2016/17
0	5	*	0	0

* Numbers of less than five are not shown to protect confidentiality. This information is exempt under Section 38 of the FOI(S) Act 2002 as (due to the low numbers involved) individuals could be identified by this information alongside other information that could be available, and this would therefore risk disclosure of individuals’ personal data.

005/21 (2): For each of the last 5 academic years, including 2020/2021 to date, please tell me how many students have been found guilty of “contract cheating” – namely the commissioning of a third party (such as companies known as “essay mills”) to write bespoke essays, assignments, coursework, or dissertations for money. If possible, please break this down further by a) department, and b) nationality of student;

Academic Year 2020/21	Academic Year 2019/20	Academic Year 2018/19	Academic Year 2017/16	Academic Year 2016/17
0	0	0	0	0

005/21 (3): For each of the last 5 academic years, including 2020/2021 to date, how many of your academic staff have been found to be providing assignment-writing services to so-called “essay mills”. If possible, please provide a) the department they were from, and b) what disciplinary action was taken (if any);

Academic Year 2020/21	Academic Year 2019/20	Academic Year 2018/19	Academic Year 2017/16	Academic Year 2016/17
0	0	0	0	0

005/21 (4): Electronic copies of any documents (including, but not limited to, emails/reports/minutes/memos) sent to academic staff since March 2020 about plagiarism, contract cheating, or essay mills;

[Internal Assessment – Guidance and Procedures for Students \(please find attached\).](#)

Guidance on Developing Alternative Assessments: “Turnitin should be used to identify plagiarism and students should be made aware in advance that where plagiarism is identified, the outcome will be that they will fail the assessment.”

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Regards
FOI Team

Policy Number	CPP 002
Level	3
Issue	2
Issue date	20/08/2020
EIA	06/08/2020
Review Date	20/08/2023
Author	L. Lyall
SMT approval	20/08/20



For the future you want

Internal Assessment at Edinburgh

Guidance and Procedures for Students



Curriculum Planning &
Performance

Student Information on Internal Assessment

Your course will be made up of a series of units which you have to pass to achieve your award. Your lecturer will assess your progress in each unit on an ongoing basis in a variety of ways including:

- Questioning in class
- Quizzes
- Tests
- Presentations by students
- Demonstrations by students
- Etc.

This is called 'formative' assessment or 'assessment for learning'. This will help you to judge how well you are doing; what you have learned; what you understand and what you still need to learn. It's important that you prepare well for assessments.

To pass the unit, you must pass the formal internal assessments for each unit (summative assessment or 'assessment of learning'). In some cases, you will be assessed for two or more units at the same time (combined or integrated assessment). Your lecturer will explain how this will be organised. To pass the whole course, you must pass all of the unit assessments.

The Learning, Teaching and Assessment Plan

During the first class of each unit which makes up your course, you will be given a 'Learning, Teaching and Assessment Plan' which sets out, week by week, the topics you will be covering in the unit as well as the dates for formal assessment and re-assessment to test that you meet the standard to pass that unit. This plan will show what type of assessments

you will be required to complete e.g. projects, presentations, closed book tests etc. Your lecturer will explain this to you.

How continuous assessment works

You will be given two attempts to pass each unit assessment. If, after the first attempt, you have not reached the required standard to pass, you will be given a second attempt at a time and date agreed with the assessor and within the time allocated for completion of the unit.

Attendance

It is important that you complete assessments on time, otherwise you will fall behind and you will not make the progress that you need to achieve your award.

You are expected to participate in **all** classes, whether these are delivered remotely or in College. You should not arrange holidays during term time. If you miss an assessment because you are on holiday, this will be counted as one attempt at that assessment.

If, for good reason, you cannot attend on the scheduled day, (e.g. illness, family bereavement etc.), you must contact your Learning Development Tutor (LDT), lecturer or other specified person to let them know you will not be able to attend class. On your return, your lecturer will arrange an alternative date on which you will sit the assessment.

If you do not attend class on the date that the assessment is scheduled, and you do not contact your LDT or lecturer in advance, then that will be counted as your first attempt.

If you do not attend for your scheduled second attempt and do not contact your LDT or lecturer to let them know why you cannot attend, then that will be counted as your second attempt. If, for project-based assessments, you do not hand in your completed assessment on the specified date and have not agreed an extension in advance, then that will be counted as your first attempt.

If you do not hand in your completed re-assessment on the specified date, and have not agreed an extension in advance, then that will be counted as your second attempt.

What happens if you are not successful at the two attempts at assessments?

If you do not pass the two assessment attempts, your lecturer will discuss how to proceed. You may be given a further attempt if the lecturer decides that you may still be able to pass the unit. This will be scheduled at a time set by the lecturer and is likely to be at the end of the unit. Make sure you prepare well for assessments to avoid resits.

Alternative Assessment Arrangements

You must inform your LDT, lecturer/assessor of any circumstances/conditions (e.g. dyslexia, illness etc.) that may impact on your performance in assessments, so that alternative assessment arrangements or other support can be put in place. If you choose not to declare these circumstances/conditions, then you cannot later use them as grounds for appeal against an assessment decision.

Appealing against an assessment decision

If you do not agree with the result (assessment decision) reached by your assessor/lecturer, you can lodge an appeal. The only reason for appealing a result is that the College assessment procedures have not been followed.

In the first instance, you should speak to your assessor (lecturer), explaining why you disagree with the assessment decision. Your assessor will refer to your assessment and the marking checklist to explain to you the reasons behind their decision.

If you still have reason to not accept the decision, you must submit a written appeal to the Curriculum Manager within seven days of receiving the result, stating the reasons why you believe that the assessment decision is not valid. The Curriculum Manager will then arrange for the assessment decision to be internally verified before speaking to both the assessor and you, the student, to review the assessment decision. At this point, you may reach agreement on the assessment decision.

If you cannot agree, the appeal will be sent to the Internal Quality Assurance (IQA) Panel for review and to decide if you have grounds for appeal. The IQA Panel will review the information submitted by you, the student, as well as the assessment evidence, assessment checklist and internal verification forms to decide if there are grounds for an appeal. If there are no grounds for appeal, the IQA Panel will contact you within seven working days stating why the appeal cannot go forward.

If the IQA Panel deems that there are grounds for appeal, they will instigate a process which will include interviewing you. You have the right to bring an officer of the Edinburgh College Students' Association (ECSA) with you. It's your responsibility to contact ECSA to ask them to come with you to the interview. This may be done remotely if conditions don't allow a face-to-face meeting.

Once all of the information has been gathered, the IQA Panel will decide to either dismiss or uphold your appeal. You will be informed within 10 working days whether your appeal has been upheld and given information on the next steps to be taken.

Things to avoid in relation to assessment (malpractice)

At Edinburgh College we want to make sure that assessments are completed in line with awarding body (e.g. SQA) requirements. As part of this, we must ensure that assessments you complete or assignments you submit are your own work and are not copied from or written by others. We also have to ensure that assessments are carried out under the correct conditions. Here are some things that you **must NOT** do:

- Submit another person's work as if it were your own or fail to acknowledge the sources properly – this is called plagiarism and is not allowed
- Work with others when the assessment must be completed by you individually (your lecturer will tell you when it's okay to

work with others and when it's not)

- Copy from another student (including using IT to do so)
- Pretend to be someone else and sit the assessment for them
- Use unauthorised aids, e.g. mobile phones or notes during a closed-book assessment

Your behaviour during an assessment must be acceptable, so you **must NOT**:

- Include offensive, discriminatory or obscene material
- Disrupt the assessment by shouting or using aggressive behaviour or language

If you do not follow these rules, one of the following penalties will be applied, depending on the severity of the offence:

- A result of 'fail' for the outcome
- A result of 'fail' for the unit
- A result of 'fail' for the course

If you have any concerns or questions about these rules in relation to yourself or other students on your course, you should speak to your lecturer.

Staff at Edinburgh College have been trained to carry out assessments according to the rules. If you have any questions or concerns about how assessments are carried out, please ask to speak to the Curriculum Manager for your course.

Finally, remember that assessments are designed to let you show off what you know and what you can do, so go for it!

Our Ref: 006/21

As of 1 October 2012, Edinburgh’s Telford College, Jewel & Esk College and Stevenson College merged to create a single college called Edinburgh College.

We refer to your request for information dated 02 March 2021. The College has considered your request as a request for information under section 1 of the Freedom of Information (Scotland) Act 2002 (“FOISA”).

Please note, in the second period of your request for information (1 January 2021 to date) there have been less than five members of staff granted Voluntary Service. This information is exempt under Section 38 of the FOI(S) Act 2002 as (due to the low numbers involved) individuals could be identified by this information alongside other information that could be available, and this would therefore risk disclosure of individuals’ personal data.

Under our duty to provide advice and assistance (whilst also ensuring the protection of individuals’ personal data) the College has provided the information against each of your requests for information from 1 Jan 2020 – 02 March 2021 inclusive.

006/21 (1): Please provide the total number of Staff (FTE) split into Support/Lecturing/Management, who have been granted Voluntary Severance along with details of their Job Title - broken down separately from 1 January 2020 to 31 December 2020 and from 1 January 2021 to date.

	Support (Total FTE)	Lecturing (Total FTE)	Management (Total FTE)	Total
1 Jan 2020 – 02 March 2021	18.67	11.63	0	30.3

Job Titles

- Curriculum Leader
- Lecturer
- Learning Development Tutor
- Learning Support Assistant
- Learning Support Advisor
- Student Advisor (Guidance)
- Centre Administrator
- Nursery Administrator/Reception Assistant
- Guidance Officer
- Storesperson
- Driver/Porter
- Employability Trainer
- Salon Learning Co-ordinator
- Technician (Engineering)
- Instructor
- Technical Assistant
- Field Service Technician
- Princes Trust Team Leader
- School College Partnership Coordinator
- HR Assistant
- Operational Team Leader (Funding)
- Student Services Assistant

006/21 (2): Please also provide the total costs (both College and SFC) of the Voluntary Severance scheme, broken down separately from 1 January 2020 to 31 December 2020 and from 1 January 2021 to date.

	Total cost*
1 Jan 2020 – 02 March 2021	£736,674

* Total cost of roles granted Voluntary Severance during this period.

006/21 (3): Please also provide the total savings made in the College as a result of the listed roles receiving Voluntary Severance, broken down from 1 January 2020 to 31 December 2020 and from 1 January 2021 to date

	Total savings*
1 Jan 2020 – 02 March 2021	£1,223,977

* Total savings of roles granted Voluntary Severance during this period.

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Regards
FOI Team

Our Ref: 007/21

As of 1 October 2012, Edinburgh's Telford College, Jewel & Esk College and Stevenson College merged to create a single college called Edinburgh College.

We refer to your request for information dated 02 March 2021. The College has considered your request as a request for information under section 1 of the Freedom of Information (Scotland) Act 2002 ("FOISA").

007/21 (1): I am looking for annual count data that shows the number of staff in instructor roles and numbers of staff in lecturer roles, by department, from 2010 to the most recent data, and if possible, in a spreadsheet.

Please find the requested information attached for Edinburgh College (since merger in 2012).

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Department	2012		2013		2014		2015		2016		2017		2018		2019		2020		2021	
	Instructor	Lecturer	Instructor	Lecturer	Instructor	Lecturer	Instructor	Lecturer	Instructor	Lecturer	Instructor	Lecturer	Instructor	Lecturer	Instructor	Lecturer	Instructor	Lecturer	Instructor	Lecturer
Access & Continuing Education	0	28	0	29	0	32	0	32	0	31	0	27	0	29	0	21	0	24	0	28
Art & Design	0	28	0	28	0	28	0	27	0	32	0	29	0	31	0	29	0	30	0	28
Automotive	2	9	2	11	3	12	4	13	4	13										
Broadcast Media	0	21	0	24	0	24	0	23	0	25	0	23	0	22	0	25	0	24	0	11
Build Environment	1	8	2	8	2	9	2	13	2	15	10	46	8	41	1	25	1	32	2	32
Business Development									0	1	0	1								
Carpentry Decorating & Plumbing	6	17	6	17	5	18	5	14	5	14										
Childhood Practice & SVQ Provision	1	42	1	44	1	45	1	42	1	40	1	34	1	34	1	24	1	20	1	19
Community based ESOL & Modern Languages	0	17	0	23	0	30	0	26	0	23	0	24	0	27	0	31	0	33	0	30
Computing	0	20	0	22	0	25	0	25	0	28	0	27	0	31	0	31	0	32	0	31
Construction															8	18	8	20	7	23
Construction & Allied Skills	2	2	2	2	4	3														
Core Essentials	0	10	0	11	0	13	0	26	0	27										
Creative Industries							0	1	0	1	0	1								
Electrical	0	10	0	12	0	15	0	16	0	17										
Engineering	1	10	1	11	2	17	2	19	3	20	6	55	7	50	7	50	5	36	5	33
English, Communications & Highers	0	10	0	13	0	16	0	14	0	12										
Enterprise and Commerce	0	38	0	41	0	47	0	45	0	48	0	40	0	37	0	34	0	35	0	29
ESOL and English Language Teacher Training	0	33	0	38	0	41	0	43	0	42	0	41	0	44	0	48	0	45	0	44
Hair Beauty & Complementary Therapy	0	32	0	33	0	36	0	42	0	34	0	32	0	29	0	26	0	24	0	22
Health Professions & Social Services	0	27	0	28	0	33	0	34	0	32		28	0	28	0	40	0	44	0	44
International Development					0	1		1	0	1							0	2	0	1
Learning Resources	0	3	0	3	0	7														
Music & Sound Production	0	25	0	42	0	47	0	48	0	42	0	39	0	36	0	37	0	37	0	36
Outreach	0	3	0	3	0	5	0	6												
Performing Arts	0	17	0	19	1	23	0	24	0	23	0	22	0	22	0	22	0	23	0	33
Professional Cookery, Retail & Events	1	17	1	22	2	25	2	38	1	41	1	22	1	22	1	31	2	30	2	32
Schools and Young People	0	1	0	1	0	3			0	6										
Social Sciences & Integrated Curriculum Services	0	21	0	21	0	26	0	25	0	32	0	65	0	59	0	51	0	54	0	53
Sport & Fitness	0	41	0	43	0	45	0	45	0	41	0	37	0	39	0	38	0	35	0	34
STEM	0	23	0	24	0	26	0	28	0	29										
Travel, Tourism, International and Commercial	0	11	0	14	0	21	0	16	0	16	0	24	0	29	0	7	0	13	0	14
Trowel Trades	5	7	6	7	5	8	9	11	5	11										
West Edinburgh Action					0	1	0	1												
Grand Total	19	531	21	594	25	682	25	698	21	697	18	617	17	610	18	588	17	593	17	577

Our Ref: 008/21

As of 1 October 2012, Edinburgh's Telford College, Jewel & Esk College and Stevenson College merged to create a single college called Edinburgh College.

We refer to your request for information dated 20 March 2021. The College has considered your request as a request for information under section 1 of the Freedom of Information (Scotland) Act 2002 ("FOISA").

008/21 (1): How many women are now on the board of your organisation and how many people of other genders are there?

The current gender balance of the Edinburgh College Board of Management is 6 Male; 11 Female.

In terms of Non-Executive Board Members, who are appointed through an open appointments process led by Edinburgh College, the gender balance is 3 Male; 9 Female.

008/21 (2): Is the current Chairperson (or person with an equivalent role) a woman or someone of another gender?

The Interim Chair of the Edinburgh College Board of Management is female.

008/21 (3): What is the current median FTE pay for men and women in the organisation?

As of 23 March 2021, the median FTE salary for females is £42,357 and the median FTE salary for males is also £42,357.

In addition, I would be grateful if you could provide me with the following information about board members.

008/21 (4): Please supply the names of everyone currently on the board along with their registers of interest and the date that their register was last updated.

Please find attached.

008/21 (5): Please supply details of any payments made to any of the board members in the last 12 months, and a summary of the purpose of each payment.

In line with the College Board Appointments Guidance 2014, a Regional College (such as Edinburgh College) cannot remunerate individuals for their role as a member of the board - other than its chair and salaried members of staff.

Members of the Edinburgh College Board of Management who receive remuneration include:

- The Chair(*), as a remunerated board appointment;
- The Principal & Chief Executive, as a salaried member of staff;
- Both Staff Board Members (Support and Teaching), as salaried members of staff;
- Both Student Board Members, as salaried sabbatical officers employed by the Edinburgh College Students' Association.

**As stipulated by the Scottish Government, the post of regional board chair attracts a remuneration of £330 per day for a time commitment of two days per week.*

On 24 September 2019, the Edinburgh College Board of Management agreed that the Interim Chair of the Board should receive appropriate remuneration - in line with current guidance for regional board chairs.

The Interim Chair was paid £30,360 between April 2020 and March 2021.

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[Edinburgh](#)
[EH15 2PP](#)

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You also have the right to appeal to the Court of Session on a point of law following a decision of the Commissioner.

Regards
FOI Team

Edinburgh College
Register of Members Interests 2020/21
Board of Management

Title	Forename	Surname	Current Employer	Position Held	Unremunerated Positions	Gifts & Hospitality	Remuneration	Allowance received in relation to membership of organisation	Nature and Regularity of Work that is remunerated	Related Undertakings	Contracts	House, Lands & Buildings	Shares & Securities	Other Relevant Information	Date Joined Board	Date due to leave Board or be appointed for second term	Date Return Received
Mr	Bruce	Cassidy	Edinburgh College	Technician, Creative Industries	None	None	Full-time employment, Edinburgh College	None	Full-time employment	None	None	None	None	None	13.12.16	13.12.20	22.03.21
Mr	Mike	Cowley	Edinburgh College	Lecturer, Social Sciences & Integrated Curriculum Services	None	None	Full-time employment, Edinburgh College	None	Full-time employment	Branch Convenor EIS-FELA	None	None	None	None	01.12.17	01.12.21	17.03.21
Ms	Audrey	Cumberford	Edinburgh College	Principal & Chief Executive	Board Member, Enterprise and Skills Board; Vice Chair of College Principals Group; Commissioner, UK Independent Commission on the College of the Future; Board Member, Scottish Institute for Enterprise	None	Full-time employment, Edinburgh College	None	Full-time employment	None	None	None	None	None	03.09.18	N/A	22.03.21
Ms	Rose	Dodgson	Edinburgh College	Vice-President (Welfare) of Edinburgh College Students' Association	None	None	Full-time employment, Edinburgh College Students Association	None	None	None	None	None	None	None	01.07.20	30.06.21	17.03.21
Ms	Lesley	Drummond	Self Employed	Owner, Vivald (Independent Retailer)	Non-Executive Director, Capital Theatres Trust Ltd.	None	None	None	Self-employed	None	None	None	None	None	01.03.17 Reappointed from 01.03.20	01.03.23	17.03.21
Ms	Janyce	Holmes	-	-	None	None	Independent Non-Executive Director of England Athletics	None	Circa 20 days per annum	None	None	None	None	None	15.03.21	15.03.24	17.03.21
Mr	Alex	Killick	Self-Employed	Director at Leading Kind, Management Consultancy	None	None	Consultancy Income.	None	None	None	None	None	None	None	22.09.20	22.09.23	22.03.21
Mr	Ross	Laird	Grayling Communications Ltd.	Head of Scotland	Vice Chair, Penicuik YMCA – YWCA; Director of Pentland Spirit Ltd.	None	None	None	Full-time employment	None	None	None	None	None	08.03.19	08.03.22	17.03.21
Ms	Ann	Landels	Self employed management consultant	Interim Chair, Edinburgh College Board of Management	Board Member Colleges Scotland Board Member and Vice Chair, Apex Scotland; Director, Inspire Search, Trustee, Southside Choir Associate BTA (Interim Manager, Forth Valley Advocacy)	None	Interim Chair Edinburgh College Board of Management	Daily fee	Part time, 2 days per week, temporary	None	None	None	None	None	08.03.21 Reappointed from 09.02.19	09.02.22	15.03.21
Ms	Antonia	McAlindin	Retired	-	None	None	Employment Tribunal Member	Daily fee.	On a weekly basis	None	None	None	None	None	22.09.20	22.09.23	19.03.21
Mr	Nigel	Paul	Retired	Interim Vice Chair, Edinburgh College Board of Management	None	None	Non-Executive member of the Scottish Courts and Tribunals Audit & Risk Committee.	Expenses related to remunerated roles	Typically 4-5 days per year	None	None	None	None	None	01.03.15 Reappointed from 01.03.18	01.03.22	19.03.21
Ms	Gwen	Raez	Visit Scotland	Senior Marketing Manager	None	None	Full-time employment, Visit Scotland	None	Full-time employment	None	None	None	None	None	08.03.19	08.03.22	19.03.21
Dr	Fiona	Riddoch	Self-Employed Energy Consultant	-	Board Member, Energy Technology Partnership Advisory Board; Board Member, Words Than Carry On Mental Health; Research Fund; Friend, The Energy Savings Coalition Brussels.	None	Consultancy income.	None	Self-employed as an independent consultant	Royal Society Entrepreneur in Residence University of Edinburgh.	None	None	None	None	20.10.15 Reappointed from 20.10.18	20.10.21	18.03.21
Ms	Azra	Sharif-Qayyum	Doctor's Laboratory (LDT)	Biomedical Scientist	Director of the Edinburgh Mela Ltd.; Director of Edinburgh and Lothians Regional Equality Council (ELREC).	None	Full-time employment, Doctor's Laboratory (Rosshall Hospital)	None	Full-time employment	None	None	None	None	None	09.02.16 Reappointed from 09.02.19	09.02.22	18.03.21
Ms	Judith	Sischy	Retired	None	Trustee, Carnegie Trust for the Universities of Scotland; Mentor, ACOSVO; Literacy Tutor, Edinburgh City Council; Board Member, Linknet Mentoring.	None	Member, ICAS Investigative Committee	None	Typically 9 days per year	None	None	None	None	None	01.03.17 Reappointed from 01.03.20	01.03.23	22.03.21
Ms	Jeanette	Stevenson	Royal College of Physicians of Edinburgh	Head of Education and Training	None	None	Full-time employment, Royal College of Physicians of Edinburgh	None	Full-time employment	None	None	None	None	None	01.03.17 Reappointed from 01.03.20	01.03.23	22.03.21
Mr	Jordan	Wylie	Edinburgh College	President of Edinburgh College Students' Association	None	None	Full-time employment, Edinburgh College Students Association	None	Full-time employment	None	None	None	None	None	01.07.20	30.06.21	22.03.21

Co-Opted Member(s)

Title	Forename	Surname	Current Employer	Position Held	Unremunerated Positions	Gifts & Hospitality	Remuneration	Allowance received in relation to membership of organisation	Nature and Regularity of Work that is remunerated	Related Undertakings	Contracts	House, Lands & Buildings	Shares & Securities	Other Relevant Information	Date Co-opted to the Board	Date of annual review of co-opted membership	Date Return Received
Mr	Ian	Doig	Self-Employed	Principal	Chair of Mechiston Community Council, Edinburgh.	None	Fees from consultancy projects	None	Independent consultancy projects occasionally.	None	None	None	None	None	17.11.15	To be reviewed by the Board on an annual basis.	22.03.21

Our Ref: 009/21

As of 1 October 2012, Edinburgh's Telford College, Jewel & Esk College and Stevenson College merged to create a single college called Edinburgh College.

We refer to your request for information dated 21 April 2021. The College has considered your request as a request for information under section 1 of the Freedom of Information (Scotland) Act 2002 ("FOISA").

009/21 (1): Please see the attached spreadsheet requesting information under the Freedom of Information (Scotland) Act 2002.

[Please find completed spreadsheet attached.](#)

[The College has not provided responses to questions 24-26 as the release of this information would substantially prejudice the effective conduct of the College's business \(Section 30 \(c\) of the FOI\(S\) Act 2002\).](#)

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You must appeal to the Commissioner within six months of receiving the review decision.

You also have the right to appeal to the Court of Session on a point of law following a decision of the Commissioner.

Regards
FOI Team

Question number	Question	Expected responses	Response - use drop down where possible
1	Do you have a hardware inventory detailing your end-user devices and servers?	Yes or No	Yes
2	Answer this question if your response to question 1 was yes , do your change management processes (including service catalogue) integrate into the hardware inventory?	Yes, No, or Not applicable	Not yet
3	Do you have a software licence entitlement inventory for software used on end-user devices and servers?	Yes or No	No
4	Do you have a software inventory of software that is installed on your end-user devices and servers?	Yes or No	Yes
5	Do you produce and investigate exception reports for the following inventories:		
5a	Hardware inventory	Yes or No	No
5b	Software licence entitlement inventory	Yes or No	No
5c	Software inventory	Yes or No	No
6	What percentage of end-user devices and servers that are in your hardware inventory are covered by your software inventory?	<25%, 25 - 50%, 50 - 75%, 75 - 85%, 85 - 95%, 95 - 100%, or Don't know	85 - 95%
7	Do you have the capability or resources to identify unlicensed software installations?	Yes or No	No
8	Do you have policies, rules and procedures that manage the software life cycle?	Yes - covers the full life cycle, Yes - covers part of the life cycle, or No - does not cover the life cycle	Yes - covers part of the lifecycle
9	Do you have policies, rules and procedures that manage the hardware life cycle?	Yes - covers the full life cycle, Yes - covers part of the life cycle, or No - does not cover the life cycle	Yes - covers the full lifecycle
10	Do your current software asset management processes guarantee software licence compliance?	Yes or No	No
11	Do you perform software usage tracking?	Yes or No	No
12	Do you identify and reuse unused software licences?	Yes or No	Yes
13	Answer this question if your response to question 12 was yes , does your authority have processes in place to reuse these licences before buying new ones?	Yes, No, or Not applicable	Yes
14	Do your current processes allow the alignment of investments in IT with strategic objectives?	Yes or No	Yes
15	Do you have a centralised team for purchasing software licences?	Yes or No	Yes
16	Do you have the following inventories:		
16a	Authorised software	Yes or No	Yes
16b	Unauthorised software	Yes or No	No
17	Do you have a list of recommended software for employees to use?	Yes or No	No
18	Do you promote the use of existing systems or software before buying new systems or software?	Yes or No	Yes
19	Does your software asset management programme integrate into the following areas:		
19a	Relationship and contract management	Yes or No	No
19b	Financial management	Yes or No	No
19c	Service level management	Yes or No	No
19d	Risk management	Yes or No	No
20	What was your total number of employees at the end of each of the following calendar years?		
20a	2016	Numerical value	1,164
20b	2017	Numerical value	1,083
20c	2018	Numerical value	1,053
20d	2019	Numerical value	1,049
20e	2020	Numerical value	1,022
21	What was the total number of end-user devices you had at the end of the following calendar years?		
21a	2016	Numerical value	Approx. 5000
21b	2017	Numerical value	Approx. 5000
21c	2018	Numerical value	Approx. 5000

21d	2019	Numerical value	Approx. 5000
21e	2020	Numerical value	Approx. 5000
22	What was the total number of servers you had at the end of the following calendar years?		
22a	2016	Numerical value	40
22b	2017	Numerical value	40
22c	2018	Numerical value	40
22d	2019	Numerical value	40
22e	2020	Numerical value	40
23	How much did you spend on software licences for new purchases or renewals during the following years (excluding fines or settlements)?		
23a	2016	Numerical value	£562,500
23b	2017	Numerical value	£482,433
23c	2018	Numerical value	£455,000
23d	2019	Numerical value	£532,611
23e	2020	Numerical value	£573,352
24	Is there a link between your software asset management processes and your IT security processes?	Yes or No	
25	What was the total number of cybersecurity incidents (breaches or data loss) that occurred in the following years?		
25a	2016	Numerical value	
25b	2017	Numerical value	
25c	2018	Numerical value	
25d	2019	Numerical value	
25e	2020	Numerical value	
26	How many of the incidents noted in question 25 have caused downtime in the following years?		
26a	2016	Numerical value	
26b	2017	Numerical value	
26c	2018	Numerical value	
26d	2019	Numerical value	
26e	2020	Numerical value	
27	What was the total number of fines or settlements related to software licensing that you incurred in the following years?		
27a	2016	Numerical value	0
27b	2017	Numerical value	0
27c	2018	Numerical value	0
27d	2019	Numerical value	0
27e	2020	Numerical value	0
28	How much did you spend during the following years relating to fines or settlements regarding software licensing?		
28a	2016	Numerical value	0.00
28b	2017	Numerical value	0.00
28c	2018	Numerical value	0.00
28d	2019	Numerical value	0.00
28e	2020	Numerical value	0.00
29	Do you have a team partially or fully dealing with software asset management?	Yes or No	Yes
30	Answer this question if your response was yes to question 29 , is this outsourced to another organisation?	Yes, No, or Not applicable	No
31	Answer this question if your response was no to question 30 , how many full-time employees (or equivalent) do you have working on this?	Yes, No, or Not applicable	1

Our Ref: 010/21

As of 1 October 2012, Edinburgh's Telford College, Jewel & Esk College and Stevenson College merged to create a single college called Edinburgh College.

We refer to your request for information dated 28 April 2021. The College has considered your request as a request for information under section 1 of the Freedom of Information (Scotland) Act 2002 ("FOISA").

010/21 (1): Does the College provide 'Safe Leave' for members of staff who have experienced domestic abuse? **No**

010/21 (2): If Safe Leave is in place, can you please tell me how many days safe leave is available?
N/A

010/21 (3): What is the criteria to be eligible for Safe Leave? **N/A**

010/21 (4): Is Safe Leave paid? **N/A**

010/21 (5): Can you please provide me with a copy of your Safe Leave policy? **The College does not have a Safe Leave policy.**

010/21 (6): If the College has no Safe Leave policy- can the College explain why this support is not in place?

The College provides a generous annual leave entitlement. In addition, the College has a Leave of Absence policy and procedure (please see attached) which details various types of leave of absence employees can access.

010/21 (7): If you have no policy in place does the College have any plans to introduce a safe leave policy in the next 12 months? **No**

010/21 (8): More broadly does the College have a specific policy or support in place for staff who are experiencing domestic abuse, if yes can you please provide me with a copy of the policy or support document, including criteria used if any to assess eligibility for the support **No**

010/21 (9): If the College does not have a specific policy or support can you provide information as to what the College put in place during COVID-19 to support staff experiencing domestic abuse if any?

Please see response to **010/21 (6)** outlining the types of leave available to staff. The College also provides staff with an Employee Assistance Programme. PAM Assist is a free and confidential counselling support service available to all employees and their families to help them with any problem they may be facing. It is completely confidential and available 24 hours a day, 7 days a week, 365 days of the year.

010/21 (10): Has the College identified if domestic abuse support would be at the line managers discretion or if not, who would determine if a member of staff was eligible for any support?

An employee's manager (with support from HR) would decide what support the College could provide.

010/21 (11): Has the College introduced any training for staff on Domestic Abuse impacting on staff employed by the College?

The College delivered Gender Based Violence awareness training to staff this year. This training is targeted at supporting students experiencing abuse (but some of the learning applies to both staff and students).

010/21 (12): Between October 2019 and October 2020 how many members of staff have asked for support for Domestic Abuse and what type of support did staff ask for? **None**

010/21 (13): Please can you tell me if you have an Employee Assistance programme and if so who your Employee Assistance Provider is and how long you have used them? **Yes, PAM Assist has been in place for several years.**

010/21 (14): Please can you complete the tables on the next page **Please see copied below.**

Total number of Staff	Total Number of Male	Total Number of Male	Average pay for Male	Total Number of	Average Pay for	Total Number of Male	Total Number of Male	Average Pay for Male
-----------------------	----------------------	----------------------	----------------------	-----------------	-----------------	----------------------	----------------------	----------------------

employed	Employees	Academics	Academics	Male Support Staff	Male Support staff	Line Managers both academic and Support staff	Senior Managers	Senior Managers
1213	501	275	£42,269	196	£26,739	23	7	£76,666
Total number of Staff employed	Total Number of Female Employees	Total Number of Female Academics	Average pay for Female Academics	Total Number of Female Support Staff	Average Pay for Female Support Staff	Total Number of Female Line Managers both academic and Support staff	Total Number of Female Senior Managers	Average Pay for Female Senior Managers
As above	711	351	£42,302	318	£26,458	34	8	£80,123

010/21 (15): Do you wish to add any comments on the data in the table in relation to Athena Swan or any other policy or College position re gender pay?

The College's Equality Reports (which include Gender Pay Gap information) are available online: <https://www.edinburghcollege.ac.uk/Welcome/Governance/Governance-Office/Equality-Diversity-and-Inclusion>

The Colleges mean gender pay gap is currently 3.1%

010/21 (16): Is there any further information you would like to share with me with regards to support for staff experiencing domestic abuse,

The College endeavours to support all of its employees with whatever difficulties they may be encountering as much as possible. The College is happy to review and consider providing Safe Leave in the future.

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Regards
FOI Team

Policy Number	HRM/5.4
Level	3
Issue	V1.2
Issue date	01/06/20
Review Date	01/06/23
Author	I Michie
SMT Approval	01/06/20



For the future you want

Leave of Absence

Policy & Procedure

(Please note that this procedure applies to all employees who started with Edinburgh College on or after merger. If you started prior to this date, 1 October 2012, a legacy procedure may apply. Please ask HR for clarification)



Human Resources &
Organisation Development

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1. INTRODUCTION

- 1.1 The College encourages employees to maintain a healthy work-life balance and offers various types of leave of absence to support employees with managing work and other aspects of their personal lives.
- 1.2 This policy and procedure details the various types of leave of absence employees can access, the purpose the leave is intended for, the criteria to be met (if applicable) and the procedure employees should follow if they wish to apply.

2. SCOPE

- 2.1 This policy and procedure applies to all employees.
- 2.2 The following requests are not covered by this policy and procedure as they are covered by separate policies, which are indicated in brackets:
 - Flexible Working Requests (Flexible Working Policy and Procedure)
 - Time off for Trade Union Duties (Recognition Procedure Agreement)
 - Absence due to adverse weather conditions (Adverse Weather & Disruption to Work Policy & Procedure)
 - Pregnancy related leave e.g. time off for fertility treatment, antenatal appointments, maternity leave, adoption leave, shared parental leave, paternity leave, parental leave and bereavement leave (Family-Friendly Policy & Procedure)

3. KEY PRINCIPLES

- 3.1 The College aims to be a fair, understanding and supportive employer with regards to requests for leave of absence.
- 3.2 Managers will look to balance the needs of the employee with the business needs of the College when considering applications for leave of absence, while supporting requests wherever practicable.
- 3.3 It is understood that in emergency and/or urgent circumstances it may not be possible for employees to plan their leave of absence, and in these circumstances, we ask employees to make their manager aware of the situation as soon as possible so that alternative arrangements can be made to cover work etc. These requests should be dealt with sensitively and discussions on the type of leave being used to cover any time off should ideally take place before leave commences but can also take place after any emergency situation has been dealt with.
- 3.4 The College expects that in non-emergency situations where leave of absence can be planned, that employees give as much notice as possible to the College and take/manage the leave in such a way that disruption to College business is minimised as much as possible.
- 3.5 Discretionary additional paid/unpaid leave entitlements may be provided to allow the College flexibility to offer leave entitlement proportionate to the need of the individual and/or circumstances.

- 3.6 The College is committed to creating a diverse and inclusive workplace. As such we recognise that further consideration may be needed for requests from employees who are requesting leave for reasons related to a 'Protected Characteristic' as defined under the Equality Act 2010, specifically: Age; Disability; Gender Re-assignment; Race; Religion or Belief; Sex; Sexual Orientation; Marriage and Civil Partnership; Pregnancy and Maternity.
- 3.7 Absence that is unauthorised by this policy and procedure, or other relevant policies, may result in disciplinary action against the employee.

4. RESPONSIBILITIES

- 4.1 The Head of Human Resources and Organisational Development is responsible for the operation, monitoring, application and review of this policy and procedure.
- 4.2 The College's Senior Management team (SMT) is responsible for approving any changes to this policy and procedure.
- 4.3 Managers are responsible for the consistent application of this policy and procedure.
- 4.4 All employees are responsible for ensuring that they are aware of their responsibilities/obligations under this policy and procedure.

5. LEAVE OF ABSENCE CATEGORIES

- 5.1 The College has various types of leave of absence, summarised here:
- Paid leave (additional to annual leave – within limits set and eligibility criteria):
 - Study Leave;
 - Compassionate Leave;
 - Emergency Medical Appointments;
 - Emergency Leave for Care of a Dependent;
 - Gender Reassignment;
 - Territorial Army duties;
 - Jury Duty/Court Attendance;
 - Children's Panel Attendance;
 - and under the [Family Friendly Policy & Procedure](#):
 - Leave for Fertility Treatment;
 - Antenatal appointments;
 - Paternity Leave;
 - Maternity/adoption leave and shared parental leave – both paid and unpaid;
 - Bereavement Leave
 - Unpaid leave:
 - Long Term Illness of a Dependant;
 - Unpaid Leave Request;
 - Parental Leave (under Family Friendly Policy & Procedure);
 - Maternity/adoption leave and shared parental leave – both paid and unpaid (under Family Friendly Policy & Procedure).

6. HOW TO APPLY FOR A LEAVE OF ABSENCE

- 6.1 To apply for a leave of absence employees should discuss their request with their manager in the first instance, then record the type of leave agreed (if applicable) using iTrent self-service.
- 6.2 An employee's manager must advise whether or not their employee's request has been approved and authorise it in self-service. Their decision will be based on the principles laid out in this policy and procedure. The manager shall consult with their HR representative where appropriate.
- 6.3 Where practicable, as much notice as possible of the absence should be given. Where this is not possible, employees should contact their manager as soon as possible, informing the College of the reason and duration of their absence.

7. STUDY AND EXAM LEAVE

- 7.1 Up to one day's paid leave per exam may be granted and one day's paid study leave per exam for approved courses of study. Up to one day paid leave will be granted for first resit. No further leave will be granted for subsequent resits or revision.

8 COMPASSIONATE LEAVE

- 8.1 This is typically used in the case of attendance at funerals or bereavement. In deciding how many days leave to allow managers should be guided by:
 - the relationship the employee had with the deceased;
 - attendance and proximity of the funeral;
 - the responsibility the employee has for funeral arrangements and any executor duties;
 - the key principles detailed in section 3 of this policy and procedure.
- 8.2 At the manager's discretion Annual Leave/Flexi-time/TOIL or unpaid leave may also be granted in addition.

9 MEDICAL/DENTAL/HOSPITAL APPOINTMENTS

- 9.1 Wherever possible employees should schedule appointments outwith working hours/core time.
- 9.2 Where an employee has a disability that requires regular and ongoing hospital appointments the College will accommodate this as a reasonable adjustment.
- 9.3 Paid time off will normally be granted for emergency appointments.
- 9.4 Paid leave for hospital appointments will be granted and extended to one day where the employee is a day patient (the employee's manager may request confirmation of hospital appointment). Included in this provision is reasonable paid time off for the purpose of preventative medical examinations.

10 EMERGENCY LEAVE FOR CARE OF A DEPENDANT

- 10.1 Up to five days paid leave and reasonable unpaid time may be granted in any 12 month period to care for a dependant who is ill or injured or where there has been a breakdown of normal care arrangements, unexpected crises and difficult circumstances. The College should be satisfied that the employee carries the burden of care.
- 10.2 A dependant is defined as a spouse, child, parent or someone who lives in one's household but is not an employee, tenant, lodger or boarder. The definition may be extended to include anyone who reasonably relies on the employee to make regular arrangements for them.

11 GENDER REASSIGNMENT

- 11.1 The Equality Act 2010 makes it unlawful to discriminate against or treat someone unfairly because of gender reassignment. It covers someone who proposes to go through, is going through or has gone through a process, or part of a process, to change his or her gender from man to woman or woman to man. A person may choose to reassign their gender and live permanently as the opposite sex without any medical supervision (i.e. hormonal or surgical therapy).
- 11.2 For medical appointments related to gender reassignment, including initial consultation, up to five days additional paid leave may be granted, in a 12 month period.
- 11.3 The College has the right to request medical evidence before granting this leave.
- 11.4 If further time off is required, or in order to allow an employee to take time off during the transitioning process, any further absence(s) should be recorded against 'gender reassignment' on iTrent, and the employee will receive their sick pay entitlement as for other sickness absences. However, this absence(s) should not be included for sickness absence management purposes e.g. for unacceptable absence levels etc.

12 LONG TERM ILLNESS OF A DEPENDANT

- 12.1 Unpaid leave may be given for up to 6 months in addition to the provisions in Section 10. Arrangements for reduced or rearranged working hours on a temporary basis may also be considered.
- 12.2 The College has the right to request medical evidence before granting this leave.

13 OTHER DOMESTIC EMERGENCIES

- 13.1 Up to one day's paid leave may be granted for a domestic emergency such as flood, fire or burglary. Under exceptional circumstances additional days paid leave can be considered.
- 13.2 This category does not apply to planned events such as domestic repairs, refurbishment, building or trades work, installation of appliances, home deliveries etc.
- 13.3 Requests for further paid time off will be at the discretion of the manager. Annual Leave/Flexi-time/TOIL or unpaid leave may be authorised for this purpose.

14 ATTENDANCE AT NATIONAL OR INTERNATIONAL EVENTS

- 14.1 Employees selected by a national body or organisation for participation as a national team member, performer or an official in an international event should be granted a reasonable amount of paid and/or unpaid leave for this purpose. Training/preparation time will normally be unpaid.
- 14.2 Employees will be granted unpaid leave when participating as a team member or as an official at an international event not involving national teams.
- 14.3 The College may request evidence of attendance / selection.
- 14.4 Procedures for time off for trade union activities, including training, are detailed independent to this document in the Recognition Procedures Agreement, available on the College intranet.

15 TERRITORIAL ARMY/RESERVE AND CADET FORCES TRAINING

- 15.1 Employees shall be granted up to five days paid leave for voluntary military service in any 12 month period.
- 15.2 An additional five days unpaid leave will be granted for additional commitments such as annual camp. Paid leave will be subject to the deduction of any service pay and allowances received for the period.

16 CANDIDATE AT LOCAL/NATIONAL ELECTIONS

- 16.1 Reasonable paid and unpaid leave, at the discretion of College management, will be given to employees who are standing as a candidate for Parliamentary or Local Government Election.

17 COUNCIL MEMBER OR OTHER PUBLIC REPRESENTATON

- 17.1 Up to five days paid leave may be granted in any 12 month period at the discretion of College management.
- 17.2 Any additional leave required will be made up of Annual Leave/Flex-time/TOIL or unpaid leave.

18 JURY DUTY/COURT ATTENDANCE

- 18.1 On receipt of a Citation to attend court, either as a Witness or for Jury Duty, an employee must immediately inform their manager.
- 18.2 The Citation should then be forwarded to Human Resources for recording.
- 18.3 Employees will receive normal full pay during their period of Jury Duty, unless the term is unusually extensive (e.g. longer than 2 weeks), in which case the College reserves the right to move the employee onto zero pay and request the employee to complete the Loss of Earnings citation and claim for lost earnings from the Courts.

- 18.4 When an employee is advised either by the Court officials or via the helpline that they are no longer required to attend, they are expected to return to work immediately or as soon as practicable after that time.

19 CHILDREN'S PANEL

- 19.1 Up to five days paid leave may be granted in any 12 month period.
- 19.2 Any additional leave required should be taken from Annual Leave/Flexi time/TOIL or unpaid leave.

20 RELIGIOUS OBSERVANCE

- 20.1 Subject to reasonable notice being given of holiday dates requested, requests for rearranged working hours will be considered. Where this is not possible, employees will be able to use their Annual Leave/Flexi-time/TOIL entitlement or unpaid leave to observe special religious holidays.

21 UNPAID LEAVE REQUESTS

- 21.1 Employees can request a period of unpaid leave up to a maximum of one month's duration. This leave will only be granted in exceptional circumstances. Longer periods of unpaid leave may be granted for the long-term care of dependants as outlined in section 11 above (Long term illness of a Dependant).
- 21.2 Employees should submit a written request for unpaid leave to their manager who, following discussion and agreement will forward the request to the HR representative for their team/department. The request will then be considered by the line manager in consultation with HR who will look to approve requests where reasonable and practicable after College operations and team functions have been considered.
- 21.3 Written requests should contain the length of leave required and the full reasons for the request. It should also include, where possible, a proposal of how work may be covered in the absence of the employee who is applying.
- 21.4 Any unpaid leave will not affect continuous service with the College. It is advised that employees make enquiries regarding the effects of such leave with the appropriate pension provider as unpaid leave will not be subject to either employee or employer contributions.

22 ASSURANCE

- 22.1 This policy and procedure will be reviewed following any relevant changes to employment law or alternatively every three years as a minimum.

APPENDIX ONE: SUMMARY OF TYPES OF LEAVE OF ABSENCE AVAILABLE

TYPE OF LEAVE	CRITERIA / DETAIL	ALLOWANCE
Study Leave	Approved Course	1 day study for exam, 1 day for exam and 1 day for resit (all paid)
Compassionate Leave	Funerals and bereavement	Number of days paid leave is manager's decision
Medical/Dental/Hospital Appointments	Hospital appointment card/letter may be requested	Paid time off to attend hospital appointments (1 day's paid leave for day patient treatment); Ongoing & regular hospital appointments related to a disability will be accommodated on a paid basis as a reasonable adjustment
Gender Reassignment	Employee looking to change their gender and live permanently as the opposite sex	Up to 3 days additional paid leave in a 12 month period, to cover appointments Further absence(s) to be recorded as 'gender reassignment' as per normal process for sickness absence. However, absences should not be included for absence management purposes
Emergency leave for care of a dependant	Dependant – spouse, child, parent or other who reasonably relies on the employee to make regular arrangements for them	Up to 5 days paid leave in 12 month period, to provide care when breakdown in normal care arrangements/unexpected crisis
Long term illness of a dependant	Medical evidence may be requested	Unpaid leave up to 6 months
Other domestic emergency	Domestic emergency e.g. fire, flood, burglary	At discretion of manager, up to 1 days paid leave. Although in exceptional circumstances further paid leave can be considered.
Attendance at National or International Event	Evidence of attendance may be requested	Reasonably paid / unpaid time
Territorial Army / Reserve and Cadet forces training	Subject to deduction of any service pay received	Up to 5 days paid leave in 12 month period; 5 days unpaid in 12 month period for additional duties e.g. annual camp
Council Member or other Public representation	Evidence may be requested	Up to 5 days paid leave in 12 month period

Jury Duty / Court Attendance	Submit Jury Duty citation to HR for recording purposes	Paid time as appropriate, unless extensive period required.
Attendance at Children's Panel	Evidence may be requested	Up to 5 days paid leave in 12 month period
Religious Observance	For religious observance/festivals not covered by holidays	With reasonable notice requests for rearranged working hours will be considered; If not possible to be taken from Annual Leave / Flexi / TOIL
Unpaid Leave Requests	In exceptional circumstances, written request required	Up to 1 month
Leave for fertility treatment	26 weeks service with the College.	Up to 2 days paid leave in 12 month period
Antenatal appointments	Documentation confirming ante-natal appointments	Pregnant employees – paid time off during working hours to receive antenatal care; Fathers and partners – unpaid time off to attend 2x antenatal appointments (capped at 6.5 hours for each app.)
Paternity Leave	You need to have been employed by the College for at least 26 weeks and inform us on or by 15 th week before due date	2 consecutive weeks, at full pay
Parental Leave	One year's continuous service	18 weeks unpaid leave up to the child's 18 th birthday (maximum of four weeks per year)

Our Ref: 011/21

As of 1 October 2012, Edinburgh's Telford College, Jewel & Esk College and Stevenson College merged to create a single college called Edinburgh College.

We refer to your request for information dated 25 May 2021. The College has considered your request as a request for information under section 1 of the Freedom of Information (Scotland) Act 2002 ("FOISA").

011/21 (1): share the breakdown of male, female and non-binary students which are enrolled on your automotive courses and if possible, a breakdown of the different ethnicities [...] I have listed the courses we are interested in below;

- Automotive Maintenance Evening Class Basic
- Automotive Maintenance Evening Class Advanced
- Automotive Paint & Refinishing Class
- IMI Diploma in Light Vehicle Maintenance and Repair
- IMI Diploma in Heavy Vehicle Maintenance and Repair
- IMI Level 1 Certificate in Transport Maintenance (Light Vehicle)

Please find requested information attached.

Please note, the College does not record non-binary information and is unable to provide this information.

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You have 40 working days from receipt of this letter to submit a review request to:

Head of Communications, Policy and Research
4th Floor
Edinburgh College (Milton Road Campus)
[24 Milton Road East](#)
[Edinburgh](#)
[EH15 2PP](#)

When the review process has been completed and if you are still dissatisfied, you may ask the Scottish Information Commissioner to intervene.

The Commissioner's online appeal service is available from their website:
www.itspublicknowledge.info/Appeal

The online appeal service is available 24/7 and offers you real time help and advice about your appeal.

You must appeal to the Commissioner within six months of receiving the review decision.

You also have the right to appeal to the Court of Session on a point of law following a decision of the Commissioner.

Regards
FOI Team

Note: Greyed out boxes are used when course did not take place in that academic year.

Automotive Maintenance Evening Class (Advanced)	2019/2020	2020/2021
Female		
Scottish	*	
Male		
Scottish	9	
English	*	
Irish	*	
Any other white background	*	
Prefer not to say	*	
Automotive Maintenance Evening Class (Basic)	2019/2020	2020/2021
Female		
Scottish	6	
English	*	
Irish	*	
Any other white background	*	
British	*	
Male		
Scottish	46	
English	*	
Any other white background	9	
Indian, Indian Scottish or Indian British	*	
Pakistani, Pakistani Scottish or Pakistani British	*	
African, African Scottish or African British	*	
Any other background	*	
British	5	
Polish	*	
Black, Black Scottish or Black British	*	
Prefer not to say	*	
Automotive Paint and Refinishing	2019/2020	2020/2021
Female		
11 - English	*	
Male		
Scottish	15	
English	*	
Any other white background	*	
Any mixed background	*	
British	*	
Polish	*	
Prefer not to say	*	
IMI Diploma in Heavy Vehicle Maintenance and Repair Principles (VRQ2)	2019/2020	2020/2021
Male		
Scottish	33	61

English	*	9
British	*	*
IMI Diploma in Heavy Vehicle Maintenance and Repair Principles (VRQ3)	2019/2020	2020/2021
Male		
Scottish		16
English		*
IMI Diploma in Light Vehicle Maintenance and Repair Principles (VRQ2)	2019/2020	2020/2021
Female		
Scottish	*	*
English	*	*
Male		
Scottish	37	64
English	5	9
Irish	*	*
Any other white background	0	*
British	*	*
Prefer not to say	*	*
Not known	0	*
IMI Diploma in Light Vehicle Maintenance and Repair Principles (VRQ3)	2019/2020	2020/2021
Female		
Scottish	0	*
Male		
Scottish	*	20
English	0	*
Any other white background	*	*
Pakistani, Pakistani Scottish or Pakistani British	0	*
British	*	*
Polish	0	*
Prefer not to say	0	*
IMI Level 1 Certificate in Transport Maintenance (Light Vehicle)	2019/2020	2020/2021
Female		
Scottish	*	8
Polish	0	*
Male		
Scottish	67	66
English	0	*
Any other white background	*	*
Any mixed background	*	0
Indian, Indian Scottish or Indian British	*	0
Pakistani, Pakistani Scottish or Pakistani British	*	*
Chinese, Chinese Scottish or Chinese British	*	0

Any other Asian background	*	*
Caribbean, Caribbean Scottish or Caribbean British	0	*
African, African Scottish or African British	*	*
Other African background	*	0
Any other background	0	*
British	*	0
Polish	7	5
Black, Black Scottish or Black British	0	*
Not known	0	*

* Numbers of less than five are not shown to protect confidentiality. This information is exempt under Section 38 of the FOI(S) Act 2002 as (due to the low numbers involved) individuals could be identified by this information alongside other information that could be available, and this would therefore risk disclosure of individuals' personal data.

Our Ref: 012/21

As of 1 October 2012, Edinburgh's Telford College, Jewel & Esk College and Stevenson College merged to create a single college called Edinburgh College.

We refer to your request for information dated 25 May 2021. The College has considered your request as a request for information under section 1 of the Freedom of Information (Scotland) Act 2002 ("FOISA").

I am writing to request information (under the Freedom of Information Act 2000) regarding data sharing of personal data between your agency and the UK Home Office during the period of 25 May 2018 to the present.

More specifically, I would be interested in:

012/21 (1): Whether your agency has entered any formal agreements or memoranda of understanding (MOU) with the UK Home Office governing the circumstances in which you would share personal data of individuals for immigration enforcement? If so, please provide a copy of the agreement or MOU.

Edinburgh College has a Student Sponsor License which allows the College to recruit international students through the Student Visa route (Sponsor Licence No. J24R003R8). The College's sponsor duties and compliance responsibilities can be found here: [Student sponsor guidance - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/student-sponsor-guidance)

When the College recruits international students through this route, the College uploads the applicant's details (including their passport information and their course information) to the online Sponsor Management System, which then allows UKVI to confirm the College's offer of sponsorship when they are deciding whether to issue an applicant with a Student Visa. After an applicant has been granted a Student Visa, the College is responsible for ensuring that they comply with the conditions of their leave. This includes monitoring their attendance at Edinburgh College, and keeping up-to-date address details for them, which the College must share with UKVI if requested. The College must also update the Sponsor Management System if there are any changes to the student's circumstances (e.g. if they leave their course early, or if they change to a different sponsor or to a different visa category).

In addition to the College's responsibilities with regards to sponsored students, the College's Sponsor License also carries the additional responsibilities:

- To comply with all aspects of the Immigration Rules and sponsor guidance, and support immigration control, including by taking steps to ensure that every student at our institution who is subject to immigration control has permission to study in the UK throughout the whole period of their study
- To co-operate with the Home Office by allowing its staff immediate access to any of our sites on request (whether or not visits are prearranged) and complying with requests for information, including in connection with the prevention or detection of crime, the administration of illegal working civil penalties and/or the apprehension or prosecution of immigration offenders

012/21 (2): Whether your agency has an internal policy or guidelines outlining the duties of your agency regarding data sharing with the UK Home Office, and the processes for responding to a request from the UK Home Office to share personal data that you hold. If so, please share the policy document or guidelines.

Please see response to [012/21 \(1\)](#).

012/21 (3): Has your agency ever shared personal data of individuals with the UK Home Office? If so, please indicate the number of incidents, and whether data sharing occurred with or without individual consent, divided if possible into calendar or fiscal years?

Between 25 May 2018 - 7 June 2021 the College has shared details of 11 sponsored students with UKVI through the Sponsor Management System. All sponsored students are aware that it is a condition of their sponsorship that the College will share this data with UKVI.

The College has not received any other requests from the UK Home Office to share the personal data of individuals.

012/21 (4): Has your agency ever shared personal data of individuals with the UK Home Office for immigration purposes? If so, please indicate the number of incidents, and whether data sharing occurred with or without individual consent, divided if possible into calendar or fiscal years?

Please see response to [012/21 \(3\)](#).

012/21 (5): Has the Home Office ever requested data on an individual or on an individual's immigration status, or about your work with specific groups of individuals, for immigration enforcement purposes. from your agency? If so:

- a. How many times has the Home Office requested this type of information? [Please see response to 012/21 \(3\)](#).
- b. Have you complied with the requests? If so, how many times? If not, could you state the reasons? [Please see response to 012/21 \(3\)](#).
- c. Do you have a policy document or guidelines outlining your legal duties and the relevant process for responding to such requests (if different from the one requested above, please provide a copy of this document)

Please see response to [012/21 \(1\)](#).

- d. Please share the document/file/email containing the request from the Home Office. If that is not possible, please state the type of information requested and any subsequent actions expected from your staff?

Please see response to [012/21 \(1\)](#).

012/21 (6): Have you discussed within the agency the possibility of a UK Home Office request for personal data of individuals for purposes of immigration enforcement, the duties of staff in sharing/providing data to such a UK Home Office request and/or complying with relevant requests?

If so, please share the minutes, email correspondence, notes, documents or other relevant information linked to these discussions.

Please see response to [012/21 \(1\)](#).

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You also have the right to appeal to the Court of Session on a point of law following a decision of the Commissioner.

Regards
FOI Team

Our Ref: 013/21

As of 1 October 2012, Edinburgh's Telford College, Jewel & Esk College and Stevenson College merged to create a single college called Edinburgh College.

We refer to your request for information dated 02 June 2021. The College has considered your request as a request for information under section 1 of the Freedom of Information (Scotland) Act 2002 ("FOISA").

013/21 (1): Can you provide a breakdown of money spent on Lecturers/Assessors/Learning Support via recruitment agencies for the 20/21 Academic year. Split by temporary and permanent.

Lecturers – None

Assessors – None

Department: Learning Support	
Supplier	Amount
Autism Initiatives UK	£2,642.22
Home Tuition Scotland	£184,627.82
theorise	£74,923.52

Please note, learning support spend via recruitment agencies covers both the provision of additional support needs for students (based on individual student requirements) and temporary sickness cover as required.

013/21 (2): Can you also specify the money spent with each named agency and in which department?

Please see response to **013/21 (1)**.

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Regards

FOI Team

Our Ref: 014/21

As of 1 October 2012, Edinburgh's Telford College, Jewel & Esk College and Stevenson College merged to create a single college called Edinburgh College.

We refer to your request for information dated 17 June 2021. The College has considered your request as a request for information under section 1 of the Freedom of Information (Scotland) Act 2002 ("FOISA").

014/21 (1): Can you please provide an up to date manager list/organogram containing names, job titles and department areas.

Please find requested information attached.

Edinburgh College is subject to the provisions of the Freedom of Information (Scotland) Act (FOISA) 2002. If you are dissatisfied with this response, you may ask the college to review this decision. To do this, please contact the Head of Communications, Policy and Research at the postal address below or e-mail the Head of Communications, Policy and Research at governance@edinburghcollege.ac.uk describing your original request and explaining your grounds for dissatisfaction. (Please include in your review request, your name and home address for correspondence).

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Regards
FOI Team

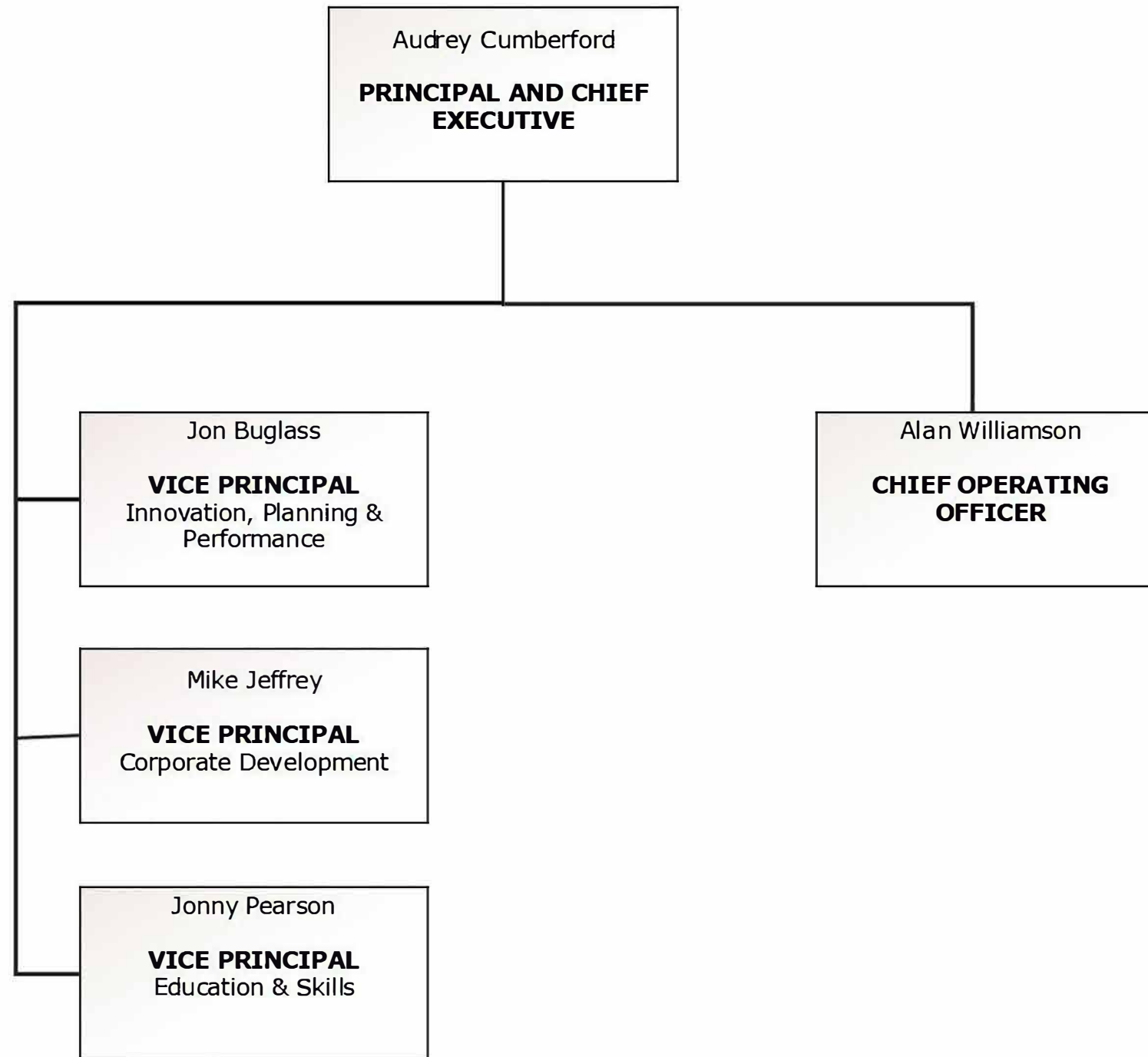


Edinburgh College Organisational Chart

Please note that this chart is updated on a monthly basis and it can therefore take up to a month for changes to be reflected. While every effort is made to ensure that the information in this document is complete and correct, this cannot be guaranteed and is therefore non-legally binding.

Last Updated: 11 June 2021
Last Updated by: OD team

Executive Team

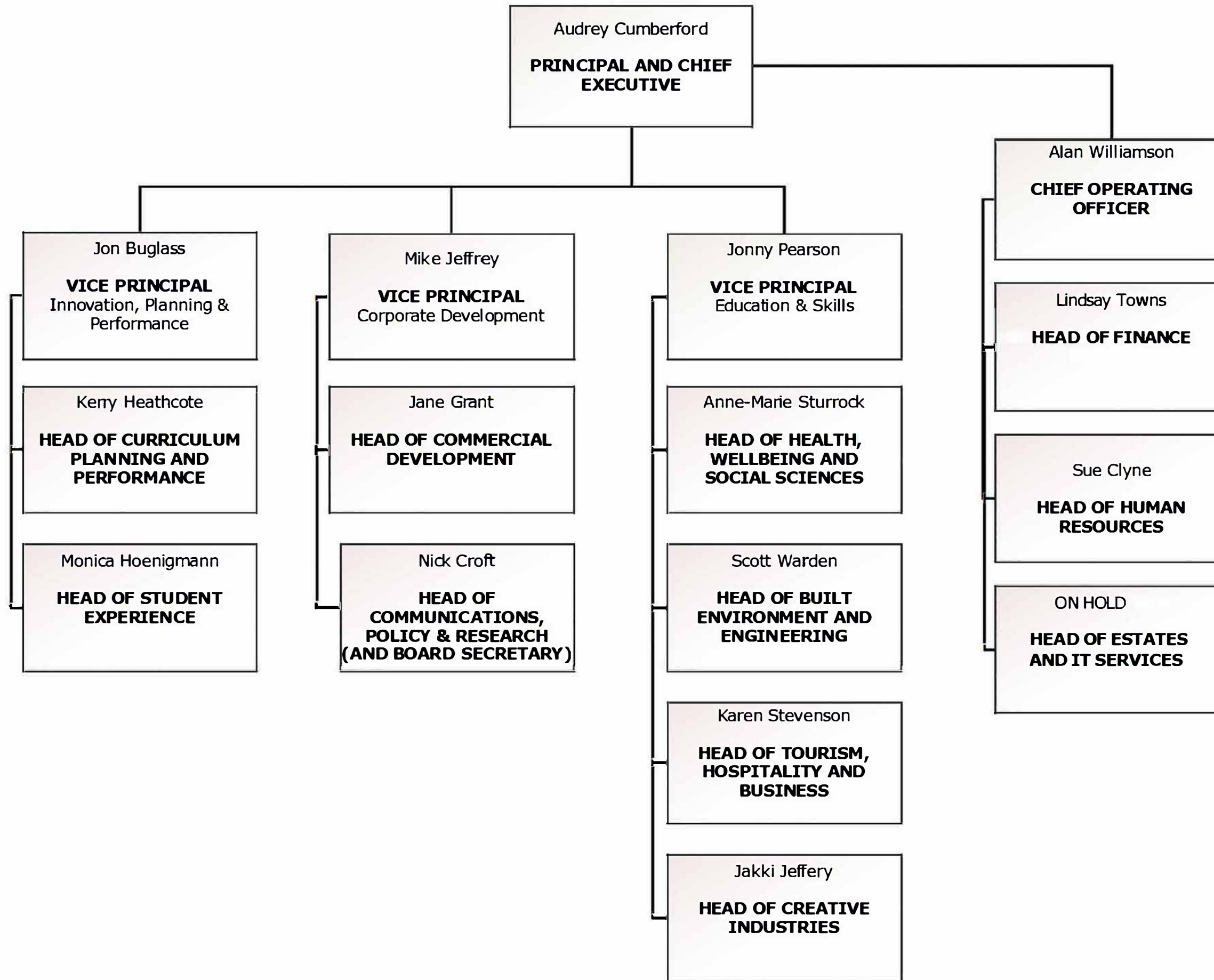


Executive Support Team

Audrey Cumberland
**PRINCIPAL AND CHIEF
EXECUTIVE**

Trish Hanlon
**EXECUTIVE DEVELOPMENT
MANAGER**

Senior Management Team



Monica Hoenigmann
HEAD OF STUDENT EXPERIENCE

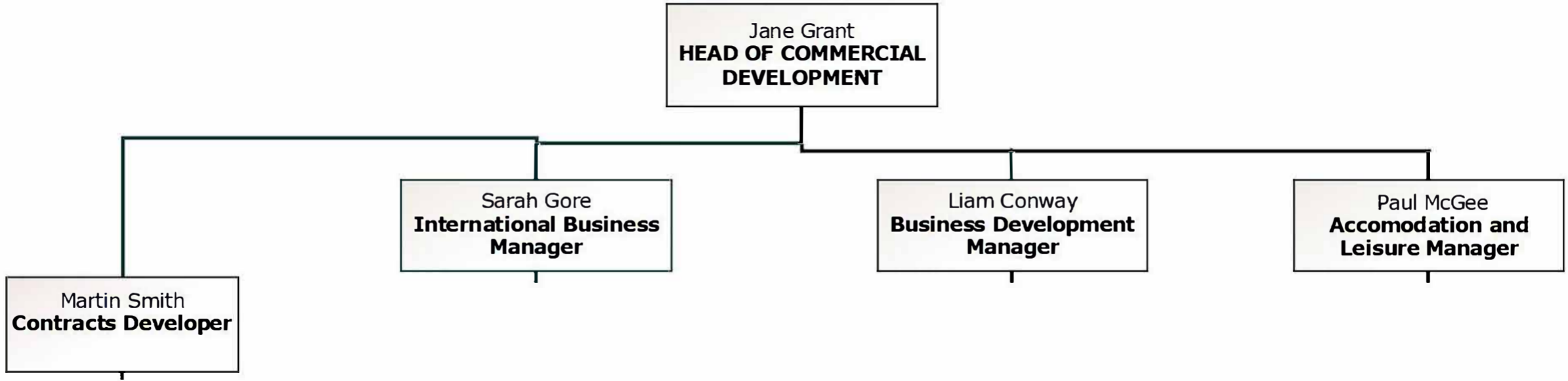
Deborah Robertson
Schools & Community Project Lead

Irene Ritchie/Nicola Mackenzie
Student Experience Manager
Learning Support & Wellbeing

Rena Cowan
Student Experience Manager
Recruitment & Admissions

Caryn Smith
Student Experience Manager
Funding, Reception, LDTs & Guidance

Bethany Winkler
Student Experience Manager
Access Centre



Nick Croft
**HEAD OF
COMMUNICATIONS,
POLICY & RESEARCH
(& BOARD SECRETARY)**

Lucie Dingle
**Communications and
Social Media Manager**

Diane Gordon
**Events and
Stakeholder Manager**

Nick Murton
Information Manager

(Acting) Steven
MacKenzie
Marketing Manager

Vicki Shields
Nursery Manager

Emma Miller
Portfolio Manager

Kerry Heathcote
**HEAD OF CURRICULUM
PLANNING AND
PERFORMANCE**

Gavin Lang
**Quality Assurance
Manager**

Lorraine Lyall
**Quality Enhancement
Manager**

David McLachlan
**Learning Technology
and Resources
Manager**

Alan Meechan
**Business Solutions
Development**

Linda Grant
MIS Manager

David Hiddleston
Curriculum Manager
DDI Skills Gateway

Sue Clyne
HEAD OF HR/OD

Irene Michie

**HR Projects & Systems
Manager**
HR Systems, Policy and
Planning

Katie Willis

HR Business Partner
People management
advice and support

Nyree Grierson

OD Business Partner
Employee Engagement
and Learning &
Development

Lindsay Towns
HEAD OF FINANCE

Sarah Louise O'Hare
Financial Accountant

Lorraine Dunlop
Finance Manager
Financial Management

Chris Adams
Finance Manager
Management Accounting and
Costing

Jakki Jeffery
**HEAD OF
CREATIVE
INDUSTRIES**

Sam Blyth
Curriculum Manager
Computing

Ethelinda Lashley-Scott
Curriculum Manager
Performing Arts &
Photography (Temp)

Jonathan Bennett
Curriculum Manager
Music & Sound Production

Marjory Crooks
Curriculum Manager
Broadcast Media

Neil Manning
Curriculum Manager
Art & Design

Anne-Marie Sturrock
**HEAD OF HEALTH WELLBEING
AND SOCIAL SCIENCES**

Caroline Hairs
Curriculum Manager
Health professions and
Social Services

Tom MacGregor
Curriculum Manager
Childhood Practice & SVQ
Provision

Kate Just
Curriculum Manager
Social Sciences & Integrated
Curriculum Services

Neil Mackenzie
Curriculum Manager
Sports and Fitness

Lindsey Chisholm
Curriculum Manager
Access & Continuing
Education

Karen Stevenson
**HEAD OF TOURISM,
HOSPITALITY AND BUSINESS**

Vacancy
Curriculum Manager
Professional Cookery,
Hospitality, Retail & Events

Frances Bain
Curriculum Manager
Hair, Beauty and
Complimentary Therapies

Carole Paterson
Curriculum Manager
Travel, Tourism, International
and Commercial

Carol Butters
Sarah Donno
Curriculum Manager
College Based ESOL

Lynn Loudon
Curriculum Manager
Enterprise and E-
Commerce

Kay Penman
Curriculum Manager
CbESOL and Modern
Languages

Mandy Purdie
Acting Manager
Hospitality, Retail &
Events

Steph Tanner
Acting Manager
Professional Cookery

Scott Warden
**HEAD OF ENGINEERING
AND BUILT ENVIRONMENT**

Garry Maxwell
Curriculum Manager
Construction

Ron Eldridge
Curriculum Manager
Built Environment

Ross Milligan
Curriculum Manager
Engineering

ON HOLD
**HEAD OF ESTATES AND
IT SERVICES**

Graham Inglis
**IT Digital Devices
and Quality Service
Lead**

Gordon Hope
**IT Digital
Infrastructure
Service Lead**

Colin McLaren
Estates Services Manager

Dave Keen
Estates Services Manager

Andy Bamberry
**Health & Safety
Manager**

Our Ref: 016/21

As of 1 October 2012, Edinburgh's Telford College, Jewel & Esk College and Stevenson College merged to create a single college called Edinburgh College.

We refer to your request for information dated 02 July 2021. The College has considered your request as a request for information under section 1 of the Freedom of Information (Scotland) Act 2002 ("FOISA").

016/21 (1): Could you please provide job descriptions for all job roles (apart from the lecturer job description) that involve timetabled interaction with groups of students (ie. a staff member is timetabled to meet more than one student at a time for a specified period).

Please see response to **016/21 (2)**.

016/21 (2): If the following roles are not included in your answer to question 1, could you please provide job descriptions for the following:

- Instructor
- Learning development tutor
- Work Placement Support coordinator
- Classroom Assistant – Please note, the College does not have Classroom Assistant posts. Under our duty to provide advice and assistance, the College can confirm this role is called Learning Assistant and the job descriptions have been provided below.
- Education Support Worker
- Learning Engagement Officer
- Employability Trainer
- Workplace assessor
- Team leader

Please find the following job descriptions attached:

- 001 Instructor - Built Environment
- 002 Instructor – Food and Hospitality (Please note, the College is aware there are corrections to be made with this job description).
- 003 Instructor – Engineering
- 004 Learning Development Tutor
- 005 Work Placement Support Coordinator
- 006 Work Placement Coordinator
- 007 Learning Assistant - Digital Design, Textiles and Fine Art
- 008 Learning Assistant - Institute of Construction and Building Crafts
- 009 Learning Assistant - Music and Sound Production
- 010 Learning Assistant – Performing Arts
- 011 Learning Assistant – Computing
- 012 Learning Assistant – Outreach
- 013 Learning Assistant - Professional Cookery and Hospitality
- 014 Learning Assistant - Broadcast Media & Photography
- 015 Learning Assistant – Pharmacy
- 016 Educational Support Worker
- 017 Learning Engagement Officer
- 018 Employability Trainer

- 019 Workplace Assessor
- 020 Learning Development Tutor Team Leader
- 021 Prince's Trust Team Leader
- 022 Transition Support Team Leader
- 023 Team Leader - Student Experience - Schools College Partnerships

Note: All job descriptions provided are correct as of 01.09.2018 in line with the national job evaluation project.

Note: Team Leader job descriptions have been provided where they are 1. Faculty based; 2. contain some duties for classes; or 3. provide pastoral care for school pupils.

Please note, personal data has been redacted from the attached information as this is exempt under Section 38 of the FOI(S) Act 2002.

Edinburgh College is subject to the provisions of the Freedom of Information (Scotland) Act (FOISA) 2002. If you are dissatisfied with this response, you may ask the college to review this decision. To do this, please contact the Head of Communications, Policy and Research at the postal address below or e-mail the Head of Communications, Policy and Research at governance@edinburghcollege.ac.uk describing your original request and explaining your grounds for dissatisfaction. (Please include in your review request, your name and home address for correspondence).

You have 40 working days from receipt of this letter to submit a review request to:

Head of Communications, Policy and Research
4th Floor
Edinburgh College (Milton Road Campus)
[24 Milton Road East](#)
[Edinburgh](#)
[EH15 2PP](#)

When the review process has been completed and if you are still dissatisfied, you may ask the Scottish Information Commissioner to intervene.

The Commissioner's online appeal service is available from their website:
www.itspublicknowledge.info/Appeal

The online appeal service is available 24/7 and offers you real time help and advice about your appeal.

You must appeal to the Commissioner within six months of receiving the review decision.

You also have the right to appeal to the Court of Session on a point of law following a decision of the Commissioner.

Regards
FOI Team

EDINBURGH COLLEGE

JOB DESCRIPTION

POST: **INSTRUCTOR**
(May also be defined as Coach/Trainer/Demonstrator/
Assessor according to circumstances)

RESPONSIBLE TO:

PURPOSE OF JOB: **The primary function is to develop the skills and understanding of students and trainees to SVQ level 2 or equivalent and provide support to them throughout their course of study.**

MAJOR TASKS/JOB ACTIVITIES:

Course Team Duties:

- Participate in Course Team meetings and provide feedback on issues impacting upon the student experience
- Act as a member of the College's Health and Safety Team

Guidance and Support:

- Provide support to groups of students in accordance with College procedures
- Maintain records of group student attendance and achievements

Delivering Lessons:

- Requisition and/or prepare materials for lessons as specified within job outline
- Set up workshops/tutorial areas in advance of lessons
- Provide skills demonstrations
- Interact with students to monitor knowledge and understanding
- Provide constructive feedback to learners on their performance

Assessment:

- Observe and assess students practical skill levels and their knowledge and understanding as it relates to the practical activity
- Record results on assessment registers and other formal documentation such as Candidate Achievement Records
- Assess or verify candidates workplace performance
- Submit results to support service and where appropriate employers and/or training providers

Supported Study / Skills Practice:

- Supervise and support learners
- Provide constructive feedback to learners on their performance
- Maintain an environment which is conducive to learning
- Support learners in the use of ICT and specialist machinery

In-Post Training:

- Successful applicants will be expected to achieve Learning and Development units required for the post within 12 months. The College will allocate time and support to the successful applicant to achieve the units within the timeframe.

General:

- The above outline of major tasks and activities is not exhaustive. Postholders are expected to carry out activities within their ability/experience and within the overall remit of the post.
- The post will be operated on an annualised hours basis

Selection Activities:

- The selection activities used will depend on the Curriculum Area and specific nature of the Instructor role to be filled. The Recruiting Manager and HR Officer will discuss and determine the most appropriate activities at the Vacancy Requisition stage.

EDINBURGH'S TELFORD COLLEGE

JOB OUTLINE INSTRUCTOR – FOOD AND HOSPITALITY

Course Team Duties

- Attend course team meetings and provide feedback on issues affecting student experience
- Provide feedback on peer observation

Guidance and Support

- Provide support to students in line with college procedures including remedial drop-ins
- Maintain student attendance and achievement records
- Liaise directly with Training Provider/Employer representatives
- Take active part in student induction and enrolment sessions

Delivery

- SVQ 2 Food Preparation
- Provide skills demonstrations in College
- Ensure that sufficient materials are ordered and available for delivery prior to lesson
- Ensure that learning materials and work area are prepared prior to delivery of lesson
- Invigilate and assess in line with industry standards
- Ensure that H&S practices are observed and report any breaches to Course Tutor
- Monitor student progress and provide constructive feedback

Assessment

- SVQ 2 Food Preparation
- Observe/assess practical skills of students in College and on site
- Record achievement on CAR and assessment registers

Supported study/skills practice

Support learners in the use of ICT and specialist equipment

Additional duties

- Acts as member of the Safety Team
- Complete and action kitchen/maintenance checklists
- Keep up with current trends
- Assist in the arrangement of work placements for students and trainees
- Act as an "Appointed Person" for First Aid as a minimum
- Desirable, to complete the full First Aid at Work Qualification

EDINBURGH'S TELFORD COLLEGE

JOB DESCRIPTION

POST: INSTRUCTOR

RESPONSIBLE TO: SUPPORT SERVICES MANAGER.

However, Instructors will on a day-to-day basis take direction from Course Team Leaders/Curriculum Manager on the content/context of classes

PURPOSE OF JOB: The primary function is to develop the skills and understanding of students to SVQ level 2 or equivalent and provide support to them throughout their course of study.

MAJOR TASKS/JOB ACTIVITIES

Course Team Duties:

- Participate in Course Team meetings and provide feedback on issues impacting upon the student experience
- Act as a member of the College's Health and Safety Team

Guidance and Support:

- Provide support to groups of students in accordance with College procedures
- Maintain records of group student attendance and achievements

Delivering Lessons:

- Requisition and/or prepare materials for lessons as specified within job outline
- Set up workshops/tutorial areas in advance of lessons
- Provide skills demonstrations
- Interact with students to monitor knowledge and understanding
- Provide constructive feedback to learners on their performance

Assessment:

- Observe and assess students practical skill levels and their knowledge and understanding as it relates to the practical activity
- Record results on assessment registers and other formal documentation such as Candidate Achievement Records
- Assess or verify candidates workplace performance
- Submit results to support service and where appropriate employers and/or training providers

Supported Study / Skills Practice:

- Supervise and support learners
- Provide constructive feedback to learners on their performance
- Maintain an environment which is conducive to learning
- Support learners in the use of ICT and specialist machinery

In-Post Training:

Successful applicants will be expected to achieve Learning and Development units required for the post within 12 months. The College will allocate time and support to the successful applicant to achieve the units within the timeframe.

General:

- The above outline of major tasks and activities is not exhaustive. Postholders are expected to carry out activities within their ability/experience and within the overall remit of the post.

- The post will be operated on an annualised hours basis

Selection Activities:

See Job Outline.

Experience:

- Occupationally competent in the areas of fitness and exercise, games and sport, and communication/leadership skills.
- Practical experience in sport and fitness.

Qualifications:

Essential:

- National governing body awards in at least one of the following areas sport, fitness or outdoor pursuits.
- Must be working towards A1 and V1 awards

Desirable:

A teaching qualification

EDINBURGH COLLEGE

JOB DESCRIPTION

POST: **INSTRUCTOR**
(May also be defined as Coach/Trainer/Demonstrator/
Assessor according to circumstances)

RESPONSIBLE TO: **The Engineering Curriculum Manager**

PURPOSE OF JOB: **The primary function is to develop the skills and understanding of students and trainees to SVQ level 3 or equivalent and provide support to them throughout their course of study.**

MAJOR TASKS/JOB ACTIVITIES:

Course Team Duties:

- Participate in Course Team meetings and provide feedback on issues impacting upon the student experience
- Act as a member of the College's Health and Safety Team

Guidance and Support:

- Provide support to groups of students in accordance with College procedures
- Maintain records of group student attendance and achievements

Delivering Lessons:

- Requisition and/or prepare materials for lessons as specified within job outline
- Instruct and assess students as required and to provide support to students within their studies.
- Set up workshops/tutorial areas in advance of lessons
- Provide skills demonstrations
- Interact with students to monitor knowledge and understanding
- Provide constructive feedback to learners on their performance

Assessment:

- Observe and assess students practical skill levels and their knowledge and understanding as it relates to the practical activity
- Record results on assessment registers and other formal documentation such as Candidate Achievement Records
- Assess or verify candidates workplace performance
- Submit results to support service and where appropriate employers and/or training providers

Supported Study / Skills Practice:

- Supervise and support learners
- Provide constructive feedback to learners on their performance
- Maintain an environment which is conducive to learning
- Support learners in the use of ICT and specialist machinery

In-Post Training:

- Successful applicants will be expected to achieve Learning and Development units required for the post within 12 months. The College will allocate time and support to the successful applicant to achieve the units within the timeframe.

General:

- The above outline of major tasks and activities is not exhaustive. Postholders are expected to carry out activities within their ability/experience and within the overall remit of the post.
- The post will be operated on an annualised hours basis

Selection Activities:

- The selection activities used will depend on the Curriculum Area and specific nature of the Instructor role to be filled. The Recruiting Manager and HR Officer will discuss and determine the most appropriate activities at the Vacancy Requisition stage.



For the future you want

JOB DESCRIPTION

Job title	Learning Development Tutor
Grade	F
Faculty/Department	Student Experience
Reports to	Student Experience Manager - Learning Development and Schools & Young People

Position summary

The Learning Development Tutor is responsible for tutorial delivery, guidance and student support across all curriculum areas. The Learning Development Tutor (LDT) is responsible for the development and delivery of tutorials and timetabled sessions and support of the development of essential, employability and transferable skills whilst supporting the student's personal progress through the delivery of a 36 week tutorial programme. The Learning Development Tutor will also support students on a one to one basis and is responsible for the promotion of student retention through the monitoring of attendance and achievement through the Individual Learning Plan and effective partnership working both internally and externally.

The Learning Development Tutor role has a key focus on career management, and qualification progression and a responsibility to support students with retention and achievement. The role relies on maintaining existing and creating new relationships and collaboration with all college departments and the student elected body, ECSA, along with a range of external stakeholders and employers.

Line management responsibilities (if applicable)

N/A

Main duties

Duties/responsibilities (Note: it is helpful to organise these into sections)

1. Deliver structured tutorial programme through timetabled classes bespoke to students needs which provide career management guidance, enhancement of students personal development skills and ensure a positive learning experience through retention and achievement of learners
2. Delivery and development of a contextualised tutorial programme, covering personal development, employability and career management, to embed the Curriculum for Excellence.
3. Develop consistent contextualised and relevant tutorial material, linking with both the curriculum area and the Essential Skills Team to enhance both student engagement and essential skills development for students.
4. Manage a caseload of approximately 200 – 250 individual students
5. Continually assess and support each student via the creation and completion of Performance Development Review. (PDR)
6. Monitor student attendance and achievement, ensuring fair and consistent implementation of college policies and procedures.
7. Provide ongoing tutorial and personal support for learning to students.
8. Responsible for the execution of the student Disciplinary process and ensure appropriate action
9. Responsible for pre-entry, on-course and pre-exit guidance and support to all full-time students
10. Provide career management and progression support and guidance
11. Attend and actively participate in regular curriculum and course team meetings to ensure that curriculum teams and managers are kept fully aware of attendance and disciplinary issues, and to identify any course related placement opportunities
12. Develop professional relationships with a wide range of internal and external stakeholders to support student journey and student achievement
13. Identify and discuss student learning styles during student induction process and share relevant information with curriculum staff to meet students' needs
14. Signpost students to Student Support regarding any learning support needs if required
15. Play a key role in college enrolment and induction events and subsequent procedures
16. Recognise safeguarding issues and make appropriate referrals to the Safeguarding Team
17. Identify and undertake appropriate staff development and maintain personal CPD record

Note: In addition to these duties, employees are required to carry out such other duties as may reasonably be required.

Knowledge/Qualifications

Essential:

Degree

Desirable:

Relevant Post-Graduate qualification

Teaching Qualification

Experience

Essential:

Experience of facilitating the development of employability and/or other essential skills in both an individual and group setting.

Experience of a supportive/pastoral role in a related sector.

Experience of managing challenging groups / behaviour.

Desirable:

Experience of clear and accurate record keeping

Abilities/Skills

Essential:

Ability to deal with competing job demands, resolve conflict and prioritise workload.

Ability to maintain confidentiality and deal confidently with situations requiring tact and discretion.

Strong communication and organisational skills.

The ability to work on own initiative and to demonstrate a solutions focussed approach.

Other role related requirements

Essential:

A commitment to working in a student centred way and to the principles of inclusion and fairness.

Desirable:

Strong Presentation, administration and IT skills.

Ability to embrace change.

Date Completed

31st July 2018

Authorised (Head of Faculty/Department)

Reviewed/updated on

Job Description

Post: Work Placement Support Co-ordinator

Faculty: Integrated Curriculum Services

Reporting to: Curriculum Leader

PURPOSE OF THE POST

To co-ordinate work placements for students with additional support needs and provide ongoing advice and support to students and employers.

MAJOR TASKS/JOB ACTIVITIES

Identify suitable work placement employers by actively marketing the scheme within the community, canvassing employers and informing employers of the requirements of the scheme. Maintain a database of employers for placement purposes and maintain regular contact.

Work shadow employees in a variety of vocational areas to assess the skills required and the suitability of a particular vocational area for individual students.

Identify student's vocational aims, needs and learning styles and secure work placements that match these needs and take account of any medical, physical and mental health issues the student may have.

Ensure employers are aware of their duties and responsibilities for students on placement, especially with regards to health and safety issues, and ensure that all appropriate paperwork is completed, according to college policy and procedures for Work Placements.

Carry out pre-placement inductions with students to ensure that they have realistic expectations of their work placement. Assist lecturing Staff in the induction of college students who will be seeking work placements in the future.

Job coach students in their work placement, particularly in the early months, ensure that they are aware of Health and Safety issues.

Assess students, in reference to appropriate modules.

Support and advise students making choices on such matters as changing status occupational direction and personal problems, referring him/her to other agencies if appropriate.

Liaise with College staff, workplace providers and carers regarding any absences from College or work placements.

Arrange and co-ordinate workplace visits of classes of students to visit employers in specific vocational areas.

As part of the ICS team, participate in team meetings, programme review teams and student reviews.

Undertake all administration associated with placements which includes employer agreements, regular reports on each student, paperwork associated with student bus passes and any statistical information requires by the Head of faculty.

Establish and maintain strong and effective lasting relationships with agencies/employers in the community through associations with other agencies ie.LSEN, Workstart Cafe, etc.

Provide ongoing information and support to employers, students and parents/carers, as required during the work placement.

RESPONSIBLE FOR

This post has no staffing responsibilities.

DESCISIONS MADE IN COURSE OF JOB

- Whether the prospective employer is a suitable work placement provider for a student in providing suitable work experience and a safe environment.
- What information to provide to employers and parents
- Contribute to the decision making process as to when a young person is ready for placement or when a student should be withdrawn from a placement
- Assessing students on health and safety modules
- Assessing students' progress in work placement and deciding when to provide additional support or reduce support provided to him/her.
- Deciding on suitable work place visits for classes of students and co-ordination of visits.
- When to provide guidance/ counselling support to students.
- When to refer the student to other agencies
- Scheduling and prioritising day to day workload.

SUPERVISION RECEIVED

The post holder works mainly on his/her own initiative prioritising tasks according to the requirements of student placements. He/she is responsible to the Curriculum leader who is available to refer any issues to if required

CONTACTS

- External** Employers, regarding potential work placements or students on Placement.
- Careers Service, regarding employment opportunities for students
- Parents/carers/social work department health care providers, in connection with individual students needs.
- Department of Social Security, regarding students benefits.
- Education Fairs, to stimulate interest in work placements from students and employers.
- Similar providers such as “Into Work” or the Engine Shed, to share experiences and good practice.
- Various committees, to promote and support the placement system, i.e Lothian Supported Employers network, Employability Forum, Midlothian Council Communications Partnership, Social Inclusion Project.
- Internal** Lecturers supporting students who require work placements.
- Support staff within the College in connection with the administration of work placements.
- Students regarding work placements.

EDUCATIONAL/VOCATIONAL QUALIFICATIONS REQUIRED

The post holder should be educated to at least HNC level (or equivalent) in a relevant subject area e.g. social care, community education etc.

EXPERIENCE REQUIRED

- The post holder should ideally have a background of working in a training role in the community.
- He/she should have a proven record of establishing and maintaining good working relationships in order to achieve his/her objectives.
- Experience of working with young people and the variety of social problems and learning difficulties encountered by students is essential.
- Communication and negotiating skills are important to this role.
- The post holder should be self-sufficient in terms of administrative support and be experienced in the use of IT systems especially the Microsoft Office packages i.e. Word, Excel, Access and Internet and e-mail.
- A strong awareness of Health and Safety legislation, DSS benefits affecting students and industrial practices in general is required as well as an understanding of the local labour market.
- An understanding of confidentiality issues is essential.

COMPLEXITY

- Negotiating with prospective work placement providers regarding placements, training needs of students, etc.
- Establishing relationships with young people from varying backgrounds.
- Ensuring that work placements are not cutting across local union agreements.
- Assessing the appropriateness of students for chosen work placements.
- Acting as an agent for student/placement provider in areas of dispute.
- Finding appropriate work placements for students, especially where the student has additional support needs.
- Understanding the variety of problems encountered by students e.g. inability to cope with a new regime, absenteeism, under achieving etc.
- Maintaining up to date knowledge regarding health and safety legislation and DSS benefits available to students.

CREATIVITY

- In canvassing employers/training providers to provide vocational placements for students and workplace visits for classes of student.
- Assisting in identifying students vocational aims, needs and learning styles and matching these with suitable placements
- Discussing training needs with employers and class tutors.
- In supporting and guiding students according to their work/personal difficulties.

SPECIAL CONDITIONS

- Ability to drive especially college mini-bus

GENERAL

Jewel and Esk College operates a comprehensive programme of Staff Development and Appraisal and the post holder will be expected to participate in this.

The key tasks of the post are not intended to be exhaustive but simply highlight a number of major tasks of the post. The post holder may be required to undertake additional duties which might reasonably be expected and which form part of the function of the post. Every job description will be subject to review on an annual basis or

- As a result of change in strategic management, or
- As a result of team/operational requirements or
- As a result of agreed staff development and career review needs and objectives, or
- Within six months of appointment.

JOB DESCRIPTION

Post title	Work Placement Coordinator
Department / Section	Centre for Health Wellbeing and Social Sciences
Centre	Health, Wellbeing and Social Sciences
Responsible To	Curriculum Manager
Number of post holders	1

Purpose of Job

To coordinate and develop a suitable and appropriate network of work placements, assessment procedures and practices for students within the Centre for Health, Wellbeing and Social Sciences. To provide ongoing advice and support to students, staff and employers. To enhance College links with businesses by engaging with employers at both local and national level.

Major Tasks

- Identify suitable work placement employers by actively marketing the College placement requirements, canvassing and informing employers of the requirements of the scheme.
- Secure work placements that match the needs of the vocational areas within the Centre.
- Assist lecturing staff in carrying out pre-placement inductions with students to ensure that they have realistic expectations of their work placement.
- Ensure that all work placements comply with the requirements laid down by the College and that appropriate paperwork is completed according to College policy and procedures for Work Placements. Ensuring employers are aware of their duties and responsibilities for students on placement, especially with regards to health and safety issues.
- Support students in their work placement, particularly in the early period to ensure they are fully aware of Health and Safety issues and requirements.
- Undertake all administration associated with placements which includes employer agreements, reports on students, and accreditation of work placements under Health and Safety rules and the provision of statistical information.
- Establish and maintain strong and effective lasting relationships with agencies/employers in the community through associations with other agencies.

- Support Assessors in the effective delivery of Workplace VQs where required:
- Confirm placement information with work placement assessors
- Confirm with work placement assessors the units that the students are doing to ensure placement is appropriate for learning outcomes.
- Liaise with LDT, lecturing staff and workplace providers regarding attendance and attainment issues relating to work placement.
- Liaise with LDT, lecturing staff and workplace providers to ensure all other identified opportunities for joint or partnership working are progressed.
- Participate in team meetings, programme review teams, student reviews and projects as applicable.

Job Activities

- Mail merge College database to send out placement request to existing placement providers in Edinburgh and Lothians. Collate responses on database for each academic year.
- Canvass new placement providers using internet search engines, cold calling, sending out marketing emails.
- Meet student groups at the start of the academic year to discuss their aims and needs in the chosen field. Match student accordingly to appropriate placement.
- Visit placement providers to carry out health and safety assessment for student placements and complete all appropriate paperwork. Send completed forms to Health and Safety Administrator to log.
- Update and maintain databases for student work placements, send out work placement contracts, issues student handbooks to providers, issue and collate student reports for lecturing staff.
- First point of contact for placement providers with regards to attendance, grievance issues for students on work placement.

Supervision and Management of People

- This post has no staffing responsibilities.
- Whilst the post holder will be responsible to the Curriculum Manager he/she will be expected to work mainly on his/her own initiative prioritising tasks according to the requirements of student placements and employers. The Curriculum Manager will be available to provide advice as required and to resolve any issues which may arise.

Creativity and Innovation

- Canvassing employers/training providers to provide vocational placements for students.
- Supporting and guiding students according to their work/personal difficulties.
- Seeking innovative ways to engage with employers and promote knowledge transfer.

Contacts and Relationships

Regular contact with both external and internal stakeholders.

External

- Employers (regarding potential work placements, students on placement, Health and Safety assessments).

Internal

- Lecturing staff supporting students who require work placements.
- Support Staff within the College in connection with the administration of work placements.
- Support Students requiring work placements.
- College Health and Safety Staff in relation to placement legislative requirements.

Decisions

(i) Discretion

- Meet with lecturing staff and placement providers to discuss student progress.
- Pass on information to LDT and Lecturing staff when disciplinary / grievance issues relating to student work placements arise.
- Deal with concerns raised by student relating to issues with the placement provider and report (if appropriate) to Curriculum Manager.

(ii) Consequences

- Good working relationships with placement providers.
- Opportunity for developing new placement opportunities.
- Good placement experience for the students based on workplace coordinators understanding of the placement areas.

Resources

- The post holder is responsible for data and record systems in relation to work experience for the centre.
- The post holder is expected to use College PC and telephone equipment appropriately.

Environment

(i) Work Demands

- Work may be subject to change due to internal and external factors.
- Deadlines maybe subject to change due to changing priorities.
- Post holder will be required to work on their own initiative and plan their workload with minimal support from Curriculum Manager.

(ii) Physical

- General office work, may involve long periods of working at a computer.

(iii) Working conditions

- There will be an element of travel within the area therefore own transport is highly desirable.
- Work is carried out in a well-lit \ventilated office environment which can be noisy and disruptive at times.

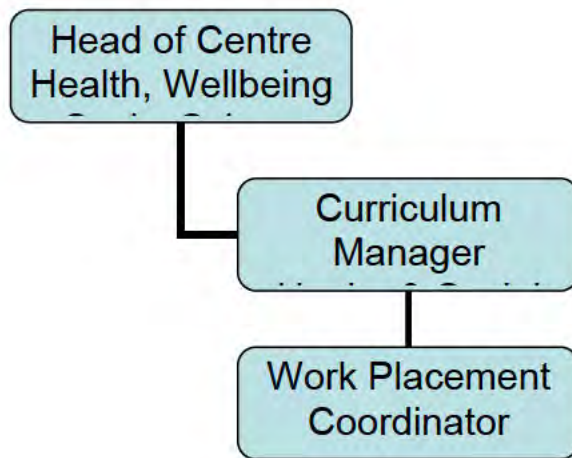
(iv) Work Context

- Contact with students and employers on matters which are normally routine, but can be contentious and are sometimes sensitive and /or confidential.
- The post holder could have to deal with differing levels of frustration from students and employers.

Knowledge and Skills

- The post holder will be educated to at least HNC level or equivalent in a business or relevant vocational related subject area.
- The post holder should hold an IOSH certificate in workplace assessment.
- An Assessor qualification would be desirable.
- Experience of project management.
- Customer focussed administrative operations.
- Knowledge an understanding of current thinking and issues in Further education and how these relate to and impact on the area of work.
- A commitment to and understanding of equality and diversity and evidence of effective implementation of equality and diversity policies.
- Evidence of understanding and effective implementation of safeguarding policies and a commitment to creating a safe learning environment.
- Ability to organise key activities.
- Effective written communication skills.
- Effective oral and presentation skills.
- Ability to work effectively as a member of a team as well as on own initiative.
- Ability to work flexibly to meet changing needs.
- Ability to analyse and solve problems.
- Negotiation skills with the ability to persuade and challenge others.
- Good organisational and time management skills.
- Good IT skills.
- High level of personal integrity and confidentiality.

Departmental Structure



Date..... Signed.....(Employee)

Date..... Signed.....(Manager)

Date..... Signed.....(Head of Centre)

JOB DESCRIPTION

Post title	LEARNING ASSISTANT (Digital Design, Textiles and Fine Art)
Department / Section	Art and Design
Centre	Creative Industries
Responsible To	Curriculum Manager
Number of post holders	3

Purpose of Job

The primary function is to support the work of Lecturers in ensuring that learners receive high quality support and their individual requirements are met. Learning Assistants also ensure that the learning environment, including materials and equipment, is effectively maintained and recorded.

Major Tasks

Course Team Duties

- Participate in Course Team meetings and provide feedback on issues impacting upon the student experience
- Act as a member of the College's Health and Safety Team

Course Delivery Support

- Prepare learning aids for use by Lecturers
- Provide administrative support
- Assist Curriculum Manager in planning resources such as equipment and accommodation
- Maintain adequate range of stock and manage efficient stock levels
- Ensure maintenance of materials and equipment is to College standards

Guidance and Support

- Provide individualised support to students including those with additional needs, when necessary and appropriate.
- Proactively encourage and motivate learners
- Carry out pastoral visits to students on work placements
- Assist in the maintenance of records of group student attendance and achievements
- Act as a mentor/facilitator for less confident learners

Assessment

- Organise and monitor work placements for students
- Invigilate student assessments and exams
- Support Academic Staff in collating materials for IV and EV purposes
- Support Academic Staff and Students to facilitate submission of course work for assessment

Supported Study / Skills Practice

- Supervise and support learners in workshops, studios, study centres and other learning environments where they are engaged in self-directed study or working with Resource Based Learning materials (VLE);
- Maintain an environment which is conducive to learning
- Assist / support students in the use of learning resources, ICT and specialist equipment

In-Post Training

- Successful applicants will be provided with necessary training, as required by the needs of the business.

General

- The above outline of major tasks and activities is not exhaustive. Postholders are expected to carry out activities within their ability/experience and within the overall remit of the post.
- The postholder is expected to be comfortable in the / a learning environment.
- The postholder will receive a timetable of their duties with classes. Whilst directly supporting learning activities, the post holder will be accountable to the responsible Lecturer.
- The post may be operated on either annualised hours or standard flexitime working.
- The post may operate across the Centre or within specific curriculum teams.

Job Activities

- Prepare learning aids for use by Lecturers
- Provide administrative support
- Assist Curriculum Manager in planning and managing resources such as equipment and accommodation
- Ordering of items using PECOS requisitioning system
- Ordering of items using Credit Card when necessary
- Booking of student trips in UK and abroad

- Tracking financial costs associated with curriculum resources and bursary items and reporting of this to the relevant line manager
- Assist lecturers with the setting up of equipment for areas of learning and teaching delivery
- Supervision of students learning activities during independent study times

Supervision and Management of People (Numbers and type of staff)

- Provide individualised support to around 300 students including those with additional needs, when necessary and appropriate.
- Proactively encourage and motivate learners
- Carry out pastoral visits to students on work placements
- Assist in the maintenance of records of group student attendance and achievements
- Act as a mentor/facilitator for less confident learners

Creativity and Innovation

- Problem solving for students / lecturers with regards best / easiest way to help with daily requests with regards learning and assessment activity within Art and Design studios
- Reporting: Identifying and notifying technicians of any repairs of equipment required.
- Authority to improve procedures or practices during support for Art and Design classes.
- Authority to improve procedures or practices when supporting students and clients on external projects, college centred or commercial.
- Taking initiative when improving procedures or practices when supporting students and clients on external projects, college centred or commercial.
- Written work (original): Prepare learning aids for use by Lecturers
- Problem Solving when equipment fails during classes.
- Planning: when supporting students on projects
- Planning and problem solving when ordering and deciding upon items to purchase
- Planning and problem solving when supporting and facilitating internal and external events and exhibitions

Property and Equipment

- Managing equipment needs for classes and identifying equipment allocation to student groups.
- Finalising work as required by the project
- Responsibility for Health and Safety in areas of operation and keeping records on the learning areas in the department

Contacts and Relationships

- Daily contact with Students (Phone / E mail / Face to Face)
- Daily contact with Lecturers (Phone / Email /Face to face)
- Daily contact with Managers (Phone / E mail / Face to face)
- Daily contact with suppliers

Decisions

(i) Discretion

- Discretion when there are changes between work-streams: prioritising tasks due to regular deadlines with student work or defined by Manager
- Discretion when choosing which technical equipment to use due to conflicting resources and priorities (regular)
- Choices on type of equipment required for use
- accountability to lecturers, students and Curriculum manager (frequent)
- constraints involved in not providing assessment of student work but an opinion is often required
- Ability to make frequent recommendations to the CM on equipment and health and safety matters
- Ability to make regular solving problems and advise on equipment requirements

(ii) Consequences

- Effect upon the College has a high impact in terms of the courses key performance indicators on retention and student satisfaction
- Effect on students is high: pastoral /mentor role is expected
- Maintenance of property: high impact as the role holder will report problems to the CM. Not doing so will disrupt learning and teaching
- Ordering and tracking course materials for lecturers assists in the excellent delivery of the course, which has a high impact in terms of the courses key performance indicators on retention and student satisfaction
- Financial tracking of course materials for lecturers assists in the financial stability of the course, which has a high impact in terms of the courses viability and Centre's ability to meet its budget expectation
- Frequent liaison with external clients requires high level of responsibility to ensure maintenance of the Art and Design team and Colleges reputation.

Resources

- Use of specialist materials and technical equipment used in the Art and Design Industry.
This may include (but not exclusively): Paint, wood, metal, clay, brushes, canvas, sewing and textiles machinery, welding equipment, drilling equipment, cutting equipment, ovens, IT equipment including specialist software

Environment

(i) Work Demands

1. Very high of level of control over use and application of equipment for assisting lecturers and students
2. Very regular levels of supervision and planning the work of others – namely student groups under the supervision of lecturing staff.
3. Regular responsibility for Health and Safety decisions in areas of operation
4. Discretion when there are changes between work-streams: prioritising tasks due to regular deadlines with student work or defined by Manager
5. Discretion when choosing which technical equipment to use due to conflicting resources and priorities (regular)

(ii) Physical

- lifting, manual use of equipment – 20%
- constrained working and manual dexterity 5%
- normal office duties, keyboard use, sitting, 20%
- standing, 40%
- walking, 10%
- lifting and carrying 5%

(iii) Working conditions

Art and Design Studios, Workshops, Classroom and outdoor locations

Standing / walking between classrooms and studios	55%
Regular lifting of associated Art and Design materials / equipment	15%
Exposure to use of specialist materials / equipment and software	30%

(iv) Work Context

Working in an educational context there are regular emotional demands from students, often regarding deadlines and support required.

There are often demands on deadlines from the Manager or other lecturers to have equipment ordered to meet the expected standard for learning and arriving on time.

There is often high demand on the roleholder when resources are not available or is not functioning correctly, and the ability to problem solve is critical.

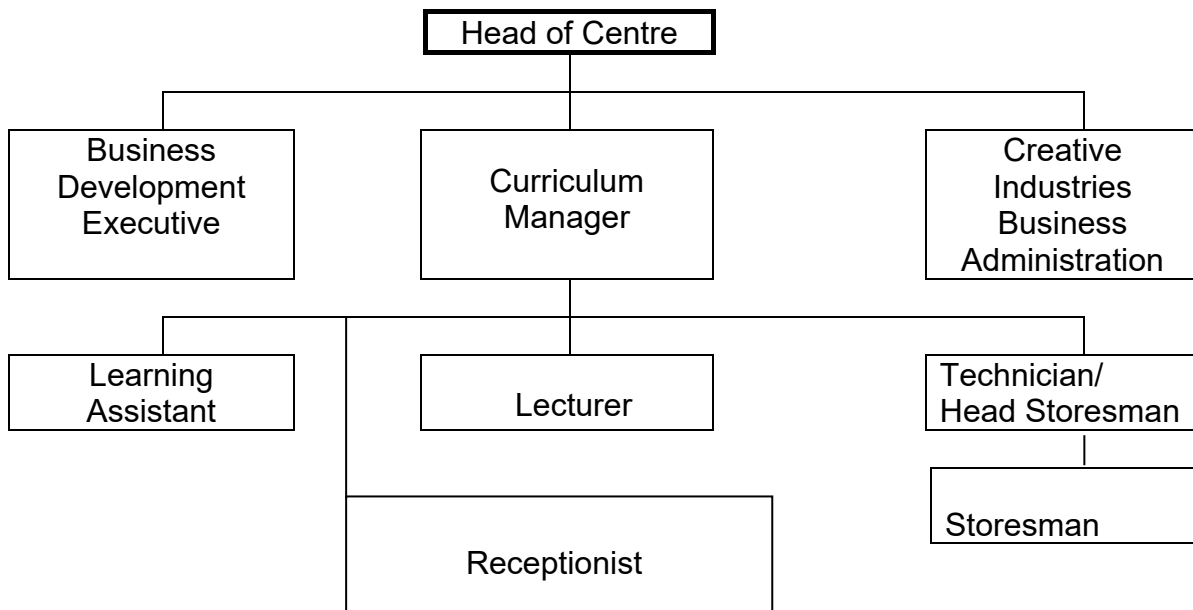
Knowledge and Skills

You must have the ability to communicate, relate well to learners of different abilities and work effectively in a team and previous experience of training or educational environments would be advantageous.

An HND in a relevant discipline is a minimum requirement.

Experience of work experience within the vocational area is essential.

Departmental Structure



Date..... Signed.....(Employee)

Date..... Signed.....(Manager)

Date..... Signed.....(Head of Centre)

JOB DESCRIPTION

Post title	Learning Assistant
Department / Section	Institute of Constriction and Building Crafts
Centre	Institute of Constriction and Building Crafts
Responsible To	Curriculum Manager
Number of post holders	1

Purpose of Job

To Supervising and support the students during learning activities in workshops, laboratories, ICT Labs and studios

Major Tasks

- Supervise and support learners in workshops, classrooms, studios and on external projects learning environment when students are engaged in self-directed, practical projects and working in the resources centre
- Maintain and Environment which is conducive to learning
- Assist / support students and delivery staff in the us use of learning resources such as materials , tools , ICT and specialist machinery
- Act as member of the Centre Health and safety team
- Participate in course team meeting and provide feedback on any issues which impact on the students experience
- Invigilate assessment / exams and t4rade specific skills testing for commercial clients

Job Activities

- Supervise students activities on behalf of Lecturers
- Supervise , lecturers and students on external projects
- Maintain learning aids to be used by Lecturers and Instructors
- Involvement with students during competition
- Provide administration support to students
- Assist Curriculum Manger and assist the Technical Support Manger in planning resources such as equipment and accommodation
- Carry out pastoral visit to students on work placements

Supervision and Management of People (Numbers and type of staff)

0

Creativity and Innovation

- Prioritise workload to meet the demand
- Support the student experience within various learning environments

Property and Equipment

Contacts and Relationships

- Lecturers
- Instructors
- Centre Administrator
- Administration Assistant
- Technicians
- Curriculum Manager / Technical Support Manager

Decisions

(i) Discretion

- health and safety knowledge in the workplace and dealing with variable adults

(ii) Consequences

- Students could be risk if knowledge is lack ng in this area

Resources

N/A

Environment

(i) Work Demands within the Centre

- Cross campus working if required
- Internal workshops and external training areas

(ii) Physic

- Inspect and report resource needs for student activities through the Technical Support Manager

(iii) Working conditions

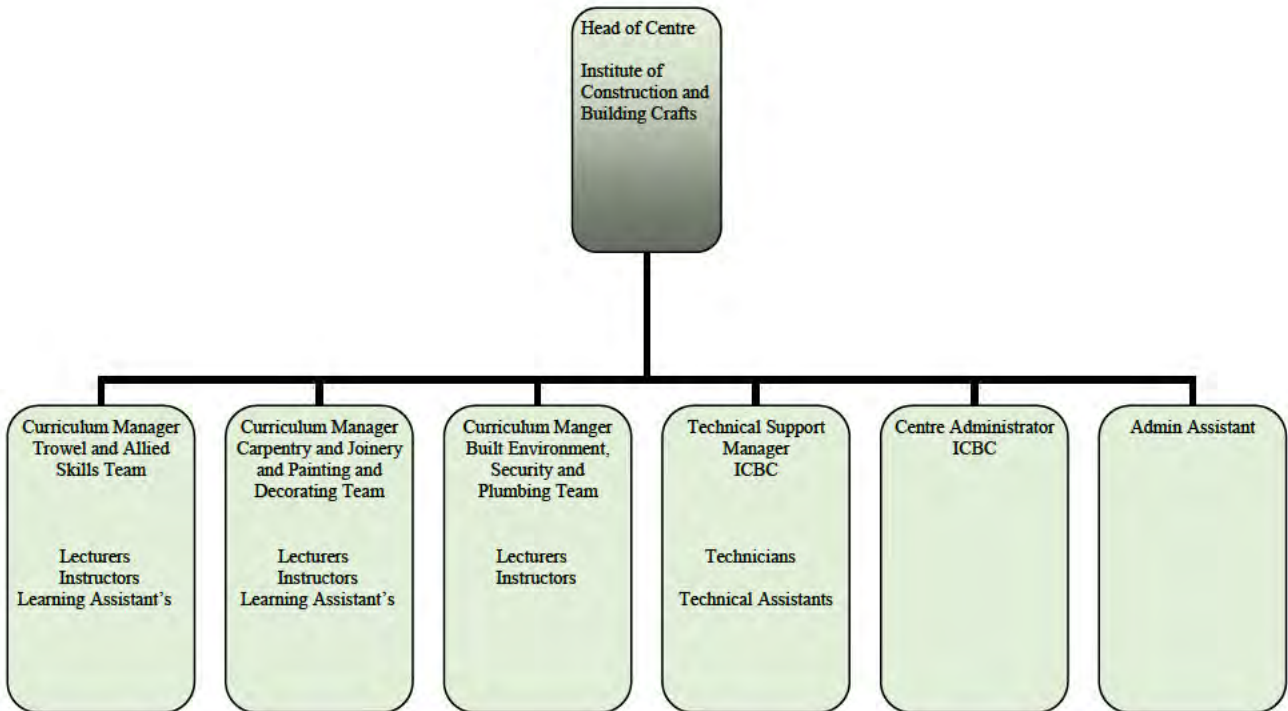
- Cross campus working if required
- Internal workshops and external training areas
- Classrooms
- PC labs
- Studios
- Laboratories

(iv) Work Context

Knowledge and Skills

- Educated to HNC/SVQ level 3 or equivalent in a related discipline
Occupationally competent within the field of construction and building crafts
- Experience of Microsoft office – Word, Excel and outlook.
- A qualification in assisting learners and invigilating would be desirable Successful applicants will be provided with necessary training, as required by the needs of the business
- Experience in supporting students including those with additional needs, when necessary and appropriate would be desirable but, Successful applicants will be provided with necessary training, as required by the needs of the business.
- Knowledge and experience of maintaining records
- Good standard of general education
- Able to work on own initiative
- Good interpersonal skills

Centre / Departmental Structure



Date..... Signed.....(Employee)

Date..... Signed.....(Manager)

Date..... Signed.....(Head of Centre)

JOB DESCRIPTION

Post title	LEARNING ASSISTANT (Music and Sound Production)
Department / Section	Music and Sound Production
Centre	Creative Industries
Responsible To	Curriculum Manager
Number of post holders	2

Purpose of Job

To support the work of Lecturers in ensuring that learners receive high quality support and their individual requirements are met. This will include demonstration of the use of practical equipment, exercises and/or processes that form an element of the learning objectives as set out by the lecturing staff.

To ensure adequate supplies of consumables, maintain audio / studio equipment within the department, and facilitate access for students and staff to additional teaching resources / studio equipment from the Music & Sound Production store. ■■■■

To be responsible for regular timetabled classes/sessions where learners carry out such exercises/tasks as have been previously arranged with the relevant lecturing staff. To offer assistance as appropriate including provision of detailed explanation of how the activity relates to the wider area of study.

To ensure that the learning environment, including materials and equipment, is effectively maintained.

Major Tasks

Maintenance / upkeep of Facility Spaces, Systems, & Equipment

- 11 Rehearsal Rooms – high usage, both academic and commercial. Weekly maintenance required.
- 8 Recording Studios - ensuring the rooms are kept tidy, equipment in these rooms maintained and regularly serviced to the high level required, assisting lecturers in larger sessions and providing support for ad hoc commercial bookings when required.
- 3 Midi Rooms - (65+ computers) day-to-day running / problem solving of audio software and peripherals (IT provide hardware and general software support).
- Management of booking systems that students use on a regular basis to gain access to recording studios, rehearsal spaces and the auditorium.
- Auditorium – multifunction teaching / performance / rehearsal space - full maintenance of the lighting, sound equipment, staging and backline associated with this space, in addition to providing tech support for musician performances, events and regular classes.
- bookable equipment stock - microphone stocks, pro audio equipment, musical instruments – maintenance / inventorying / stock management. ■■■■■

Course Team Duties

- Participate in Course Team meetings and provide feedback on issues impacting upon the student experience
- Feed back to the team any issues arising or raised in classes

Course Delivery Support

- Prepare learning aids for use by Lecturers
- Hold regular timetabled classes supporting and re-enforce the learning aims and objectives as previously set out by the lecturing staff.
- Provide administrative support
- Assist Curriculum Manager and Team Leader in planning resources such as equipment and accommodation
- Ensure maintenance of materials and equipment is to College standards

Guidance and Support

- Provide individualised support to learners including those with additional needs, during regular timetabled classes.
- Proactively encourage and motivate learners
- Act as a mentor/facilitator for less confident learners

Assessment

- Invigilate student assessments and exams
- Where required, to assist in marking student assessments set by the relevant lecturing staff using defined marking criteria where marking requires little or no interpretation.

Supported Study / Skills Practice

- Supervise and support learners in workshops, studios, study centres and other learning environments where they are engaged in self-directed study or working with Resource Based Learning materials (VLE);
- Demonstrate use of practical equipment, experiments, exercises and/or processes and to answer questions related to those demonstrations including provision of detailed explanation of how the activity relates to the wider area of study.
- Lead classes/sessions in the subject specialism in support of the teaching that has been delivered by the appropriate lecturing staff and to answer questions related to those demonstrations, including the provision of detailed explanations of how the activity relates to the wider area of study.
- Where required, to provide factual feedback to the learners.
- Maintain an environment which is conducive to learning
- Assist / support students in the use of learning resources, ICT and specialist machinery

In-Post Training

- Successful applicants will be provided with necessary training, as required by the needs of the business.
- Post holder will, with the aid of CPD keep abreast with current working practices within the subject specialism

General

- The above outline of major tasks and activities is not exhaustive. Post holders are expected to carry out activities within their ability/experience and within the overall remit of the post.
- The post holder is expected to be comfortable in the / a learning environment.
- The post holder will receive a timetable of their duties with classes. Whilst directly supporting learning activities, the post holder will be accountable to the responsible Lecturer.
- The post may operate across the Centre or within specific curriculum teams.

Job Activities

- Prepare learning aids for use by Lecturers
- Provide administrative support
- Supervise regular timetabled classes as previously described under “Supported Study / Skills Practice”
- Assist Curriculum Manager in planning resources such as equipment and accommodation
- Assist lecturers with the setting up of equipment for areas of learning and teaching delivery

- Audio/visual tech support for a range of college events (prize giving, performance, commercial, etc.) ■■■■

Supervision and Management of People (Numbers and type of staff)

- Provide individualised support to around 300 students including those with additional needs, when necessary and appropriate.
- Proactively encourage and motivate learners
- Assist in the maintenance of records of group student attendance and achievements by maintaining registers for classes under the post holder's sole supervision and feeding back to the relevant lecturing staff as appropriate
- Act as a mentor/facilitator for less confident learners

Creativity and Innovation

- Planning may be required to deliver tasks prescribed by the lecturer within pre-set parameters.
- Problem solving for students / lecturers with regards best / easiest way to help with daily requests with regards sound recording and production.
- Reporting: Identifying and notifying technicians of any repairs of equipment required.
- Working as part of the LA / Tech team to arrange / carry out appropriate repairs as / when required. ■■■■
- Authority to improve procedures or practices during support for music, sound recording and production classes.
- Authority to improve procedures or practices when supporting students and clients on external music projects, college centred or commercial.
- Taking initiative when improving procedures or practices when supporting students and clients on external music projects, college centred or commercial.
- Written work (original): Prepare learning aids for use by Lecturers
- Problem Solving when equipment fails during music, sound recording and production classes.
- Planning: when supporting students on projects or in classes

Property and Equipment

- Managing equipment needs for music, sound recording and production classes and identifying equipment allocation to student groups.
- Maintenance / upkeep of Facility Spaces, Systems, & Equipment. ■■■■
- Editing and post production as required by project work

Contacts and Relationships

- Daily contact with Students (Phone / E mail / Face to Face)
- Daily contact with Lecturers (Phone / Email /Face to face)
- Daily contact with Managers (Phone / E mail / Face to face)

Decisions

(i) Discretion

- Discretion when there are changes between work-streams: prioritising tasks due to regular deadlines with student work or defined by Manager
- Discretion when choosing which technical equipment to use due to conflicting resources and priorities (regular)
- Choices on type of equipment required for use,
- accountability to lecturers, students and Curriculum manager (frequent)
- Would feedback to course organiser/lecturer any concerns e.g. about student performance, attendance or behaviour.
- Ability to make frequent recommendations to the CM on equipment and health and safety matters
- Ability to make regular solving problems and advise on equipment requirements

(ii) Consequences

- Effect upon the College has a high impact in terms of the courses key performance indicators on retention and student satisfaction
- Effect on students is high: pastoral / mentor role is expected
- Maintenance of property: high impact as the post holder will report problems to the Technician and to the CM, and work with tech team to rectify [REDACTED]. Not doing so will disrupt learning and teaching
- Producing course materials for lecturers assists in the excellent delivery of the course, which has a high impact in terms of the courses key performance indicators on retention and student satisfaction

Resources

- Use of specialist and technical equipment used in the Audio Visual Industry. This would include but is not exclusive (due to the changing nature of the industry):

Mixing desks, Digital storage items, cables, Industry music standard software, Microphones, Peripheral Hardware (audio), PC components, PA systems, Lighting desks

Environment

(i) Work Demands

1. Very high of level of control over use and application of equipment for assisting lecturers and students
2. Very regular levels of supervision and planning the work of others – namely student groups under the guidance of lecturing staff.
3. Must ensure they are aware of all relevant learning outcomes for the course.
4. Regular responsibility for Health and Safety decisions in areas of operation
5. Discretion when there are changes between work-streams: prioritising tasks due to regular deadlines with student work or defined by Manager
6. Discretion when choosing which technical equipment to use due to conflicting resources and priorities (regular)

(ii) Physical

- lifting, manual use of equipment – 20%
- constrained working and manual dexterity 5%
- normal office duties, keyboard use, sitting, 20%
- standing, 40%
- walking, 10%
- lifting and carrying 5%

(iii) Working conditions

Studio, Edit rooms, Workshop, Classroom and outdoor locations

Standing/ walking between classrooms and studios	67% (65%)
Occasional lifting of audio and peripherals	3% (15%)
Exposure to high levels of Sound Pressure Level	30% (20%)

(iv) Work Context

Working in an educational context there are regular emotional demands from students, often regarding deadlines and support required. Students are often arranged in groups of mixed abilities which can lead to heavy demand for additional support from individual learners within the group.

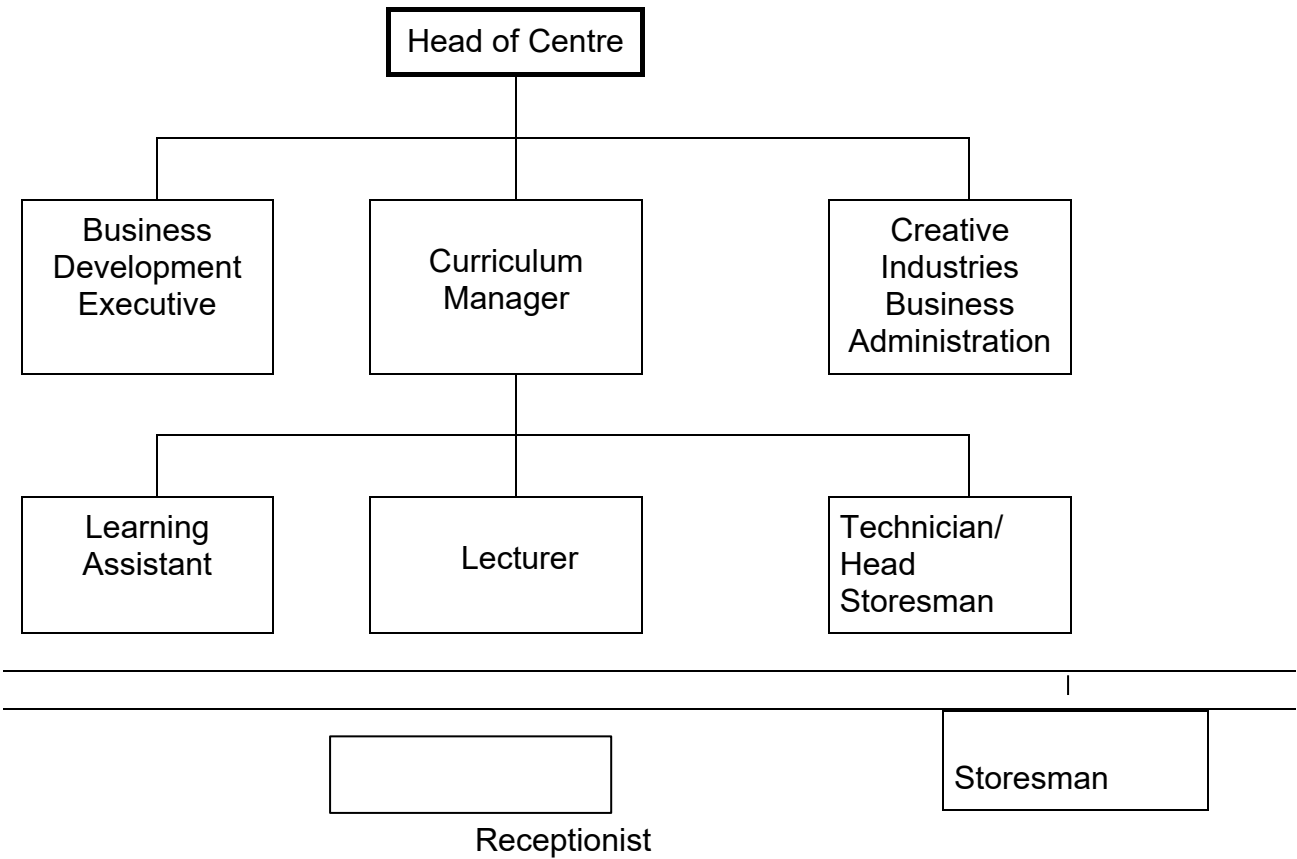
There are often demands on deadlines from the Manager or other lecturers to have written support material completed to a high standard and on time.

There is often high demand on the post holder when resources are not available or are not functioning correctly, and the ability to problem solve is critical.

Knowledge and Skills

The post holder must have the ability to communicate, relate well to learners of different abilities and work effectively in a team and previous experience of training or educational environments would be advantageous.

Departmental Structure



Date...22/10/19 Signed..... [Redacted] (Employee)

Date 23/10/2019..... Signed.. [Redacted] (Manager)

Date..... Signed.....(Head of Centre)

JOB DESCRIPTION

Post title	LEARNING ASSISTANT (Performing Arts)
Department / Section	PASS
Centre	Creative Industries
Responsible To	Curriculum Manager
Number of post holders	1

Purpose of Job

- The primary function is to support the work of Lecturers in ensuring that learners receive high quality support and their individual requirements are met. Learning Assistants also ensure that the learning environment, including materials and equipment, is effectively maintained.

Major Tasks

Course Team Duties

- Participate in Course Team meetings and provide feedback on issues impacting upon the student experience
- Act as a member of the College's Health and Safety Team

Course Delivery Support

- Prepare learning aids for use by Lecturers
- Provide administrative support
- Assist Curriculum Manager and Team Leader in planning resources such as equipment and accommodation
- Maintain adequate range of stock and manage efficient stock levels
- Ensure maintenance of materials and equipment is to College standards

Guidance and Support

- Provide individualised support to students including those with additional needs, when necessary and appropriate.
- Proactively encourage and motivate learners
- Carry out pastoral visits to students on work placements

- Assist in the maintenance of records of group student attendance and achievements
- Act as a mentor/facilitator for less confident learners

Assessment

- Organise and monitor work placements for students
- Invigilate student assessments and exams

Supported Study / Skills Practice

- Supervise and support learners in workshops, studios, study centres and other learning environments where they are engaged in self-directed study or working with Resource Based Learning materials;
- Maintain an environment which is conducive to learning
- Assist / support students in the use of learning resources, ICT and specialist machinery

In-Post Training

- Successful applicants will be provided with necessary training, as required by the needs of the business.
- Relevant health & safety training as required

Job Activities

- Attending PASS team meetings and making a valued contribution to discussions and any actions
- Overseeing the specialist teaching spaces to make sure well resourced, in good working order and no health & safety issues
- Arranging for the purchase or repair of technical equipment
- Overseeing budgets within designated course responsibility
- Liaising with industry partners for work-experience opportunities and feedback
- Supporting students in the workshop/studio/theatre through induction when using technical/specialist equipment
- Supporting teaching staff in a variety ways when working with students
- Overseeing the technical operation on student performances in the PASS theatre

Supervision and Management of People (Numbers and type of staff) NONE

Creativity and Innovation

- Working with curriculum teams with any changes to delivery, assessment practice and using the latest technological innovation
- Sharing best practice from any industry CPD events undertaken

Property and Equipment

- Maintenance of technical equipment relevant to their area of discipline
- Purchasing tools & equipment for specialist area and student kits/workshop
- Demonstration to students when using specialist tools and equipment
- Identifying any at risk tools and equipment and ensuring fixture or the disposal of
- Organising annual maintenance and PAT testing of new equipment
- Stock control of store cupboards

Contacts and Relationships

- Industry partners for students work-experience opportunities
- Liaising when arranging 'PASS it on' workshops in college or in the work-place
- Arranging group bookings for theatre trips and museum visits
- Marketing PASS events to industry contacts for performances
- Keeping up contacts with ex-students who may be able to get some paid work in supporting dance performances

Decisions

(i) Discretion

- Will make decisions about day to day factors when operating in performance theatre/prop and theatre costume studios
- Follow up on health & safety factors as they arise
- Responsibility for large audiences within PASS theatre on a regular basis
- Over seeing budgets/spending in their areas of responsibility

(ii) Consequences

- Serious injury to students using equipment incorrectly
- Incorrect training in health & safety when working in performance based studios and workshops
- Overspending on budgets and running out of consumables which may impact on student assessment and achievement opportunities
- No risk assessments being carried out within the technical teaching areas

Resources

- Purchasing a wide variety of tools and equipment needed for teaching, assessment and performance requirements
- Student Bursary packs/kits
- Organising PASS branded student clothing for the area from the bursary or student account funds
- Booking student trips, visits and transport requirements for a variety of PASS student activities

Environment

(i) Work Demands

- To meet the needs of PASS performances. Often staying late at night for the PASS theatre rigging requirements and early in the morning to remove for next performance
- At the beginning of courses with student bursary kits and PASS branded clothing orders
- Supporting students who maybe struggling with the demands of the course and offer to support self-directed study sessions

(ii) Physical

- High level of fitness required for theatre rigging (working at height) and moving of set designs and preparing set construction and moving from theatre to storage area.
- Good physical level required in operating overlocker and sewing machines. Also moving theatre costumes form storage to theatre for performances.
- Required to drive college vehicles to transport equipment to other venues.

(iii) Working conditions

- When student performances are in rehearsal there can be a high level of stress from student performers, technical theatre students and student stage managers. The teaching staff can also feel the stress in this pressurised environment which can affect the learning assistants workload
- This will be in a variety of settings including workshops, studios, theatre and the open-plan staff environment

(iv) Work Context

- Supporting students on programmes to achieve the technical skills required for their courses
- Supporting teaching staff in a variety of ways from setting up workshop resources to assisting with students when required
- Keeping admin records up to date, student account funds, trip/visits, PASS it on sessions, budgets, students kits through bursary
- In contact with industry regarding work-experience opportunities required

Knowledge and Skills

- Have the required qualifications and industry experience to be able to perform the job role effectively
- Keep industry skills up to date with regular/annual CPD
- Health & safety experience and qualifications including first aid
- All relevant college mandatory training

Departmental Structure

Date..... Signed.....(Employee)

Date..... Signed.....(Manager)

Date..... **Signed**.....(Head of Centre)

JOB DESCRIPTION

Post title	LEARNING ASSISTANT/ (Computing)
Department / Section	Computing
Centre	Creative Industries
Responsible To	Curriculum Manager
Number of post holders	1

Purpose of Job

To support the work of Lecturers in ensuring that learners receive high quality support and their individual requirements are met.

To offer assistance as appropriate to lecturers in class with practical work using equipment and resources.

To ensure that the learning environment, including materials and equipment, is effectively maintained.

To help in the support employability of selected students, by assisting them in applying for work experience, internships and jobs. To be proactive in approaching companies and asking if such opportunities exist.

To support the Curriculum Manager and the lecturing team with ordering resources and organising events and initiatives.

Major Tasks

Course Team Duties

- Participate in Course Team meetings and provide feedback on issues impacting upon the student experience
- Feed back to the team any issues arising or raised in classes

Course Delivery Support

- Prepare learning aids for use by Lecturers
- Investigate and assist work based opportunities for students
- Provide limited administrative support
- Assist Curriculum Manager and Curriculum Leaders in planning resources such as equipment and accommodation
- Ensure maintenance of materials and equipment is to College standards

Guidance and Support

- Provide individualised support to learners including those with additional needs, with finding employment opportunities
- Proactively encourage and motivate learners
- Act as a mentor/facilitator for less confident learners

Assessment

- Invigilate student assessments and exams (occasional assistance required)

Supported Study / Skills Practice

- Supervise and support learners in workshops, studios, study centres and other learning environments where they are engaged in self-directed study or working with Resource Based Learning materials (VLE);
- Demonstrate use of practical equipment, experiments, exercises and/or processes and to answer questions related to those demonstrations including provision of detailed explanation of how the activity relates to the wider area of study.
- Lead on sessions with small groups of learners to help them be prepared for work application or interview.
- Where required, to provide factual feedback to the learners.
- Maintain an environment which is conducive to learning
- Assist / support students in the use of learning resources, ICT and specialist machinery

In-Post Training

- Successful applicants will be provided with necessary training, as required by the needs of the business.
- Post holder will, with the aid of CPD keep abreast with current working practices within the subject specialism

General

- The above outline of major tasks and activities is not exhaustive. Post holders are expected to carry out activities within their ability/experience and within the overall remit of the post.
- The post holder is expected to be comfortable in the / a learning environment.
- The post holder will receive a timetable of their duties with classes. Whilst directly supporting learning activities, the post holder will be accountable to the responsible Lecturer.
- The post may operate across the Centre or within specific curriculum teams.

Job Activities

- Prepare learning aids for use by Lecturers (occasional)
- Provide administrative support (occasional)
- Supervise regular timetabled classes as previously described under “Supported Study / Skills Practice”
- Assist Curriculum Manager in planning resources such as equipment and accommodation
- Assist Curriculum Manager and the lecturing team in the organisation of events and initiatives
- Assist lecturers with the setting up of equipment for areas of learning and teaching delivery
- Assist students in preparation for work based activity
- Actively look for and acquire suitable businesses than will support student work activity. (in this capacity you may be asked to attend conferences and events alone or with a team member for the purpose of networking. Expenses will be covered)

Supervision and Management of People (Numbers and type of staff)

- Provide individualised support to around 300 students including those with additional needs, when necessary and appropriate.
- Proactively encourage and motivate learners
- Assist in the maintenance of records of group student attendance and achievements by maintaining registers for classes under the post holder’s sole supervision and feeding back to the relevant lecturing staff as appropriate
- Act as a mentor/facilitator for less confident learners

Creativity and Innovation

- Planning may be required to deliver tasks prescribed by the lecturer within pre-set parameters.
- Problem solving for students / lecturers with regards best / easiest way to help with daily requests with regards sound recording and production.
- Reporting: Identifying and notifying the team of any repairs of equipment required.
- Authority to improve procedures or practices during support for computing/multimedia classes.

- Authority to improve procedures or practices when supporting students and clients on external work based projects.
- Taking initiative when improving procedures or practices when supporting students and clients on external work based projects.
- Written work (original): Prepare learning aids for use by Lecturers
- Problem Solving when equipment fails during computing classes.
- Planning: when supporting students on projects or in classes

Property and Equipment

- Managing equipment needs for computing and identifying equipment allocation to student groups.

Contacts and Relationships

- Daily contact with Students (Phone / E mail / Face to Face)
- Daily contact with Lecturers (Phone / Email /Face to face)
- Daily contact with Managers (Phone / E mail / Face to face)

Decisions

(i) Discretion

- Discretion when there are changes between work-streams: prioritising tasks due to regular deadlines with student work or defined by Manager
- Discretion when choosing which technical equipment to use due to conflicting resources and priorities (regular)
- Choices on type of equipment required for use,
- accountability to lecturers, students and Curriculum manager (frequent)
- Would feedback to course organiser/lecturer any concerns e.g. about student performance, attendance or behaviour.
- Ability to make frequent recommendations to the CM on equipment and health and safety matters
- Ability to make regular solving problems and advise on equipment requirements

(ii) Consequences

- Effect upon the College has a high impact in terms of the courses key performance indicators on retention and student satisfaction
- Effect on students is high: pastoral /mentor role is expected
- Maintenance of property: high impact as the post holder will report problems to the CM. Not doing so will disrupt learning and teaching
- Producing course materials for lecturers assists in the excellent delivery of the course, which has a high impact in terms of the courses key performance indicators on retention and student satisfaction

Resources

- Use of specialist and technical equipment used in the Computing /Technology industry. This would include but is not exclusive (due to the changing nature of the industry):

Pc, Digital storage items, cables, Industry standard software, some digital capture devices such as basic cameras and microphones, Peripheral Hardware (audio/speakers), PC components.

Environment

(i) Work Demands

1. Very high of level of control over use and application of equipment for assisting lecturers and students
2. Very regular levels of supervision and planning the work of others – namely student groups under the guidance of lecturing staff.
3. Must ensure they are aware of all relevant learning outcomes for the course.
4. Regular responsibility for Health and Safety decisions in areas of operation
5. Discretion when there are changes between work-streams: prioritising tasks due to regular deadlines with student work or defined by Manager
6. Discretion when choosing which technical equipment to use due to conflicting resources and priorities (regular)

(ii) Physical

- lifting, manual use of equipment – 20%
- constrained working and manual dexterity 5%
- normal office duties, keyboard use, sitting, 20%
- standing, 40%
- walking, 10%
- lifting and carrying 5%

(iii) Working conditions

Labs, classrooms, and outdoor locations

Standing/ walking between classrooms and studios	67%
Occasional lifting of audio and peripherals	3%
Exposure to high levels of Sound Pressure Level	30%

(iv) Work Context

Working in an educational context there are regular emotional demands from students, often regarding deadlines and support required. Students are often arranged in groups of mixed abilities which can lead to heavy demand for additional support from individual learners within the group.

There are often demands on deadlines from the Manager or other lecturers to have written support material completed to a high standard and on time.

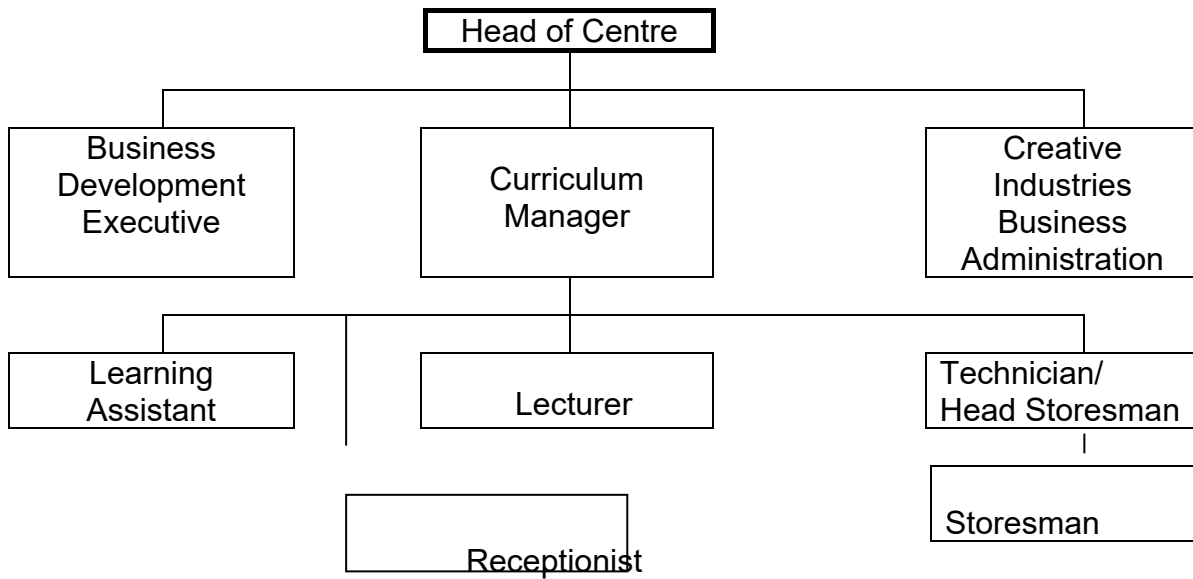
There is often high demand on the post holder when resources are not available or are not functioning correctly, and the ability to problem solve is critical.

Knowledge and Skills

The post holder must have the ability to communicate, relate well to learners of different abilities and work effectively in a team and previous experience of training or educational environments would be advantageous.

The post holder needs a knowledge of the FE sector and a relevant qualification at HND level

Departmental Structure



Date..... Signed.....(Employee)

Date..... Signed.....(Manager)

Date..... Signed.....(Head of Centre)

JOB DESCRIPTION

Post title	Learning Assistant
Department / Section	Outreach
Centre	College Communities Access & Continuing Education
Responsible To	Curriculum Manager Outreach Access & Continuing Education and not Outreach
Number of post holders	2 currently 1

Purpose of Job

To enhance the student experience and extend inclusion, access and retention through:

- Supervision and support for learners and learning activities and arrangement, co-ordination and delivery of support for individual students.
- Supervision and support of learning activities.
- Liaison, development and administration in relation to the learning centre.
- Effective management, development and operation of electronic and flexible learning provision.

Major Tasks

1. **Supervision and support for learners and learning activities and arrangement, co-ordination and delivery of support for individual students by:**
 - Providing general guidance and support particularly for students in work directed by Programme Manager or lecturers, including assisting with related exercises and projects.
 - Assessing the competencies of students and the application of their skills
 - Supporting learners in the practice of a learned skill
 - Ensuring users receive an induction programme into Learning Centre procedures, resources and facilities including the use of the VLE.
 - Supporting students who use the learning centre and refer them to appropriate lecturing and Student Services staff as required.
 - Identifying, sourcing and ordering teaching and learning resources.

- Accessing relevant information for students with additional support needs and where appropriate, passing information onto relevant member of staff.
- Providing resources and materials for students undertaking projects, either as part of independent studies or as directed by Programme Manager or lecturing staff.
- Overseeing projects and assisting students under the direction of lecturers, both when they are present or absent.
- Providing technical advice and support in the use of both hardware and software required to produce materials for course work.
- Storage and maintenance of student work.
- Providing a friendly, approachable and flexible service to all users, including mentoring.

2. Supervision and support for learning activities by:

- Locating, providing and generating learning resources for academic staff including recommending open learning materials for classroom use.
- Providing ICT support for specific subject areas involving specialised software and hardware.
- Preparing ICT equipment for on-line assessments
- Invigilating written and on-line assessments
- Preparing equipment and areas for practical assessments
- Supporting staff to locate, download and scan teaching materials and resources.
- Creating PowerPoint presentations and related resources.
- Supporting lecturers by progressing direct teaching with groups and individual students engaged in follow-up work in the Learning Centre.

3. Effective management, development and operation of electronic and flexible learning provision by:

ECDL

- Monitoring and controlling assessment process including invigilating assessments.
- Maintaining student records.
- Managing on-line assessment software and monitoring developments in new assessment software with a view to future upgrades.
- Ensuring software upgrades and new versions of syllabus are installed, distributed and used by all staff.

VLE

- Providing information, advice and expertise to users, including guidelines.
- Preparing learning materials for VLE delivery and support together with the creation and management of notice boards, conferences, discussion groups, web page links and collaborative areas.
- Administrating eg registering users onto the system; creating and replacing passwords.

4. Liaison, development and administration in relation to all learning resources by:

- Raising awareness of available resources and facilities.
- Ensuring adherence to ICT Policy and Student Code of Conduct.
- Working collaboratively with colleagues, particularly with the College Community team.
- Maintaining, accessing and making available all learning resources held within the Learning Centre and keeping learning resources relevant and up to date.
- Operating and maintaining PC booking system to ensure effective use of Learner Base resources and recording and tracking resources borrowed by students and staff.
- Liaising with Student Services over issues relating to student ID accounts and to report software/hardware problems; keeping computer areas clear and printers stocked with paper.
- Maintaining student records.

- Collating and preparing statistical returns eg PC usage figures

Supervision and Management of People (Numbers and type of staff)

Whilst the post holder has no direct supervisory responsibility, the position will include an element of mentoring for both staff and students accessing the Learner Base and other areas where independent learning takes place.

The post holder will receive little day to day supervision, but is expected to liaise regularly with the Programme Manager for Community and Outreach on related issues. The post holder will therefore be required to prioritise their daily workload to ensure that deadlines are met.

Creativity and Innovation

The post holder will be required to establish close working relationships with lecturing colleagues, particularly regarding the sourcing and identification of learning resources in all formats from a variety of sources in order to enhance the student experience.

The post holder will be expected to support lecturers in the use of the College VLE including the assimilation of online materials into the curriculum.

The post holder will be required to ensure that an electronic booking system is in place and accurately maintained in order that usage of facilities and student satisfaction are maximised and statistical information recorded.

The post holder will be based **in the Learning Centre** **outreach or campus and** must have the ability to work on his/her own initiative without direct supervision, ensuring the provision of a quality service to staff, students and members of the public.

Property and Equipment

The Post holder will ensure all PC's are operated in a safe and secure environment and are regularly updated with relevant software

Contacts and Relationships

- students
- staff (all levels) – both academic and support
- external agencies and organisations e.g. Pennypit Centre, community and voluntary organisations

Decisions

(i) Discretion

(ii) Consequences

- effective allocation of learning resources
- when to refer users experiencing difficulties to lecturing staff
- when to refer problems to the Programme Manager
- when to report on quality, health and safety and student discipline issues
- when to seek support from Student Services

Resources

Environment

(i) Work Demands

The post holder will be part of a team to ensure that learners receive high quality support and that individual requirements are met.

The post holder will be assisting and supporting students in the management of their independent learning and consequently will play a key role in the implementation of empowerment strategies central to the College's drive to wider access.

Accordingly, it will be essential for the post holder to develop a wide knowledge of various ICT and software packages and learning materials together with the ability to demonstrate their use and

application. This will require the post holder to keep abreast of the latest software and learning materials developments, together with developments in learning technologies and their use in the curriculum e.g. VLEs.

The post holder will be expected to take forward related projects and be responsible for agreed outputs.

(ii) Physical

N/A

(iii) Working conditions

Learning Centre opening times may lie out with 'normal' opening hours, including evenings and weekends. Accordingly, a degree of flexibility in working hours, in arrangement with the Programme Manager, is essential.

(iv) Work Context

Knowledge and Skills

The post holder will hold an HNC / HND or equivalent in an appropriate area e.g. Working with Communities, ICT. Possession of ECDL or equivalent would be advantageous.

The post holder will be highly competent in the use of ICT and have experience in the use of a wide range of software packages and other ICT materials. The post holder will also be expected to have experience in providing support within a teaching and learning environment.

Excellent communication and organisational skills will be necessary, together with a high degree of flexibility.

Departmental Structure

Date..... Signed.....(Employee)

Date..... Signed.....(Manager)

Date..... Signed.....(Head of Centre)

JOB DESCRIPTION

Post title	Learning Assistant
Department / Section	Professional Cookery and Hospitality
Centre	Tourism and Hospitality
Responsible To	Curriculum Manager
Number of post holders	2

Purpose of Job

The primary function is to support the work of Lecturers in ensuring that learners receive high quality support and their individual requirements are met. Learning Assistants also ensure that the learning environment, including materials and equipment, is effectively maintained.

Major Tasks

Course Team Duties

- Participate in Course Team meetings and provide feedback on issues impacting upon the student experience
- Act as a member of the College's Health and Safety Team

Course Delivery Support

- Prepare learning aids for use by Lecturers
- Provide administrative support
- Assist Curriculum Manager and Team Leader in planning resources such as equipment and accommodation
- Maintain adequate range of stock and manage efficient stock levels
- Ensure maintenance of materials and equipment is to College standards

Guidance and Support

- Provide individualised support to students including those with additional needs, when necessary and appropriate.
- Proactively encourage and motivate learners

- Carry out pastoral visits to students on work placements
- Assist in the maintenance of records of group student attendance and achievements
- Act as a mentor/facilitator for less confident learners

Assessment

- Organise and monitor work placements for students
- Invigilate student assessments and exams
- Act as IV for City & Guilds practical assessments

Supported Study / Skills Practice

- Supervise and support learners in workshops, studios, study centres and other learning environments where they are engaged in self directed study or working with Resource Based Learning materials;
- Maintain an environment which is conducive to learning
- Assist / support students in the use of learning resources, ICT and specialist machinery

In-Post Training

- Successful applicants will be provided with necessary training, as required by the needs of the business.

General

- The above outline of major tasks and activities is not exhaustive. Postholders are expected to carry out activities within their ability/experience and within the overall remit of the post.
- The post holder is expected to be comfortable in the / a learning environment.
- The post holder will receive a timetable of their duties with classes. Whilst directly supporting learning activities, the post holder will be accountable to the responsible Lecturer.
- The post may be operated on either annualised hours or standard flexitime working.
- The post may operate across both sites the courses are delivered on and outreach centres.

Selection Activities:

The selection activities used will depend on the Curriculum Area and specific nature of the Learning Assistant role to be filled. The Recruiting Manager and HR Officer will discuss and determine the most appropriate activities at the Vacancy Requisition stage.

Job Activities

It is the College's policy to establish and maintain a Risk Register and a Risk Management Policy. It is a condition of your employment that you become aware of these documents and that you follow the objectives and procedures of good risk management in your areas of work. The above outline of major tasks and activities is not exhaustive. Post holders are expected to carry out activities within their ability/experience and within the overall remit of the post.

- The continuing development and implementation of the College's Diversity & Equality Policy.
- The management of risk within the College
- The health and safety of staff, students and visitors in general and the College's Policies and procedures in particular.
- The principles and procedures set out in the College's Child and Vulnerable Adult Safeguarding Policy.
- The principles and procedures set out in the Data Protection Policy

Supervision and Management of People (Numbers and type of staff)

Creativity and Innovation

- Have experience of identifying, developing and sharing innovative and creative teaching resources.
- Have experience of working with students who may have little experience of education and training (desirable).
- Have knowledge of current curriculum and accreditation developments within Further Education and specific subject area(s).
- Have the ability to teach creatively, adapting to the needs of a variety of learners and willing to explore new teaching and learning strategies.

Property and Equipment

- Minimum of 3 years Industrial experience in Hospitality and catering Industry with operating and maintain Machinery, property and Equipment.
- Experience in Communicating with technical, Building Maintenance and Security

Contacts and Relationships

- Keep up to date in relevant areas of professional expertise through reading; attendance at meetings; visiting industry/commerce; membership of networks as appropriate.
- Develop and maintain links with industry/commerce within the overall framework of such links throughout the college.
- Attendance at relevant course development and wellbeing day
- To play a proactive role in promoting the good name of Edinburgh College at all times.
- Develop existing and/or new courses together with other members of the team/s.
- Undertake course co-ordination responsibilities when required.

Decisions

(i) Discretion

(ii) Consequences

Resources

- Assist the team /Lecture making sure the right equipment in the right working condition and right place for the students class and assessment
- Assist the team /Lecture making sure Course Study Materials and Technologies available for the students' class and assessment.

Environment

(i) Work Demands

- Training Kitchen 60%
- Training Restaurant 20%
- Class room 20%
- Cross campus cover 20%
- Teaching outside college 20%
- Assigned Campus 60%

(ii) Physical

- Stand for long periods of time.
- Use their hands to handle, control, or feel objects, tools, or controls.
- Repeat the same movements.
- Walk or run for long periods of time.
- Bend or twist their body.

(iii) Working conditions

You will be working in the following kitchen conditions.

- Fumes from cooking, smoke from cooking
- Chemicals used to clean and disinfected kitchen equipment and dish washer
- Hot liquids, hot oil, hot surfaces, grills, oven, and hot plates.

(iv) Work Context

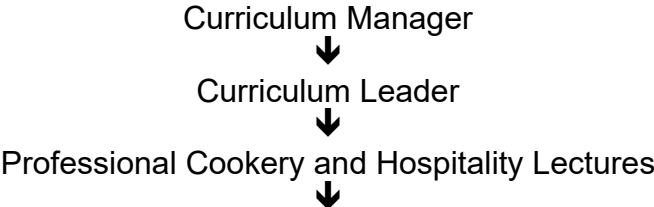
- This role requires an understanding of student equity, diversity and disability support policies, Alcohol Policies, Food Hygiene and Health Safety, HACCP and COSHH to guidance and the service provided by the College policies
- To make sure the right equipment in the right working condition and right place for the students class and assessment
- Assisting lecturing team to Carrying out risk assessment if necessary.

Knowledge and Skills

The ideal is a good combination of both theoretical knowledge and practical qualification in SVQ Level 3 in cookery or Hospitality or Level 3 with minimum of 3 years Industrial experience in Hospitality Industry with operating Machinery and Equipment and Good communication skills with groups and individuals.

- Industrial experience in Hospitality Industry with operating Machinery and Equipment. SVQ Level 3 in cookery or Hospitality.
- Proven ability in using IT systems including MS Word, PowerPoint, Outlook and the Internet.
- Proven experience of working within the Catering/Hospitality industry
- Proven flexible approach to varied tasks
- Demonstrate ability to work as part of a team
- Demonstrable organisational skills and the ability to work under pressure and meet deadlines
- Knowledge and evidence of on going curriculum development and managing the learning process

Departmental Structure



Date..... **Signed**..... (Employee)

Date..... **Signed**..... (Manager)

Date..... **Signed**..... (Head of Centre)



For the future you want

JOB DESCRIPTION AND PERSON SPECIFICATION

Job title	LEARNING ASSISTANT
Grade	Band E Support
Faculty/Department	Broadcast Media & Photography
Reports to	[REDACTED]
Position summary	
The primary function is to support the work of Lecturers in ensuring that learners receive high quality support and their individual requirements are met. Learning Assistants also ensure that the learning environment, including materials and equipment, is effectively maintained.	
Line management responsibilities (if applicable)	
n/a	
Main duties	
Duties/responsibilities (Note: it is helpful to organise these into sections)	

<p>Course Team Duties</p> <ul style="list-style-type: none"> • Participate in Course Team meetings and provide feedback on issues impacting upon the student experience • Act as a member of the College's Health and Safety Team
<p>Course Delivery Support</p> <ul style="list-style-type: none"> • Prepare learning aids for use by Lecturers • Provide administrative support • Assist Curriculum Manager and Curriculum Leader in planning resources such as equipment and accommodation • Maintain adequate range of stock and manage efficient stock levels • Ensure maintenance of materials and equipment is to College standards
<p>Guidance and Support</p> <ul style="list-style-type: none"> • Provide individualised support to students including those with additional needs, when necessary and appropriate. • Proactively encourage and motivate learners • Carry out pastoral visits to students on work placements • Assist in the maintenance of records of group student attendance and achievements • Act as a mentor/facilitator for less confident learners
<p>Assessment</p> <ul style="list-style-type: none"> • Organise and monitor work placements for students • Monitor work produced for commercial clients • Invigilate student assessments and exams
<p>Supported Study / Skills Practice</p> <ul style="list-style-type: none"> • Supervise and support learners in Workshops, Studios, Photography Location shoots, Outside Broadcast environments, workshops, studios, study centres and other learning environments where they are engaged in self-directed study or working with Resource Based Learning materials; • Maintain an environment which is conducive to learning • Assist / support students in the use of capture and post-production editing, learning resources, ICT and specialist machinery
<p>In-Post Training</p> <ul style="list-style-type: none"> • Successful applicants will be provided with necessary training, as required by the needs of the business.
<p>General</p> <ul style="list-style-type: none"> • The above outline of major tasks and activities is not exhaustive. Postholders are expected to carry out activities within their ability/experience and within the overall remit of the post. • The postholder is expected to be comfortable in the / a learning environment. • The postholder will receive a timetable of their duties with internal and external classes. Whilst directly supporting learning activities, the post holder will be accountable to the responsible Lecturer. • The post may be operated as agreed hours or standard flexitime working. • The post may operate across the School or within specific curriculum teams.

Supervision and Management of People (Numbers and type of staff)

- Provide individualised support to around 300 students including those with additional needs, when necessary and appropriate.
- Proactively encourage and motivate learners
- Carry out pastoral visits to students on work placements
- Assist in the maintenance of records of group student attendance and achievements
- Act as a facilitator for less confident learners

Creativity and Innovation

- Problem solving for students / lecturers with regards best / easiest way to help with daily requests with regards lighting and production.
- Reporting: Identifying and notifying technicians of any repairs of equipment required.
- Authority to improve procedures or practices during support for Broadcast Media and or Photography classes.
- Authority to improve procedures or practices when supporting students and clients on external projects, college centred or commercial.
- Taking initiative when improving procedures or practices when supporting students and clients on external projects, college centred or commercial.
- Written work (original): Prepare learning aids for use by Lecturers
- Problem Solving when equipment fails during classes.
- Planning: when supporting students on projects
- Planning and problem solving when ordering and deciding upon items to purchase

Property and Equipment

- Managing equipment needs for classes and identifying equipment allocation to student groups.
- Finalising work as required by the project
- Responsibility for Health and Safety in areas of operation and keeping records on the learning areas in the department

Knowledge/Qualifications

Essential:

Educated to Diploma or HND level in Photography / Audio Visual Technology or Creative Industries in TV, Film or Media

SQA frameworks and units within Group Awards

Health and safety regulations for studio

PAT qualification

PASMA qualification

How to edit to tight commercial deadlines and of applied visual effects for Photography, Video and Audio postproduction

Cabling technical set up for multi camera shoots in both internal and external locations.

Desirable:

BA (Hons) Photography, Audio Visual Technology or Creative Industries TV, or Film & Media

Experience

Essential:

Photography software, Printing equipment, TV Studio Production and post production current

Editing for commercial companies

Commercial Photography, Film and TV shoots

Still and Multi camera shoots

Desirable:

Setting up Photographic Location shoots. Setting up of live streaming Outside Broadcasting

Abilities/Skills

Essential:

Edit to tight commercial deadlines and applied visual effects for video and audio postproduction knowledge and skills

Good social skills and ability to work in a team

Good communicator

Willing to assist where required

Technically Support the work of lecturers

Health and safety awareness for others

Desirable:

Manage/maintain/repair where possible Photography, TV and sound acquisition /post production equipment resources

Awareness of Support needs for students

Other role related requirements

Essential:

Current knowledge of Health and Safety regulations for studio

Flexible working practice working in the evening and at weekends when required.

Clean driving licence.

Desirable:

IT Server storage area network and associated workstations technical operation awareness

Date Completed

19th October 2018

Authorised (Head of
Faculty/Department)



Reviewed/updated on

30/06/19

JOB DESCRIPTION

Post title	LEARNING ASSISTANT - Pharmacy
Department / Section	Health and Veterinary Professions Health Professions & Social Services
Centre	Health Wellbeing and Social Sciences
Responsible To	Curriculum Manager: Health and Veterinary Professions Health Professions & Social Services
Number of post holders	One

Purpose of Job

The primary function is to support the work of Lecturers in ensuring that learners receive high quality support and that their individual requirements are met. Learning Assistants also ensure that the learning environment, including materials and equipment, is effectively maintained.

Major Tasks

Course Team Duties

- Participate in Course Team meetings and provide feedback on issues impacting upon the student experience
- Act as a member of the College's Health and Safety Team, where appropriate

Course Delivery Support

- Prepare learning aids for use by Lecturers
- Provide administrative support
- Assist Curriculum Manager in planning resources such as equipment and accommodation
- Maintain adequate range of stock and manage efficient stock levels
- Ensure maintenance of materials and equipment is to College standards

Guidance and Support

- Provide individualised support to students including those with additional needs, when necessary and appropriate.
- Proactively encourage and motivate learners
- Carry out pastoral visits to students on work placements
- Assist in the maintenance of records of group student attendance and achievements
- Act as a mentor/facilitator for less confident learners

Assessment

- Organise and monitor work placements for students
- Invigilate student assessments and exams

Supported Study / Skills Practice

- Supervise and support learners in workshops, studios, study centres and other learning environments where they are engaged in self-directed study or working with Resource Based Learning materials (VLE);
- Maintain an environment which is conducive to learning
- Assist / support students in the use of learning resources, ICT and specialist equipment

In-Post Training

- Successful applicants will be provided with necessary training, as required by the needs of the business.

General

- The above outline of major tasks and activities is not exhaustive. Postholders are expected to carry out activities within their ability/experience and within the overall remit of the post.
- The postholder is expected to be comfortable in the / a learning environment.
- The postholder will receive a timetable of their duties with classes. Whilst directly supporting learning activities, the post holder will be accountable to the responsible Lecturer.
- The post may be operated on either annualised hours or standard flexitime working.
- The post may operate across the Centre or within specific curriculum teams.

Job Activities

- Prepare learning aids for use by Lecturers
- Provide administrative support
- Assist Curriculum Manager in planning and managing resources such as equipment and accommodation
- Ordering of items using PECOS requisitioning system
- Ordering of items using Credit Card when necessary
- Booking of student trips in UK and abroad
- Tracking financial costs associated with curriculum resources and bursary items and reporting of this to the relevant line manager

- Assist lecturers with the setting up of equipment for areas of learning and teaching delivery
- Supervision of students learning activities during independent study times

Supervision and Management of People (Numbers and type of staff)

- Provide individualised support to all Pharmacy, students including those with additional needs, when necessary and appropriate.
- Proactively encourage and motivate learners
- Carry out pastoral visits to students on work placements
- Assist in the maintenance of records of group student attendance and achievements
- Act as a mentor/facilitator for less confident learners

Creativity and Innovation

- Problem solving for students / lecturers with regards best / easiest way to help with daily requests with regards sound recording and production.
- Reporting: Identifying and notifying technicians of any repairs of equipment required.
- Authority to improve procedures or practices during support for pharmacy classes.
- Authority to improve procedures or practices when supporting students and clients on external projects, college centred or commercial.
- Taking initiative when improving procedures or practices when supporting students and clients on external projects, college centred or commercial.
- Written work (original): Prepare learning aids for use by Lecturers
- Problem Solving when equipment fails during classes.
- Planning: when supporting students on projects
- Planning and problem solving when ordering and deciding upon items to purchase

Property and Equipment

- Managing equipment needs for classes and identifying equipment allocation to student groups.
- Finalising work as required by the project
- Responsibility for Health and Safety in areas of operation and keeping records on the learning areas in the department

Contacts and Relationships

- Daily contact with Students (Phone / E mail / Face to Face)
- Daily contact with Lecturers (Phone / Email /Face to face)
- Daily contact with Managers (Phone / E mail / Face to face)
- Daily contact with suppliers

Decisions

(i) Discretion

- Discretion when there are changes between work-streams: prioritising tasks due to regular deadlines with student work or defined by Manager
- Discretion when choosing which technical equipment to use due to conflicting resources and priorities (regular)
- Choices on type of equipment required for use
- Accountability to lecturers, students and Curriculum manager (frequent)
- Constraints involved in not providing assessment of student work but an opinion is often required
- Ability to make frequent recommendations to the CM on equipment and health and safety matters
- Ability to make regular solving problems and advise on equipment requirements

(ii) Consequences

- Effect upon the College has a high impact in terms of the courses key performance indicators on retention and student satisfaction
- Effect on students is high: pastoral /mentor role is expected
- Maintenance of property: high impact as the roleholder will report problems to the CM. Not doing so will disrupt learning and teaching
- Ordering and tracking course materials for lecturers assists in the excellent delivery of the course, which has a high impact in terms of the courses key performance indicators on retention and student satisfaction
- Financial tracking of course materials for lecturers assists in the financial stability of the course, which has a high impact in terms of the courses viability and Centre's ability to meet its budget expectation

Resources

- Use of specialist and technical equipment used in the Pharmacological Industry. This would include but is not exclusive (due to the changing nature of the industry):

Environment

(i) Work Demands

1. Very high of level of control over use and application of equipment for assisting lecturers and students
2. Very regular levels of supervision and planning the work of others – namely student groups under the supervision of lecturing staff.
3. Regular responsibility for Health and Safety decisions in areas of operation
4. Discretion when there are changes between work-streams: prioritising tasks due to regular deadlines with student work or defined by Manager
5. Discretion when choosing which technical equipment to use due to conflicting resources and priorities (regular)

(ii) Physical

- lifting, manual use of equipment – 20%
- constrained working and manual dexterity 5%
- normal office duties, keyboard use, sitting, 20%
- standing, 40%
- walking, 10%
- lifting and carrying 5%

(iii) Working conditions

- Laboratory, prep-rooms, class-rooms

(iv) Work Context

Working in an educational context there are regular emotional demands from students, often regarding deadlines and support required.

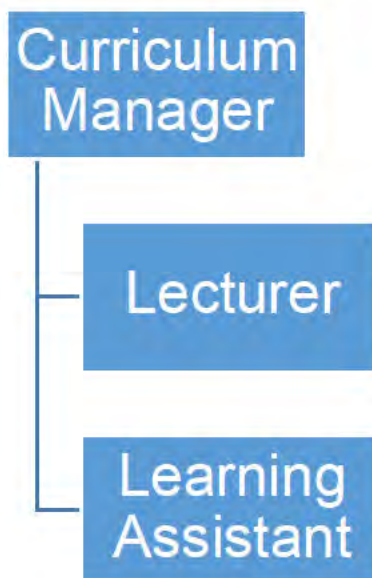
There are often demands on deadlines from the Manager or other lecturers to have equipment ordered to meet the expected standard for learning and arriving on time. There is often high demand on the roleholder when resources are not available or is not functioning correctly, and the ability to problem solve is critical.

Knowledge and Skills

You must have the ability to communicate, relate well to learners of different abilities and work effectively in a team and previous experience of training or educational environments would be advantageous.

An HND in a relevant discipline is a minimum requirement.

Departmental Structure add CL



Date..... Signed.....(Employee)

Date..... Signed.....(Manager)

Date..... Signed.....(Head of Centre)

JOB DESCRIPTION

Post title	Educational Support Worker
Department / Section	Access & Continuing Education (ACE)
Responsible To	Transition Support Team Leader

Overall Purpose of Job
<p>To actively support the inclusion of students with additional support needs, into the mainstream student experience.</p> <p>Effectively support their journey at college, helping them understand and participate in tutorials and practical session.</p> <p>Give those students emotional support through encouragement, reassurance and help to build their confidence.</p>

Main Duties and Responsibilities
<ul style="list-style-type: none"> • Work closely with students with additional support needs; help them understand and participate in classroom activities and tutorials. This includes practical and core skills (Communications, Numeracy & Information Technology) • Work alongside the Learning Development Tutor (LDT) and lecturers from Access & Continuing Education (ACE) and the Core Skills teams to deliver high quality, in-class support and guidance • Provide support for learners at pre-entry, on-course and pre-exit stages • Support the ACE team's attendance at internal and external promotional events • Provide support and assistance in a classroom setting to appropriate level groups as determined by the Transition Support Team Leader. • Provide on-the-job coaching and or support to colleagues, as required • Using a range of computer-based applications, provide occasional admin support, including organising and maintaining databases and updating our online register systems • Work alongside LDT and Edinburgh College's Student Experience team to help students choose an appropriate course to progress to and help them complete relevant applications • Assist the Transition Support Team Leader to liaise with multidisciplinary teams from Schools, Social Work, Health teams, Transition teams, other external agencies & partners • All other suitable tasks commensurate with the level of the job role • When required, provide occasional support to Placement Liaison Officer to help students with additional support needs source, access and evaluate work experience opportunities <p>Please note that appointment to any post at Edinburgh College is subject to satisfactory completion of all recruitment checks. A start date cannot be confirmed until the College is in receipt of a satisfactory PVG disclosure.</p>



EDINBURGH COLLEGE

JOB DESCRIPTION

POST: Learning Engagement Officer – Project Search

RESPONSIBLE TO: Curriculum Manager – Access and Continuing Education

PURPOSE OF POST: To support the delivery of Project Search

MAJOR TASKS/JOB ACTIVITIES

Co-ordinate the delivery of an employability programme for Project Search

- Offer pre-entry information, guidance and funding information to applicants
- Support the student course and funding application process
- Be involved in student interviews and recruitment
- Plan and deliver employability focussed activities to include group sessions and one to one activities.
- Provide ongoing classroom based support to students on the programme
- Provide placement support for students on the programme
- Provide on course guidance and pastoral support to students on the programme
- Support students with CV writing and future job applications as part of pre exit planning
- Liaise with job finding agencies as appropriate to secure future opportunities for the students on the programme
- Demonstrate an ability to use IT and word processing to a high standard
- Develop and deliver power point presentation
- Facilitate Student Feedback

- Complete and maintain a Personal Learning Support Plan for each student

Communication/Internal & External Liaison

- Write and present regular student update review reports to the Steering Group
- To assist in gathering and maintaining accurate, up-to-date data on the programme and the student progress and any other relevant information as required by partners
- To refer students for specialist advice and guidance as appropriate
- Attend various internal and external events
- Liaise with partners, parents and other stakeholders
- Feedback information as relevant to the programme to stakeholder groups through the delivery of presentations and updates.

Supervising Activities

None

General

- An understanding and knowledge of safeguarding practices and responsibilities
- A current PVG will be required

Edinburgh College operates a comprehensive programme of Personal Development and Review and the postholder will be expected to participate in this.

The key tasks of the post are not intended to be exhaustive but simply highlight a number of major tasks of the post. The post-holder may be required to undertake additional duties which might reasonably be expected and which form part of the function of the post. Every job description will be subject to review on an annual basis, or

- as a result of change in strategic management, or
- as a result of team/operational requirements, or
- as a result of agreed staff development and career review needs and objectives, or within six months of appointment.

JOB DESCRIPTION

POST: **Employability Trainer**

RESPONSIBLE TO: **Outreach Development Manager**

PURPOSE OF JOB: The Employability Trainer will be responsible for delivering the Edinburgh College Future Steps provision to young people (students) aged 16 – 25. This involves delivering a variety of SQA accredited employability programmes to groups of young learners and supporting their personal progress in relation to employment, education and training opportunities.

MAIN DUTIES:

1. Teaching, delivering and assessing SQA employability programmes using a variety of teaching methods to engage, support and motivate youth learners to enhance their skills and progression opportunities.
2. Progress young people through the Edinburgh Joined up for Jobs strategic skills pipeline, encompassing the individual's barriers and supporting them throughout their individual journey at different stages of the pipeline.

Job Activities

- 1) Identify and implement strategies for engaging young people deemed the most at risk of becoming disengaged from employment, education and training.
- 2) Identify barriers to young people engaging in activities and services and help to identify ways that would remove the identified barriers.
- 3) Manage referral processes with other agencies and signpost young people as appropriate. Develop strong partnerships with other agencies such as Skills Development Scotland, Community Learning and Development, Jobcentre Plus etc.
- 4) Manage referral processes with other agencies and keep regular ongoing communication and relationship building with referral agencies to keep them informed of progress and to ensure suitability of referrals.
- 5) Engaging with young people with multiple barriers, undertaking assessment and action planning, and making appropriate decision on most appropriate service for their level of need.
- 6) Conduct tailored individual guidance, employability development and assessment interviews with young people including Careers and Employment Counselling and Personal Development Planning. Utilise appropriate formal/informal assessment techniques as appropriate
- 7) Undertake all aspects recruitment and selection for the Future Steps employability programmes including marketing and advertising, proactively informing other providers, and highlighting the benefits of the courses to the young people.
- 8) Deliver and assess the Future Steps SQA employability courses ensuring learning outcomes and assessment criteria are met within a timely fashion.
- 9) Preparation, planning, design, production and delivery of learning materials appropriate to the level of qualification young people are undertaking. Develop creative lesson plans incorporating differentiated teaching styles and activities to ensure a quality learning experience.
- 10) Engage with schools leavers and non-attenders at risk of a negative destination within Edinburgh and the Lothians. Deliver appropriate SQA

employability programmes to best suit the needs of the school pupils which will inspire, motivate and encourage them to meet their full potential.

- 11) Match young people's employment aspirations to appropriate work placements. Identify, source and secure appropriate placements for young people.
- 12) Engage with employers to generate/ source placements. Initiate and develop relationships with employers and provide ongoing placement support with the employer.
- 13) Maintain positive working relationships with existing employers whilst continuously aiming to source new placement opportunities. Will involve supporting employers by having regular reviews, open-communication and trouble shooting/ problem solving; prior to, throughout and at the end of the placement.
- 14) Offer individual motivation and other relevant support to a caseload of students throughout their placement. Offer post placement support ensuring a positive progression.
- 15) Undertake health and safety risk assessments of all work placement providers; ensure all correct paperwork is completed adhering to Edinburgh College policies and guidelines.
- 16) Undertake all relevant course administration and paperwork is completed in line with College procedures including student enrolment/registration, attendance, inductions, assess and record progress and participate in quality assurance programmes.
- 17) Support all learners in their individual learning journey in order to achieve their qualifications to a quality standard in a timely fashion. Utilise knowledge of different learning styles, training materials and activities, and have the ability to adapt and make changes throughout the training in order to retain students and meet the needs of individuals as well as the group

- 18) Liaise with training providers, the Community Education Service, Further and Higher education Institutions, specialist support agencies and employers to ensure knowledge of local and national provision and labour market conditions is current and accurate. Attending regular meetings with other provider, networking events as appropriate.
- 19) Assist clients to complete self-marketing materials - application forms, CVs and covering letters to a high quality standard. Coach and prepare clients for the world of work.
- 20) Provide motivation and other relevant support to a caseload of clients throughout their time with the project and during the early stages of employment.
- 21) Deliver an intensive tailored employability development course which focuses on labour market research, employer expectations and requirements, job searching and recruitment methodologies.
- 22) Assist in the delivery of qualifications of other WEACTION/projects.
- 23) Support staff working on other contracts and assist in training and development of colleagues, volunteers and placements students.
- 24) Contribute to the delivery of contractual targets, prepare regular reports from line managers and funders and participate in regular team meetings.
- 25) Achieve individual daily, weekly and monthly targets as set by the Line Manager in line with contractual objectives/KPI's.
- 26) Complete and follow client registration, employment grant and job outcome procedures and ensure adherence to college guidelines, standards and procedures.
- 27) Maintain appropriate records on clients and activities. To ensure that all documentation relating to the client is completed and maintained in an accurate, timely and respectful manner.
- 28) Undertake agreed training and continuing professional development as appropriate.
- 29) Contribute to evaluation, monitoring and quality assurance.

JOB DESCRIPTION

Post title	Workplace Assessor
Department / Section	Automotive
Centre	Engineering
Responsible To	Curriculum Manager
Number of post holders	2.5

Purpose of Job

The primary function is to co-ordinate and assess the apprentice program for a given area, within Automotive and provide support to the apprentices throughout their course of study.

Major Tasks

Assessment:

- Observe and assess students' practical skill levels in the workplace, up to SVQ3 and test their knowledge and understanding as it relates to the practical activity.
- Record results on appropriate documentation from awarding body.
- Compile SVQ3 workplace portfolio for each apprentice.
- Maintain accurate records and candidate database to enable progress checks and verification.
- Submit and discuss progress and results with employers when required.
- Work with student support when required.
- Set up long term assessment program to ensure regular workplace visits.
- Keep up to date with changes in qualifications and implement effectively.

Course Team Duties:

- Liaise with contract manager to ensure all funding body requirements are met throughout the apprenticeship.
- Determine timeline for collecting SDS payment points.

- Participate in course team meetings and provide feedback on issues impacting upon the apprentice scheme.
- Discuss candidate progress with teaching staff.
- Participate in course team self-assessment process.

Guidance and Support:

- To provide advice and guidance to prospective employers and students about the apprentice program and funding available.
- To carry out quarterly reviews with existing employers and apprentices.
- Provide both academic and pastoral support to apprentices and employers throughout the course.
- Support learners in the use of ICT.

Promotion:

- To promote Edinburgh Colleges apprentice program in industry.
- To actively seek out new employers wishing to take on an apprentice.
- To recommend students from existing full time courses to employers for work experience or trials.

Delivering Lessons:

- Provide skills demonstrations.
- Interact with students to monitor knowledge and understanding.
- Provide constructive feedback to learners on their performance.

The above outline of major tasks and activities is not exhaustive. Postholders are expected to carry out activities within their ability/experience and within the overall remit of the post.

Job Activities:

Assessment:

- Observe and assess students' practical skill levels in the workplace, up to SVQ3 and test their knowledge and understanding as it relates to the practical activity.
- Record results on appropriate documentation from awarding body.
- Compile SVQ3 workplace portfolio for each apprentice.
- Maintain accurate records and candidate database to enable progress checks and verification.
- Submit and discuss progress and results with employers when required.
- Work with student support when required.
- Set up and maintain long term assessment program to ensure regular workplace visits.
- Keep up to date with changes in qualifications and implement effectively.

Course Team Duties:

- Liaise with contract manager to ensure all funding body requirements are met throughout the apprenticeship.
- Determine timeline for collecting SDS payment points.
- Participate in course team meetings and provide feedback on issues impacting upon the apprentice scheme.
- Discuss candidate progress with teaching staff.
- Participate in course team self-assessment process.

Guidance and Support:

- To provide advice and guidance to prospective employers and students about the apprentice program and funding available.
- To carry out quarterly reviews with existing employers and apprentices.
- Provide both academic and pastoral support to apprentices and employers throughout the course.
- Support learners in the use of ICT.

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- To promote Edinburgh College's apprentice program in industry.
- To actively seek out new employers wishing to take on an apprentice.
- To recommend students from existing full time courses to employers for work experience or trials.

Delivering Lessons:

- Provide skills demonstrations.
- Interact with students to monitor knowledge and understanding.
- Provide constructive feedback to learners on their performance.

Supervision and Management of People (Numbers and type of staff)

0 Staff

40 employers

40 apprentices

Creativity and Innovation

- Planning and adapting individual students' activities to meet the needs of assessment.
- Responsible for scheduling own workload.
- Responsible for planning all workload including candidate assessments and projecting paypoints for SDS.
- Amend existing practices in the program to provide the best experience for the candidate
- Responsible for dealing with difficult problems from employers, candidates or other members of staff.
- Responsible for the planning of each candidate's 4 year apprenticeship, the assessments the candidates must pass and when, the compilation of their SVQ3 portfolio and the payment points SDS require throughout this process.
- Safe working practices and suitability of assessment activities.
- Responsible for signing up new candidates to the program
- Monitoring the coordination the MA programme.

Contacts and Relationships

The postholder will have to interact with the following:

- Students
- Employers
- Lecturers
- Wider college staff
- Sector skills councils
- External verifies
- Funding bodies
- Skills Development Scotland

Decisions

- Recruitment, retention and achievement of apprentices and the substantial related funding.
- Representative of Edinburgh College in dealings with employers from across industry sectors.
- Adjust workload priorities as required through work demands

Resources

- Monitoring usage and requirements for candidates portfolios
- Ensuring required levels of stock are available for candidates
- Use of college laptop in daily duties of the role
- Use of College Mobile phone to enable communications and safety

Environment

(i) Work Demands

- Managing priorities of funding body and awarding body.
- Staff are responsible for their own schedule/time.
- Staff are responsible for all items listed in main job description and are representing Edinburgh College in industry.
- Postholders monitor the coordination of the program and advise on changes to practices in order to improve the service provided.

(ii) Physical

- Prolonged periods of standing when assessing in the workplace.
- Long periods of time driving to and from workplace.

(iii) Working conditions

- Roughly 1/4 of the time spent working in the workplace, this can be outside in all weathers or in an open workshop environment. Frequently noisy and dirty.

(iv) Work Context

- Staff are required to work with employers who at times can be very difficult as well as offering to support to candidates who may be in a difficult situation and in need of advice.

- Staff are required to work in often hazardous environments and appropriate care must be taken to ensure risk is minimised.
- Travelling and lone working guidance need to be adhered to

Knowledge and Skills

- HNC/ SVQ Level 3 or other relevant qualification in appropriate discipline
- Assessor award
- Verification award
- Knowledge of Modern Apprenticeship frameworks
- Up-to-date with industry developments and qualification standards
- Relevant industrial experience
- Experience of providing advice and information
- Experience of record keeping systems and procedures
- Knowledge of safe working practices
- Knowledge of office systems and procedures
- Sound knowledge of Health & Safety principles
- Ability to deliver high levels of customer care.
- Excellent interpersonal skills
- Excellent written communication and numeracy skills.
- Excellent oral communication skills
- Appropriate ICT skills

JOB DESCRIPTION

POST: Learning Development Tutor Team Leader

RESPONSIBLE TO: Student Experience Manager

PURPOSE OF JOB: The Learning Development Tutor Team Leader will be responsible for supporting and supervising the day-to-day activities of a campus team of Learning Development Tutors.

CONTEXT OF JOB: The Learning Development Tutor Team Leader is a support role that will implement consistent tutorial delivery and guidance support across all campuses.

MAIN DUTIES:

Supervising People:

- To oversee the day-to-day activities of a campus team of LDTs
- To act as main point of contact for staff absence reporting
- To co-ordinate campus cover for tutorials
- To cover tutorials where necessary
- To collate annual leave requests for approval by LDT Manager
- To sign off routine medical/dental appointments and pre-empt cover arrangements for this
- To ensure effective and efficient allocation of work.
- To chair regular campus team meetings and feedback to LDT Manager.
- To monitor and review development work on standardising materials and tutorial delivery in cross-campus project teams
- To promote and ensure the highest possible levels of student experience and quality assurance.
- To attend 1:1 and/or group LDT Team Leader meetings to discuss and feedback on campus issues and development work.
- To engage and support team activity regarding policies and procedures
- To take part in recruitment and selection of staff if required
- Any other managerial duties commensurate with level of role

Managing Information:

- To work closely with LDT Manager
- To work closely curriculum teams and Curriculum Managers
- To provide accurate and timeous management and statistical information when required.

- To ensure all health and safety risk assessments are carried out and maintained
- To build and develop effective working relationships with internal and external staff
- To ensure the accurate maintenance of relevant student information e.g. ILPs

Supervising Activities:

- To act as first point of contact for LDT staff to resolve issues
- To review operational procedures, making proposals for improvement where necessary
- To provide input to Operational Plans and Self Evaluation
- To ensure development of both team and LDT role

Decisions made in the course of this job include:

- Day to day prioritisation of team and individual tasks to ensure consistent tutorial delivery and student experience
- Resolution of issues as they arise.
- When to refer problems to the LDT Manager

Designated Safeguarding Lead:

- The designated safeguarding lead should take lead responsibility for safeguarding and child protection.
- This designated safeguarding lead will have the appropriate status and authority within the college to carry out the duties of the post.
- They will receive Designated Child Protection Officer training, and will be expected to keep up-to-date with changes to child protection legislation and best practice within the sector.
- They will be given the time, funding, training, resources and support to provide advice and support to other staff on child welfare and child protection matters, to take part in strategy discussions and interagency meetings – and/or to support other staff to do so – and to contribute to the assessment of children.
- They will be responsible for appointing and coordinating a network of designated safeguarding champions at each campus, who will provide additional points of contact for staff and students to advise on safeguarding procedures.
- Whilst the safeguarding champions will support the designated safeguarding lead, the ultimate lead responsibility for child protection, as set out above, remains with the designated safeguarding lead.
- They will be supported in this role by the Student Experience Manager and the Head of Student Experience.

LDT DUTIES:

The post holder will retain LDT duties for some classes, and would be expected to act as LDT if required for cover purposes:

- Provide pre-entry, on-course and pre-exit guidance and support to all students.
- Provide structured on-going guidance to students either in tutorial groups or individually to ensure a positive learning experience and support retention and attainment.
- Facilitate structured tutorials to assigned course groups.
- Facilitate the development of the student's essential skills, citizenship, health & wellbeing, sustainability skills and knowledge

- Facilitate the development of the student's essential skills and knowledge;
- Facilitate the development and awareness of issues relating to health and wellbeing;
- Create and support the student completion of their Individual Learning Plan and ensure accurate recording of all aspects of academic/vocational, citizenship and related essential and employability skills and to demonstrate student progress at agreed progress reviews.
- Support lecturing staff in monitoring student attendance and progress and ensuring students are aware of the importance of this for progress review
- Follow up attendance or other issues which impact on progress with students.
- Ensure that Curriculum Teams and Programme Managers are kept fully aware of all aspects of student progress and development

GENERAL

- Identify and undertake appropriate staff development and maintain personal CPD record
- Actively participate in ensuring that all college policies and procedures are fully implemented
- Contribute to staff development across College in relation to the development of the Learning Development Tutor Role.
- Assist curriculum teams with student and staff induction as required
- This role is not campus specific. Post holders will be required to work in a cross college capacity.

The above outline of major tasks and activities and areas of responsibility is not exhaustive. Postholders are expected to carry out activities within their ability/experience and within the overall remit and spirit of the post.

JOB DESCRIPTION

Post title	Prince's Trust Team Leader
Department / Section	Access & Continuing Education
Centre	Health & Wellbeing & Social Sciences
Responsible To	██████████
Number of post holders	1

Purpose of Job

Prince's Trust Team Programme is a full-time 12-week personal development programme for 16 – 25 year olds delivered in a community setting. Its primary aim is to build confidence, motivation and skills to help unemployed young people return to education or move into employment.

It is the Team Leader's responsibility to deliver the Team programme directly in line with the Toolkit, KPIs and targets.

Major Tasks

Job Activities

Tasks and Responsibilities:

1. Deliver and assess SQA Personal Development and Core Skills units and other informal training as required to meet programme objectives and expected learning outcomes.
2. Deliver the required number of Teams, ensuring delivery complies with the structured 12-week stages and processes outlined in the Team Toolkit, the Team minimum quality standards, all assessment criteria and any additional contractual obligations
3. Liaise with community organisations and agencies to plan, prepare and supervise appropriate Team projects and individual placements.
4. Conduct regular meetings for evaluation, review and assessment with the whole Team and on an individual basis.
5. Work with College staff to ensure effective production and maintenance of appropriated administration. Produce accurate records of the Team's and each individual's performance and progress, to meet the College's, The Prince's Trust and other funders' requirements.
6. Contribute to the management of the partnership by participating in College and Prince's Trust staff meetings – including planning, reviewing, evaluating work and standardisation meetings
7. Recruit range of young people across target group to achieve appropriate Team mix. Ensure appropriate young people are referred to the Team within agreed timeframes
8. Progress young people through the programme in line with local budgets, achieving a range of KPI targets including the number of young people recruited; their retention on the programme; and the qualifications and positive outcomes achieved
9. Write End of Team Reports after each programme and ensure actions to improve the quality of the programme are followed up and completed in good time
10. Support the implementation of multiple external funding contracts or initiatives (local and national) to ensure requirements and outputs are achieved as advised by the Delivery Partner Manager or The Trust's Programme Executive
11. Compliance with the Delivery Partner's and The Trust's policies for working with young people, Recruiting Safely, Safeguarding and Health and Safety and any other operational procedures for direct delivery
12. Implement action plans to address issues identified in the Team Review, Annual Quality Review and other Quality Assurance processes as outlined in the Toolkit
13. Attend all necessary internal/external training courses and management/steering group meetings as required including Prince's Trust initial Team Leader Training course, Risk Management and, if not already held, Food Hygiene and First Aid at Work
14. Carry out other Team-related duties as may reasonably be required by the Delivery Partner or The Trust, including deputising as appropriate on activities relevant to area of responsibility

Supervision and Management of People (Numbers and type of staff)

Participants on the Prince's Trust - Team Programme

Assistant Team Leader as appropriate

Creativity and Innovation

Property and Equipment

Contacts and Relationships

Decisions

(i) Discretion

(ii) Consequences

Resources

Budgetary Responsibility:

Responsible for managing own expenses within the financial management guidelines and allocated budget and supporting Prince's Trust Programme Team to maximise draw down on relevant programme funding contracts whilst keeping expenditure within agreed limits.

Environment

- (i) Work Demands**

- (ii) Physical**

- (iii) Working conditions**

- (iv) Work Context**

Knowledge and Skills

Departmental Structure

Date..... Signed.....(Employee)

Date..... Signed.....(Manager)

Date..... Signed.....(Head of Centre)

JOB DESCRIPTION

Post title	Transition Support Team Leader
Department / Section	ACE- Access and Continuing Education team
Centre	Faculty of Health Wellbeing & Social Science
Responsible To	ACE Curriculum Manager
Number of post holders	1

Purpose of Job

To work with the ACE curriculum team, manager and our main external stakeholders to plan the provision of a responsive and learner focussed support across relevant ACE courses. This is a key leadership role within our team and will be responsible to provide guidance and mentoring to staff to ensure an excellent service is available from the transition to College from Schools to meet the needs of our learners.

To lead, develop and manage educational support workers.

To provide operational leadership to a number of educational support workers to ensure their skills and qualities are matched to our learner needs.

To liaise with stakeholders in ensuring future learners are matched to the appropriate curriculum to meet their educational needs.

Major Tasks

1. Liaise with multidisciplinary teams from Schools, Social Work, Health teams, Transition teams, other external agencies and partners.
2. Work with our Student Experience team and co-ordinate learner support across relevant ACE courses
3. Lead, develop and support the Educational Support Workers
4. Ensure transparent communications between stakeholder and college staff.

5. Ensure policy, evaluation and systems are followed and Education Support Workers are aware of and contribute to policy and procedures.
6. Ensure all tasks are carried out in accordance with the College health and safety policy and procedures to maintain a safe working environment.
7. To provide effective support and direction to the Educational Support Workers and day to day management of ensuring the correct level of support is given to classes and routine decision making about timetabling.
8. In support of ACE Curriculum Manager, take lead responsibility for the development of the transition from schools and others agencies into College.
9. Work with the other curriculum teams to identify progression routes for our learners.

Job Activities

1. Responsible for the induction and training for Educational Support Workers
2. To lead, inspire and motivate educational support workers to deliver services in line with students' needs and classroom environment to a high professional standard.
3. Provide direct line management and staff support and supervision for approximately 15 educational support workers including decisions about deployment time management, individual target setting, monitoring of attendance.
4. Monitor and evaluate individual staff performance and carry out any training required to ensure the correct level of support required for learners and classroom.
5. Through effective communication with all partners and schools ensure a detailed transition is adequately and effectively supported to meet the requirements of learner needs.
6. Delegate tasks to staff as appropriate
7. Take responsibility for staff training and development issues
8. Manage the educational support workers and transition across four campuses and outreach centres.
9. Responsible for ensuring all services meets relevant legislation and Edinburgh College policies and procedures – e.g. health and safety, equality and diversity, risk assessment, etc.
10. Responsible to ensure Educational Support Workers are timetabled efficiently.

11. Monitor and evaluate the transition procedures to ensure quality standards are met including organising transition meetings and support staff to implement changes to working practices as per recommendations.
12. Manage a range of relationships associated with the transition to further education.
13. To be an active member of the Faculty leadership team, working to assist in development and communication of the operational / strategic direction of the team
14. Implementation of service improvement plans to maintain high standards, ensuring consistency in approach and joined up delivery of programmes
15. In partnership with the ACE Curriculum Manager make strategic planning decisions on the recruitment and allocations of staff resources to ensure an efficient and effective service is provided
16. Manage contractual and informal partnerships with relevant agencies and authorities to ensure effective transition including all schools and centres.
17. Represent Edinburgh College externally
18. Building effective partnerships with our main partners and stakeholders
19. Undertake agreed appropriate continuous professional development as necessary for the development of the team's work and for personal development.



JOB DESCRIPTION

Post title	Team Leader- Student Experience (Schools College Partnerships)
Department / Section	Schools Team
Centre	Student Experience
Responsible To	Student Experience Manager
Number of post holders	1

PURPOSE OF JOB:

The School College Partnership (SCP) is an agreement which allows school pupils to undertake short to medium length practical or vocational courses with the college as part of their school curriculum. The college has up to 2000 secondary school pupils from four local authority areas attending every year across all Edinburgh College campuses.

The Team Leader will have responsibility for **supervising** four SCP Coordinators ensuring a smooth transition for pupils from secondary schools onto SCP courses. The post holder will also work to raise the profile of Edinburgh College by working closely with all schools including under-represented and disadvantaged groups. The Team Leader will liaise regularly with schools, local authorities and all curriculum areas within the college to ensure the development of courses, pathways and pastoral support to support student success

Major Tasks

- To support the recruitment process for SCP pupils
- To provide pastoral care for school pupils while attending college and ensure safeguarding protocols are adhered to
- To oversee the day-to-day activities of the Schools Team and SCP activity
- To promote, co-ordinate and support the development of programmes with schools
- To co-ordinate on-campus support for pupils
- To manage partnerships with schools links across 40 schools in Edinburgh, East Lothian and Midlothian to ensure efficient 2 way communication
- To work closely with secondary schools in the region to support achievement of their 16+ Learning Choice target
- To work with IT & MIS teams to develop effective automated reporting systems
- To work with IT Systems development to develop and pilot an online application system for SCP.

- To target, track and monitor all under 16 students attending college whilst still remaining on the school roll
- To represent Edinburgh College at external Schools events, including delivering presentations to pupils, parents and carers.
- To manage the SCP team
- To ensure effective and efficient allocation of work across the team
- To work with LDT's, Student Support and Curriculum teams to support pupils
- To lead regular team meetings and feedback to the Student Experience Manager
- To promote and ensure the highest possible levels of student experience and quality assurance
- To attend meetings to discuss and feedback on campus issues and development work
- To engage and support team activity regarding policies and procedures
- To take part in recruitment and selection of staff if required
- Any other managerial duties commensurate with level of role

Job Activities

Managing Information:

- Visit all schools at key points in the academic year to provide up to date information about current and new SCP courses and informing of any new SCP initiatives to widen participation.
- Develop and maintain strong relationships with Secondary School staff by attending meetings with staff up to and including Head Teacher level.
- Resolve requests from secondary schools for specialised discrete courses to be delivered within school or college by liaising with Curriculum Managers.
- Work with Faculties to develop new and innovative School College Partnership options.
- Support lecturing staff delivering the School College Partnership programme
- Ensure accurate and timeous reports are issued to school links on attendance, achievement and behaviour of SCP pupils.
- To provide accurate and timeous management and statistical information for college Senior Management and Executive when required.
- To work closely with Student Experience Manager to ensure all health and safety pre-entry risk assessments are carried out and maintained.
- Manage and oversee implementation of Service Level Agreements.

Supervising Activities:

- To act as first point of contact for staff to resolve SCP issues
- To review operational procedures, making proposals for improvement where necessary
- To provide input to operational plans and self- evaluation
- To ensure development of the School SCP programmes in line with schools expectations and labour market intelligence.

Decisions made in the course of this job include:

- Day to day prioritisation of team and individual tasks to ensure consistent student experience for SCP pupils.
- Resolution of issues as they arise.
- When to escalate problems to your line Manager

Schools/College Partnership Co-ordinator duties:

The post holder would be expected to act as SCP Co-ordinator if required for cover purposes:

- To oversee communication and induction for each school pupil attending SCP programmes
- To monitor and implement the College's safeguarding policies
- To advise and support lecturers and pupils by dealing with any issues and reporting to school contacts
- To be the key link with parents and school staff in the event of an emergency while the pupil is at college.
- Provide pastoral support for all school pupils, as vulnerable young people attending college
- To provide support and guidance for under 16's attending college on full time courses whilst still remaining on the secondary school roll (travel expenses, free school meals etc)
- To provide partner schools with effective and timely attainment and attendance reporting

Creativity and Innovation

The post holder will be required to:

- Develop procedures and practices in line with both College and Departmental Strategic Plans, and Education Scotland Quality benchmarks
- Promote closer working both with internal departments and with school links and departments to support a positive student experience.
- Develop promotional literature for a range of purposes and audiences, creating materials that are accessible to a range of levels and abilities
- Engage in staff training and mentoring, promoting staff engagement and tailoring training to individual member's needs
- Manage workload and staffing schedules, planning ahead for peak periods e.g. SCP application deadlines

Contacts and Relationships

Internal:

- Teaching staff, Learning Development Tutors and other Student Experience staff – advising on issues affecting SCP pupils including advocacy
- Secondary School Pupils – advising on and resolving issues with SCP programmes
- Marketing- work closely with Marketing regarding publication of SCP course information/promotional activities and staffing for external events/visits, particularly in Schools.
- Managers (including senior management) and Curriculum Leaders – provision of accurate course information, advising on Team resource, requesting and providing information for planning purposes, advising on complex student/pupil issues

External:

- Secondary School Staff- up to and including Head Teachers. Regular communication with School Guidance Teachers to support pupil transition to college and develop the SCP Programmes
- Prospective students and their representatives – advise on eligibility and course availability, which will impact their decision on whether to come to college
- Liaison with partners including local authorities Social Work Skills Development Scotland
- The post holder will liaise with the staff from the college marketing team as required in order to review/approve relevant course information for prior to printing, and for review of the college website content.

Environment

(i) Work Demands

Extended hours are required in order to meet business needs during peak periods, where high volumes of work must be completed in a short time period. Out of hours working will be required to meet the needs of the service, particularly in relation to external event cover

The post holder must be able to prioritise and organise their own workload to balance fixed deadlines with the day to day guidance and support provided to both staff and students, regarding SCP programme. Advice and guidance is available from line manager if required

(ii) Physical

Post holder will be required to transport equipment and resources for events

Post holder will be expected to spend a significant amount of time on their feet each day
Presentations in Schools

(iii) Working conditions

Work will be mostly office-based, however, travel between campuses will be required. Attendance at external events including evening and weekends will be required.

(iv) Work Context

Post holder will be expected to ensure adequate insurance cover for their vehicle while using it for college matters

Post holder will require resilience to manage challenging situations with schools and staff, difficult behaviours and emotional distress.

Knowledge and Skills

Essential

- Degree or equivalent level qualification (or equivalent experience)
- Previous experience of **working within or Schools** and FE environment
- Proven ability to work to tight deadlines and manage own workload
- Experience of building and maintaining professional external relationships.
- Ability to work flexibly and respond to change
- Knowledge of the issues raised by transition to college for young people.
- Experience of working with young people with a wide range of needs and abilities
- Awareness of the professional support networks for care experienced young people
- Ability to deal with sensitive issues non-judgementally and constructively
- Self-motivated and confident in dealing with school and college staff at all levels
- Excellent communication skills – both oral and written
- Excellent team working skills
- Flexible and adaptable to a changing working environment.
- Experience of delivering presentations to large groups
- Proficient in the use of college systems
- Current driving licence and access to own transport

Desirable

- Experience of using educational database management software
- Experience in a supportive role

GENERAL

- Identify and undertake appropriate staff development and maintain personal CPD record
- Actively participate in ensuring that all college policies and procedures are fully implemented
- Contribute to staff development across College in relation to the development of the School College Partnership and community programmes.
- Assist curriculum teams with student and staff induction as required

- This role is not campus specific. Post holders will be required to work in a cross college capacity.

The above outline of major tasks and activities and areas of responsibility is not exhaustive. Postholders are expected to carry out activities within their ability/experience and within the overall remit and spirit of the post.

Our Ref: 017/21

As of 1 October 2012, Edinburgh's Telford College, Jewel & Esk College and Stevenson College merged to create a single college called Edinburgh College.

We refer to your request for information dated 19 July 2021. The College has considered your request as a request for information under section 1 of the Freedom of Information (Scotland) Act 2002 ("FOISA").

017/21 (1): Please provide the departmental structure and job descriptions for members of the college's ICT support team(s) and associated teams.

001 Departmental structure - please find attached.

IT Digital Devices and Quality Service Lead – The College previously sent you this job description on 16 May 2018 (**Our Ref: 024/18**). This information is publicly available:
<https://doc.edinburghcollege.ac.uk/welcome/freedom%20of%20information/02418%20foi%20response.pdf>

002 Senior Field Service Engineer - Please find attached (Senior Field Service Leader)

003 - Field Service Technician – Please find attached

IT Digital Infrastructure Service Lead – The College previously sent you this job description on 16 May 2018 (**Our Ref: 024/18**). This information is publicly available (please see link above).

004 - Project and Services Support Administrator – please find attached (Project and Service Delivery Support Administrator).

005 - Network Engineer – Please find attached

Business Solutions – Development Service Lead - The College previously sent you the job description for Development Service Lead on 16 May 2018 (**Our Ref: 024/18**). This information is publicly available (please see link above). The College can confirm this is the job description held for Business Solutions – Development Service Lead.

006 IT Business Solutions & Architecture Engineer – Please find attached (IT Business Solutions Developer)

Assistant IT Business Solutions & Architecture Engineer - The College previously sent you the job description for Junior IT Business Solutions Developer on 16 May 2018 (**Our Ref: 024/18**). This information is publicly available (please see link above). The College can confirm this is the job description held for Assistant IT Business Solutions & Architecture Engineer.

007 Interaction & Graphic Designer – Please find attached

008 Business Analyst – Please find attached

Edinburgh College is subject to the provisions of the Freedom of Information (Scotland) Act (FOISA) 2002. If you are dissatisfied with this response, you may ask the college to review this decision. To do this, please contact the Head of Communications, Policy and Research at the postal address below or e-mail the Head of Communications, Policy and Research at governance@edinburghcollege.ac.uk describing your original request and explaining your grounds for dissatisfaction. (Please include in your review request, your name and home address for correspondence).

You have 40 working days from receipt of this letter to submit a review request to:

Head of Communications, Policy and Research
4th Floor
Edinburgh College (Milton Road Campus)
[24 Milton Road East](#)
[Edinburgh](#)
[EH15 2PP](#)

When the review process has been completed and if you are still dissatisfied, you may ask the Scottish Information Commissioner to intervene.

The Commissioner's online appeal service is available from their website:
www.itspublicknowledge.info/Appeal

The online appeal service is available 24/7 and offers you real time help and advice about your appeal.

You must appeal to the Commissioner within six months of receiving the review decision.

You also have the right to appeal to the Court of Session on a point of law following a decision of the Commissioner.

Regards
FOI Team

**ON HOLD
HEAD OF ESTATES AND
IT SERVICES**

**IT Digital Devices
and Quality
Service Lead**

**IT Digital
Infrastructure
Service Lead**

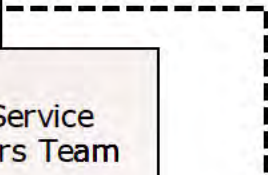
Field Service
Engineers Team

**Senior Field
Service
Engineers**

**Field Service
Technicians**

**Project and
Services
Support
Administrator
s**

**Network
Engineers**



**HEAD OF
CURRICULUM
PLANNING AND
PERFORMANCE**

**Business
Solutions -
Development
Service Lead**

**IT Business Solutions
& Architecture
Engineers**

**Assistant IT Business
Solutions &
Architecture Engineer**

**Interaction & Graphic
Designer**

Business Analyst

JOB DESCRIPTION

Post title	IT Service Support Team Leader Revised title (Senior Field Service Leader)
Department / Section	IT
Responsible To	IT Digital Devices and Quality Service Lead

OVERALL PURPOSE OF JOB

To lead and direct an IT operational team with responsibilities for a specific campus which may have associated outreach and external sites. As Team Leader continually improve the quality of the IT Service delivery and enhance the customer experience, integrate ITIL best practices in to the IT Service delivery and develop appropriate processes to deliver an excellent support service. Work collaboratively with other Team Leads and Customer Service and Quality Team Lead to ensure the development of consistent service standards across all the Edinburgh College IT operations.

MAIN DUTIES AND RESPONSIBILITIES

The IT **Work Force Development Plan** uses the industry standard template and language from ‘**Skills Framework for the Information Age**’ (SFIA) version 5.0. SFIA is internationally recognised and reflects the views of informed professionals. This role provides the specialist skills required to deliver the **IT Digital Road Map** and the **IT Service Blueprint** and includes: consultation; design; testing; and project implementation.

There are 6 generic categories broadly covering all Information Technology and Information Services functions. The 6 generic categories are subdivided into 18 more specific subcategories of tasks and activities. To cover ranges of experience SFIA also describes 7 levels of competency and responsibility for each of the 18 subcategories. For this role we reference 6 generic categories and the specific subcategories covering the competency level. The 7 levels of competency and responsibility provide a comparator under the broad headings of: **Autonomy, Influence, Complexity & Business skills**

Level	Responsibility	Operating Levels
1	follow	
2	assist	
3	apply	
4	enable	
5	ensure/advise	
6	initiate/influence	
7	set strategy, inspire, mobilise	

STRATEGY AND ARCHITECTURE	
Subcategory	Skillset
Information Strategy	IT Governance
Advice and Guidance	Consultancy Technical Specialism
Business strategy and planning	Innovation Business process improvement
Technical strategy and planning	Network planning Continuity management Methods and tools

BUSINESS CHANGE	
Subcategory	Skillset

Business change implementation	Project management Requirements definition and management
Relationship management	Stakeholder relationship management

SOLUTION DEVELOPMENT AND IMPLEMENTATION	
Subcategory	Skillset
Systems Development	Testing
Human factors	User experience analysis User experience evaluation

SERVICE MANAGEMENT	
Subcategory	Skillset
Service design	Capacity management Availability management Service level management
Service transition	Configuration management Asset management Change management Release and deployment
Service operation	Security administration Application support Radio frequency engineering (Wifi) Database administration IT Operations Storage management (Tapes, Backup) Network support Problem management Service Desk incident management IT Estate management

PROCUREMENT AND MANAGEMENT SUPPORT	
Subcategory	Skillset
Supply management	Procurement Supplier relationship management Contract management
Procurement and management support	Quality standards Quality assurance

CLIENT INTERFACE	
Subcategory	Skillset
Client support	Client services management

JOB ACTIVITIES

Within each of the subcategories SFIA provides more detail which codifies, identifies and describes the specific 'Skillsets' for the subcategory. The 'Skillsets' required to perform this role are as follows:

Strategy and architecture

Subcategory: Information strategy – Skillset: **IT Governance GOVN**: The establishment and oversight of an organisation's approach to the use of Information and IT, including acceptance of responsibilities in respect of both supply of, and demand for IT; strategic plans for IT, which satisfy the needs of the organization's business strategy (which, in turn, takes into account the current and future capabilities of IT); transparent decision making, leading to valid reasons for IT acquisitions with appropriate balance between benefits, opportunities, costs, and risks; provision of IT services, levels of service and service quality which meet current and future business requirements; policies and practices for conformance with mandatory legislation and regulations, which demonstrate respect for the current and evolving needs of all stakeholders.

Subcategory: Advice and guidance Skillset: **Consultancy CNSL**: The provision of advice and recommendations, based on expertise and experience, to address client needs. May deal with one specific aspect of IT and the business, or can be wide ranging and address strategic business issues.

Subcategory: Advice and guidance Skillset: **Technical Specialisms TECH**: The development and exploitation of expertise in any specific area of technology, technique, method, product or application area.

Subcategory: Business strategy and planning Skillset: **Innovation INOV**: The capability to recognise and exploit business opportunities provided by IT, (for example, the Internet), to ensure more efficient and effective performance of organisations, to explore possibilities for new ways of conducting business and organisational processes, and to establish new businesses.

Subcategory: Business strategy and planning Skillset: **Business process improvement BPRE**: The identification of new and alternative approaches to performing business activities. The analysis of business processes, including recognition of the potential for automation of the processes, assessment of the costs and potential benefits of the new approaches considered and, where appropriate, management of change, and assistance with implementation.

Subcategory: Technical strategy and planning Skillset: **Network Planning NTPL**: The creation and maintenance of overall network plans, encompassing the communication of data, voice, text and image, in the support of an organisation's business strategy. This includes participation in the creation of service level agreements and the planning of all aspects of infrastructure necessary to ensure provision of network services to meet such agreements

Subcategory: Technical strategy and planning Skillset: **Continuity management COPL**: The provision of service continuity planning and support. This includes the identification of information systems which support critical business processes, the assessment of risks to those systems' availability, integrity and confidentiality and the co-ordination of planning, designing, testing and maintenance procedures and contingency plans to address exposures and maintain agreed levels of continuity.

Subcategory: Technical strategy and planning Skillset: **Method and tools METL**: Ensuring that appropriate methods and tools for the planning, development, testing, operation, management and maintenance of systems are adopted and used effectively throughout the organisation.

Business Change

Subcategory: Business change implementation - Skillset: **Project management PRMG**: The management of projects, typically (but not exclusively) involving the development and implementation of new technology, applications, business processes to meet identified business needs, acquiring and utilising the necessary resources and skills, within agreed parameters of cost, timescales, and quality.

Subcategory: Business change implementation Skillset: **Requirements definition and management REQM**: The definition and management of the business goals and scope of change initiatives. The specification of business requirements to a level that enables effective delivery of agreed changes.

Subcategory: Relationship management - Skillset: **Stakeholder relationship management RLMT**: During the design, management and implementation of business change and throughout the service lifecycle, the analysis and coordination of relationships with and between stakeholders, taking account of the services they use.

Solution development and implementation

Subcategory: Systems development Skillset: **Testing TEST**: Testing embraces the planning, design, management, execution and reporting of tests, using appropriate testing tools and techniques and conforming to agreed process standards and industry specific regulations.

Subcategory: Human factors - Skillset: **User experience analysis UNAN**: The establishment, clarification and communication of the user's perceptions and responses that result from the use and/or anticipated use of a product, system or service. The analysis of user experience, the characteristics of users and their tasks, and the technical, organisational and physical environment in which products or systems will operate.

Subcategory: Human factors - Skillset: **User experience evaluation USEV**: Assessment of effectiveness, efficiency, user satisfaction, health and safety, and accessibility to measure or improve the usability of new or existing products or services (including prototypes). Methods include user trials, expert review, survey, and analysis.

Service Management –

Subcategory: Service design Skillset: **Capacity management CPMG**: The management of the capability, functionality and sustainability of service components (including hardware, software and network) to meet

current and forecast needs in a cost effective manner. This includes dealing with both long-term changes and short-term variations in the level of demand, and deployment, where appropriate, of techniques to modify demand for a particular resource or service.

Subcategory: Service design Skillset: **Availability management AVMT**: The definition, analysis, planning, measurement and improvement of all aspects of the availability of IT services. The overall control and management of service availability to ensure that the level of service delivered in all services is matched to or exceeds the current and future agreed needs of the business, in a cost effective manner.

Subcategory: Service design -Skillset: **Service level management SLMO**: The planning, implementation, control, review and audit of service provision, to meet customer business requirements. This includes negotiation, implementation and monitoring of service level agreements, and the ongoing management of operational facilities to provide the agreed levels of service, seeking continually and proactively to improve service delivery.

Subcategory: Service transition - Skillset: **Configuration management CFMG**: The lifecycle planning, control and management of the assets of an organisation (such as documentation, software and service assets, including information relating to those assets and their relationships. This involves identification, classification and specification of all configuration items (CIs) and the interfaces to other processes and data. Required information relates to storage, access, service relationships, versions, problem reporting and change control of CIs. The application of status accounting and auditing, often in line with acknowledged external criteria such as ISO 9000 and ISO/IEC 20000, throughout all stages of the CI lifecycle, including the early stages of system development.

Subcategory: Service transition - Skillset: **Asset management ASMG**: The management of the lifecycle for service assets (hardware, software, intellectual property, licences, warranties etc.) including inventory, compliance, usage and disposal, aiming to optimise the total cost of ownership and sustainability by minimising operating costs, improving investment decisions and capitalising on potential opportunities. Knowledge and use of international standards for software asset management and close integration with change and configuration management are examples of enhanced asset management development.

Subcategory: Service transition - Skillset: **Change management CHMG**: The management of change to the service infrastructure including service assets, configuration items and associated documentation, be it via request for change (RFC), emergency changes, incidents or problems, providing effective control and treatment of risk to the availability, performance, security and compliance of the business services impacted.

Subcategory: Service transition -Skillset: **Release and deployment RELM**: The management of the processes, systems and functions to package, build, test and deploy changes and updates (which are bounded as “releases”) into a live environment, establishing or continuing the specified Service, to enable controlled and effective handover to Operations and the user community.

Subcategory: Service operations –Skillset –**Security administration**: The authorisation and monitoring of access to IT facilities or infrastructure in accordance with established organisational policy. Includes investigation of unauthorised access, compliance with relevant legislation and the performance of other administrative duties relating to security management.

Subcategory: Service operations -Skillset: **Application support ASUP**: The provision of application maintenance and support services, either directly to users of the systems or to service delivery functions. Support typically includes investigation and resolution of issues and may also include performance monitoring. Issues may be resolved by providing advice or training to users, by devising corrections (permanent or temporary) for faults, making general or site-specific modifications, updating documentation, manipulating data, or defining enhancements Support often involves close collaboration with the system's developers and/or with colleagues specialising in different areas, such as Database administration or Network support.

Subcategory: Service transition Skillset: **Radio frequency engineering RFEN**: The deployment, integration, calibration, tuning and maintenance of radio frequency (RF) and analogue elements of IT systems.

Subcategory: Service operations Skillset: **Database administration DBAD**: The installation, configuration, upgrade, administration, monitoring and maintenance of physical databases.

Subcategory: Service operation Skillset: **IT operations ITOP**: The operation and control of the IT infrastructure (typically hardware, software, data stored on various media, and all equipment within wide and local area networks) required to deliver and support IT services and products to meet the needs of a business.

Subcategory: Service operation Skillset: **Storage management STMG**: The planning, implementation, configuration and tuning of storage hardware and software, covering online storage (Storage Area network, Networked-Attached Storage, Direct Attached Storage), offline storage (backup, archiving), remote and offsite data storage (disaster recovery). Also incorporates storage techniques such as tiered or hierarchical storage, data de-duplication, storage virtualisation, optimisation, quota management, future capacity planning, and compliance with data retention and data protection regulations.

Subcategory: Service operations Skillset: **Network support NTAS**: The provision of network maintenance and support services. Support may be provided both to users of the systems and to service delivery functions.

Subcategory: Service operations -Skillset: **Problem management PBMG**: The resolution (both reactive and proactive) of problems throughout the information system lifecycle, including classification, prioritisation and initiation of action, documentation of root causes and implementation of remedies to prevent future incidents.

Subcategory: Service operations -Skillset: **Service desk and incident management USUP**: The processing and coordination of appropriate and timely responses to incident reports, including channelling requests for help to appropriate functions for resolution, monitoring resolution activity, and keeping customers and clients apprised of progress towards service provision or restoration.

Subcategory: Service operations Skillset: **IT estate management DCMA**: The planning, control and management of all the facilities which, collectively, make up the IT estate.

Procurement management and support

Subcategory: Supply management - Skillset: **Procurement PROC**: The management of, and the provision of policies, internal standards and advice on the procurement of goods and services.

Subcategory: Supply management - Skillset: **Supplier relationship management SURE**: On behalf of a client organisation, the identification and management of external suppliers to ensure successful delivery of products and services required by the business.

Subcategory: Supply management - Skillset: **Contract management ITCM**: The overall management and control of the operation of formal contracts between own organisation and suppliers, for supply of products and services.

Subcategory: Supply management - Skillset: **Quality standards QUST**: The development, maintenance, control and distribution of quality standards.

Subcategory: Supply management - Skillset: **Quality assurance QUAS**: The process of ensuring that the agreed quality standards within an organisation are adhered to and that best practice is promulgated throughout the organisation.

Client Interface

Subcategory: Client support -Skillset: **Client Services Management CSMG**: The management and control of one or more client service functions, including strategy, support for business development, quality of service and operations.

SUPERVISION AND MANAGEMENT OF PEOPLE

This is a matrix management role with a high level of operational responsibility i.e. Influences organisation, customers, suppliers, partners and peers on the contribution of own specialism. Builds appropriate and effective business relationships. Makes decisions which impact the success of assigned projects i.e. results, dead-lines and budget. Has significant influence over the allocation and management of resources appropriate-ate to given assignments. Depending on the levels of campus incidents, academic event cycle and project work load managing a team of 7 – 9.

Complexity Performs an extensive range and variety of complex technical and/or professional work activities. Under-takes work which requires the application of fundamental principles in a wide and often unpredictable range of contexts. Understands the relationship between own specialism and wider customer/organisational requirements.

Business skills Mentors colleagues. Maintains an awareness of developments in the industry. Analyses requirements and advises on scope and options for continuous operational improvement. Demonstrates

creativity and innovation in applying solutions for the benefit of the customer/stake-holder. Takes account of relevant legislation.

CREATIVITY AND INNOVATION

Creativity is also required in this role where the role holder is expected to design solutions and business processes for the IT Operations. **SFIA skillset: Innovation INOV Level 5** -The capability to recognise and exploit business opportunities provided by IT, (for example IT self-service), to ensure more efficient and effective performance of the organisation, to explore possibilities for new ways of conducting business and organisational processes. Actively monitors for, and seeks, opportunities, new methods and trends in IT capabilities and products to the advancement of the organisation. Clearly articulates, and formally reports their benefits. Takes the initiative to keep both own and subordinates' skills up to date and to maintain an awareness of developments in the IT industry.

PROPERTY AND EQUIPMENT

SFIA Skillset: Systems installation/decommissioning HSIN Level 5 Shared responsibility for equipment ranging from £10K - £1m for Hardware, Software Services. Takes responsibility for installation projects, providing effective team leadership, including information flow to and from the customer during project work. Develops and implements quality plans and method statements.

CONTACTS AND RELATIONSHIPS

SFIA Skillset: Supplier relationship management SURE Level 5 Manages contracts with suppliers to meet key performance indicators and agreed targets, taking account of information security of third parties. Is responsible for the liaison between the organisation and designated supplier(s). Carries out benchmarking and makes use of supplier performance data to ensure that supplier performance is properly monitored and regularly reviewed. Is responsible for the management and implementation of supplier service improvement actions and programmes.

DECISIONS

SFIA Skillset: Supplier relationship management SURE Level 5 - Maintains a broad understanding of the commercial IT environment, how the organisation sources, deploys and manages external partners and when it is appropriate to use in-house resources... May be responsible for managing a discrete IT function or service in a multi-supplier environment, such as telecoms. Advises on the available standards, methods, tools and applications relevant to own specialism and can make appropriate choices from alternatives. Analyses, designs, plans, executes and evaluates work to time, cost and quality targets. Communicates effectively, both formally and informally.

The post holder is responsible for making decisions relating to the entire IT environment within the given campus. The IT Field Service Engineers will escalate decision making to the post holder when needed as first point of contact and support.

(i) Discretion

Takes customer requirements into account when making proposals. Demonstrates leadership. Facilitates collaboration between stake-holders who have diverse objectives. Ensures that processes and tools are in place to conduct benchmarking. Conducts professional supplier analysis and assesses effectiveness across the supply chain. Promotes good practice with regard to third party information security and integrity of the College its stakeholders and partners.

(ii) Consequences

Understands and communicates the role and impact of IT in the employing organisation and promotes compliance with relevant legislation. Also understands the relevance of own area of responsibility/ specialism to the employing organisation, assesses and evaluates risk. Technical experts on the ground are often the best placed to make quick decisions on how to restore service. Only where a large scale impact across the College could result from a decision by the post holder will they escalate to senior management, ITMT. Understands and communicates the role and impact of IT in the employing organisation and promotes compliance with relevant legislation.

RESOURCES

Autonomy Works under broad direction. Work is often self-initiated. Is fully accountable for meeting allocated technical and/or project/supervisory objectives. Establishes resource requirements, milestones and has a significant role in the delegation of responsibilities. **SFIA Level 5** Influences organisation, customers, suppliers, partners and peers on the contribution of own specialism. Builds appropriate and effective business relationships to deliver service or project. Makes decisions which impact the success of assigned projects i.e. results, deadlines and budget.

The post holder is responsible for 4-7 staff at all times. However, this will increase frequently throughout the year when leading projects, annual replacement programmes and other areas of works outwith daily business.

ENVIRONMENT

i. Work Demands

With the nature of IT and considerable complexity throughout the IT environment, there will be a considerable impact on meeting deadlines. The post holder establishes organisational objectives and delegates responsibilities. Is accountable for actions and decisions taken by self and subordinates and where necessary will be expected to work outside normal hours to rectify any major IT service problems caused by 'Major Incidents'. Restoring key services may involve overnight or weekend commitment at short notice. Work life balance will at times be challenged.

The role has defined authority and responsibility for a significant area of work, including technical, financial and quality aspects. From time to time the post holder may encounter unreasonable customers. They will be expected to deal with this in a professional manner and diffuse the situation by providing a suitable solution for the customer. This role receives very little supervision, it is expected that the post holder will define and deliver objectives based on limited direction

ii. Physical

See **property and equipment** some work with ladders, working in external environments and confined spaces may be required; adhering to full safety training and safe working practices both self and team. Majority of day to day operations includes working online with minimal physical activity

iii. Working conditions

The majority of the work will be desk based with some out of hour's remote working, from home. On a few occasions there may be a requirement to work in a data centre, switch room, or switch cupboard. These vary in condition. There may occasionally be a requirement to work at various outreach centres which again vary in the quality of environment.

iv. Work Context

All IT staff must take note of their working environment whether desk based or working in other locations. IT Staff who work the majority of the time on a PC/desk must be aware of correct posture and the requirements to take regular screen breaks.

KNOWLEDGE AND SKILLS

Qualifications

HNC Computing or related subject	Essential
Degree in relevant subject	Desirable
ITIL v3	Desirable
Project Management (PRINCE 2)	Desirable

EXPERIENCE

Demonstrates the following experience up to SFIA **Level 5 being competent to 'ensure and advise'** for following Skillsets:

IT Governance GOVN: [Essential] [5] Reviews information systems for compliance with legislation and specifies any required changes. Responsible for ensuring compliance with organisational policies and procedures and overall information management strategy.

Consultancy CNSL: [Essential] [5] Takes responsibility for understanding client requirements, collecting data, delivering analysis and problem resolution. Identifies, evaluates and recommends options, implementing if required. Collaborates with, and facilitates stakeholder groups, as part of formal or informal consultancy agreements. Seeks to fully address client needs, enhancing the capabilities and effectiveness of client personnel, by ensuring that proposed solutions are properly understood and appropriately exploited.

Technical Specialisms TECH: [Essential] [5] Provides organisational leadership and guidelines to promote the development and exploitation of technical knowledge in the organisation.

Innovation INOV: [Essential] [5] Actively monitors for, and seeks, opportunities, new methods and trends in IT capabilities and products to the advancement of the organisation. Clearly articulates, and formally reports their benefits.

Business process improvement BPRE: [Essential] [6] Analyses business processes; identifies alternative solutions, assesses feasibility, and recommends new approaches. Contributes to evaluating the factors which must be addressed in the change programme. Helps establish requirements for the implementation of changes in the business process.

Network Planning NTPL: [Essential] [5] Creates and maintains network plans for own area of responsibility, contributes to setting service level agreements, and plans the infrastructure necessary to provide the network services to meet such agreements.

Continuity management COPL: [Desirable] [4] Provides input to the service continuity planning process and implements resulting plans.

Methods and tools METL: [Desirable] [6] is able to set direction and leads in the introduction and use of techniques, methodologies and tools, to match overall business requirements (both current and future), ensuring consistency across all user groups.

Project management PRMG: [Essential] [5] Takes full responsibility for the definition, documentation and satisfactory completion of medium-scale projects (typically lasting 6-12 months, with direct business impact, teams of 3-5 and firm deadlines). Identifies, assesses and manages risks to the success of the project. Ensures that realistic project and quality plans are prepared and maintained and provides regular and accurate reports to stakeholders as appropriate. Ensures Quality reviews occur on schedule and according to procedure. Manages the change control procedure, and ensures that project deliverables are completed within planned cost, timescale and resource budgets, and are signed off. Provides effective leadership to the project team, and takes appropriate action where team performance deviates from agreed tolerances.

Requirements definition and management REQM: [Desirable] [4] Facilitates scoping and business priority-setting for change initiatives of medium size and complexity. Contributes to selection of the most appropriate means of representing business requirements in the context of a specific change initiative, ensuring traceability back to source. Discovers and analyses requirements for fitness for purpose as well as adherence to business objectives and consistency, challenging positively as appropriate. Obtains formal agreement by stakeholders and recipients to scope and requirements and establishes a base-line on which delivery of a solution can commence. Manages requests for and the application of changes to base-lined requirements. Identifies the impact on business requirements of interim (e.g. migration) scenarios as well as the required end position.

Stakeholder relationship management RLMT: [Essential] [4] Collects and uses feedback from customers and stakeholders to help measure effectiveness of stakeholder management. Helps develop and enhance customer and stakeholder relationships. Implements a communications strategy, including, for example; handling of complaints; problems and issues; managing resolutions; corrective actions and lessons learned; collection and dissemination of relevant information appropriately.

Testing TEST [Essential] [5] Coordinates and manages planning of the system and/or acceptance tests within a development or integration project or programme. Takes responsibility for integrity of testing and acceptance activities and coordinates the execution of these activities. Provides authoritative advice and guidance on any aspect of test planning and execution. Defines and communicates the test strategy for the project. Manages all test processes, including test plans, resources, costs, timescales, test deliverables and traceability. Manages client relationships with respect to testing matters. Identifies process improvements, and contributes to corporate testing standards and definition of best practice.

User experience analysis UNAN:[Essential] [5] Advises on tools and methods to be used and clarifies and communicates the user experience, users' characteristics and tasks, and the technical, organisational and physical environment in which products or systems will operate.

User experience evaluation USEV: [Essential] [5] Advises on what to evaluate and type of evaluation. Ensures that the results of evaluations are understood by system developers.

Capacity management CPMG: [Essential] [5] Drafts and maintains policy, standards and procedures for service component capacity management. Ensures the correct implementation of standards and procedures. Reviews information in conjunction with service level agreements to identify any capacity issues and specifies any required changes. Works with business users to agree and implement short and medium term modifications to demand.

Availability management AVMT: [Essential] [5] Provides advice, assistance and leadership associated with the planning, design and improvement of service and component availability, including the investigation

of all breaches of availability targets and service non-availability, with the instigation of remedial activities. Plans arrangements for disaster recovery together with supporting processes and manages the testing of such plans.

Service level management SLMO: [Essential] [5] Ensures that service delivery meets agreed service levels. Creates and maintains a catalogue of available services. In consultation with the customer negotiates service level requirements and agrees service levels. Diagnoses service delivery problems and initiates actions to maintain or improve levels of service. Establishes and maintains operational methods, procedures and facilities in assigned area of responsibility and reviews them regularly for effectiveness and efficiency.

Configuration management CFMG: [Essential] [5] Manages configuration items (CIs) and related information. Investigates and implements tools, techniques and processes for managing CIs and verifies that related information is complete, current and accurate.

Asset management ASMG: [Essential] [5] Manages and maintains the service compliance of all IT and service assets in line with business and regulatory requirements involving knowledge of financial and technical processes, tools and techniques thereby ensuring asset controllers, infrastructure teams and the business co-ordinate and maximise value, maintain control and ensure any necessary legal compliance.

Change management CHMG: [Essential] [5] Develops implementation plans for dealing with more complex requests for change, evaluates risks to integrity of infrastructure inherent in proposed implementations, seeks authority for those activities, reviews the effectiveness of change implementation, and suggests improvement to organisational procedures governing change management. Leads the assessment, analysis, development, documentation and implementation of changes based on requests for change.

Release and deployment RELM: [Essential] [5] Leads the assessment, analysis, planning and design of release packages, including assessment of risk. Liaises with business and IT partners on release scheduling and communication of progress. Conducts post release reviews. Ensures release processes and procedures are applied.

Security Administration SCAD: [Essential] [5] Drafts and maintains the policy, standards, procedures and documentation for security. Monitors the application and compliance of security operations procedures and reviews information systems for actual or potential breaches in security. Ensures that all identified breaches in security are promptly and thoroughly investigated. Ensures that any system changes required to maintain security are implemented. Ensures that security records are accurate and complete.

Application support ASUP: [Essential] [5] Drafts and maintains procedures and documentation for applications support. Manages application enhancements to improve business performance. Ensures that all requests for support are dealt with according to set standards and procedures.

IT operations ITOP: [Essential] [4] Provides technical expertise to enable the correct application of operational procedures. Uses network management tools to determine network load and performance statistics. Contributes to the planning and implementation of maintenance and installation work. Implements agreed network changes and maintenance routines. Identifies operational problems and contributes to their resolution, checking that they are managed in accordance with agreed standards and procedures. Provides reports and proposals for improvement to specialists, users and managers.

Radio frequency engineering (WiFi) RFEN: [Essential] [3] Deploys, sets up, tunes and calibrates radio frequency/analogue elements following maintenance schedules and using appropriate tools and test equipment. Incorporates hardware/firmware modifications. Interprets automatic fault/performance indications and resolves faults down to discrete component level or escalates according to given procedures.

Database administration DBAD: [Desirable] [4] Uses database management system software and tools to investigate problems and collect performance statistics and create reports. Carries out routine configuration/installation and reconfiguration of database and related products.

IT operations ITOP: [Essential] [4] Provides technical expertise to enable the correct application of operational procedures. Uses network management tools to determine network load and performance statistics. Contributes to the planning and implementation of maintenance and installation work. Implements agreed network changes and maintenance routines. Identifies operational problems and contributes to their resolution, checking that they are managed in accordance with agreed standards and procedures. Provides reports and proposals for improvement to specialists, users and managers.

Storage management STMG: [Essential] [4] Reviews capacity, performance, availability and other operational metrics and take appropriate action to ensure corrective and proactive maintenance of storage and backup systems to support the requirement to protect business information. Creates reports and proposals for improvement and contributes to the planning and implementation of new installations and scheduled maintenance and changes within the system. Prepares and maintains operational procedures and provides technical expertise and appropriate information to the management.

Network support NTAS [Essential] [3] Identifies and resolves network problems following agreed procedures. Uses network management software and tools to collect agreed performance statistics. Carries out agreed network maintenance tasks.

Problem management: [Essential] [5] Ensures that appropriate action is taken to anticipate, investigate and resolve problems in systems and services. Ensures that such problems are fully documented within the relevant reporting system(s). Coordinates the implementation of agreed remedies and preventative measures. Analyses patterns and trends.

Service desk and incident management USUP: [Essential] [5] ensures that the inventory of components to be supported is complete and current. Drafts and maintains policy, standards and procedures for the service desk and incident management. Schedules the work of staff to meet agreed service levels.

IT estate management DCMA [Essential] [4] Uses data centre management tools to produce management information on power, cooling and space and investigate issues where necessary. Carries out routine audit and checks to ensure adherence to policies and procedures. Facilitates the implementation of mandatory electrical safety testing.

Procurement PROC: [Essential] [4] Advises on all aspects of technical procurement ensuring value for money and operational efficiencies. Approves all subordinate procurement requests and is often essential or leading technical input to large technical tendering and procurement

Supplier relationship management SURE: [Desirable] [3] Acts as the routine contact point between organisation and supplier. Collects and reports on supplier performance data.

Contract management ITCM: [Essential] [4] : Sources and collects contract performance data (such as pricing and supply chain costs), and monitors performance against KPIs. Identifies and reports under-performance and develops opportunities for improvement. Monitors compliance with Terms and Conditions and take appropriate steps to address non-compliance. Pro-actively manages risk and reward mechanisms in the contract. Identifies where change is required, and plans for variations. In consultation with team members, suppliers and customers, ensures that change management protocols are implemented.

Quality standards QUST: [Essential] [5] Takes responsibility for the control, update and distribution of quality standards, and advice on their use.

Quality assurance QUAS: [Essential] [5] Uses quality standards to review past performance and plan future activities. Conducts audits of quality requirements and produces audit reports. Monitors and reports on the outputs from the quality assurance and audit processes.

Client Services Management CSMG: [Essential] [3] Acts as the routine contact point. Assists with the development of and applies client services standards to resolve or escalate clients' service problems. maintenance and installation work. Implements agreed network changes and maintenance routines.

This job description may be subject to review, and the post-holder may be required to undertake reasonable additional duties commensurate with the grade of the post.

JOB DESCRIPTION

Post title	Field Service Technician
Department / Section	IT Operations - version 1.0
Centre	
Responsible To	Digital Devices and Quality Service Lead
Number of post holders	

PURPOSE OF JOB

To operate as part of the IT Field Service team to continually improve the quality of the IT Service delivery and enhance the customer experience. To observe ITIL and Edinburgh College best practices in the IT Service delivery and following appropriate processes to deliver an excellent support service across multiple Sites.

MAJOR TASKS

The IT Work Force Development Plan uses the industry standard template and language from ‘Skills Framework for the Information Age’ (SFIA) version 5.0. SFIA is internationally recognised and reflects the views of informed professionals. This role provides the specialist skills required to deliver the IT Digital Road Map and the IT Service Blueprint and includes: consultation; design; testing; and project implementation.

There are 6 generic categories broadly covering all Information Technology and Information Services functions. The 6 generic categories are subdivided into 18 more specific subcategories of tasks and activities. To cover ranges of experience SFIA also describes 7 levels of competency and responsibility for each of the 18 subcategories. For this role we reference 6 generic categories and the specific subcategories covering the competency level.

The 7 levels of competency and responsibility provide a comparator under the broad headings of **Autonomy; Influence; Complexity; Business skills**

Level	Responsibility	
1	Follow	
2	Assist	
3	Apply	
4	enable	
5	ensure/advise	
6	initiate/influence	
7	set strategy, inspire, mobilise	

Strategy and architecture	
Subcategory	Skillset
Information strategy	Information security Information analysis
Advice and guidance	Consultancy Technical specialism
Business strategy and planning	Research Innovation
Technical strategy and planning	Emerging technology monitoring Methods and tools

BUSINESS CHANGE	
Subcategory	Skillset
Business change implementation	Project management

Business change management	Requirements definition and management Change implementation and planning
Relationship management	Stakeholder relationship management
Skills management	Learning delivery

SOLUTION DEVELOPMENT AND IMPLEMENTATION	
Subcategory	Skillset
Human factors	User experience analysis User experience evaluation
Installation and Integration	Human factors integration Porting/software integration System installation/decommissioning

SERVICE MANAGEMENT	
Subcategory	Skillset
Service design	Availability management Service level management
Service transition	Configuration management Asset management Change management (CAB) Release and deployment
Service operation	System software Security administration Radio frequency engineering (Wifi) Application support IT Operations Database administration (Basic) Network support Problem management Service desk incident management IT Estate management

PROCUREMENT AND MANAGEMENT SUPPORT	
Subcategory	Skillset
Supply management	Supplier relationship management Quality assurance Quality standards
Quality and conformance	Conformance review

CLIENT INTERFACE	
Subcategory	Skillset
Client support	Sales support Client services management

JOB ACTIVITIES

Within each of the subcategories SFIA provides more detail which codifies, identifies and describes the specific 'Skillsets' for the subcategory. The 'Skillsets' required to perform this role are as follows:

Strategy and architecture

Subcategory: Information strategy – Skillset: **Information Security SCTY**: The management of, and provision of expert advice on, the selection, design, justification, implementation and operation of information security controls and management strategies to maintain the confidentiality, integrity, availability, accountability and relevant compliance of information systems with legislation, regulation and relevant standards.

Subcategory: Information strategy – Skillset: **Information analysis INAS**: The validation and analysis of information, including the ability to discover and quantify patterns in data of any kind, including numbers, symbols, text, sound and image. The relevant techniques include statistical and data mining or machine learning methods such as rule induction, artificial neural networks, genetic algorithms and automated indexing systems.

Subcategory: Advice and guidance – Skillset: **Consultancy CNSL**: The provision of advice and recommendations, based on expertise and experience, to address client needs. May deal with one specific aspect of IT and the business, or can be wide ranging and address strategic business issues. May also include support for the implementation of any agreed solutions.

Subcategory: Advice and guidance – Skillset: **Technical specialism TECH**: The development and exploitation of expertise in any specific area of technology, technique, method, product or application area.

Subcategory: Business strategy and planning – Skillset: **Research RSCH**: The advancement of knowledge in one or more fields of IT by innovation, experimentation, evaluation and dissemination, carried out in pursuit of a predetermined set of research goals.

Subcategory: Business strategy and planning – Skillset: **Innovation INOV**: The capability to recognise and exploit business opportunities provided by IT, (for example, the Internet), to ensure more efficient and effective performance of organisations, to explore possibilities for new ways of conducting business and organisational processes, and to establish new businesses.

Subcategory: Technical strategy and planning – Skillset: **Emerging Technology monitoring EMRG**: The identification of new and emerging hardware, software and communication technologies and products, services, methods and techniques and the assessment of their relevance and potential value as business enablers, improvements in cost/performance or sustainability. The promotion of emerging technology awareness among staff and business management.

Subcategory: Technical strategy and planning – Skillset: **Methods and tools METL**: Ensuring that appropriate methods and tools for the planning, development, testing, operation, management and maintenance of systems are adopted and used effectively throughout the organisation.

Business Change

Subcategory: Business change implementation - Skillset: **Project management PRMG**: The management of projects, typically (but not exclusively) involving the development and implementation of new technology, applications, business processes to meet identified business needs, acquiring and utilising the necessary resources and skills, within agreed parameters of cost, timescales, and quality.

Subcategory: Business change management – Skillset: **Requirements definition and management REQM**: The definition and management of the business goals and scope of change initiatives. The specification of business requirements to a level that enables effective delivery of agreed changes.

Subcategory: Business change management – Skillset: **Change implementation planning and management CIPM**: The definition and management of the process for deploying and integrating new capabilities into the business in a way that is sensitive to and fully compatible with business operations.

Subcategory: Relationship management – Skillset: **Stakeholder relationship management RLMT**: During the design, management and implementation of business change and throughout the service lifecycle, the analysis and coordination of relationships with and between stakeholders, taking account of the services they use.

Subcategory: Skills management – Skillset: **Learning delivery ETDL**: The transfer of business and/or technical skills and knowledge and the promotion of professional attitudes in order to facilitate learning and development. Uses a range of techniques, resources and media (which might include eLearning, virtual classrooms, self-assessment, peer-assisted learning, simulation, and other current methods).

Solution development and implementation

Subcategory: Human factors -Skillset: **User experience analysis UNAN**: The establishment, clarification and communication of the user's perceptions and responses that result from the use and/or anticipated use of a product, system or service. The analysis of user experience, the characteristics of users and their tasks, and the technical, organisational and physical environment in which products or systems will operate.

Subcategory: Human factors -Skillset: **User experience evaluation USEV**: Assessment of effectiveness, efficiency, user satisfaction, health and safety, and accessibility to measure or improve the usability of new

or existing products or services (including prototypes). Methods include user trials, expert review, survey, and analysis.

Subcategory: *Installation and integration* Skillset: **Human factors integration HFIN:** Achievement of optimum levels of product or service usability, by ensuring that project and enterprise activities take account of the user experience.

Subcategory: *Installation and integration* Skillset: **Porting/software integration PORT:** The integration of software products into existing software environments to produce new platform-specific versions of the software products.

Subcategory: *Installation and integration* Skillset: **Systems installation/decommissioning HSIN:** The installation, testing, implementation or decommissioning and removal of cabling, wiring, equipment, hardware and appropriate software, following plans and instructions and in accordance with agreed standards. The testing of hardware and software components, resolving malfunctions found and recording the results.

Service Management –

Subcategory: *Service transition* - Skillset: **Availability management AVMT:** The definition, analysis, planning, measurement and improvement of all aspects of the availability of IT services. The overall control and management of service availability to ensure that the level of service delivered in all services is matched to or exceeds the current and future agreed needs of the business, in a cost effective manner.

Subcategory: *Service transition* - Skillset: **Configuration management CFMG:** The lifecycle planning, control and management of the assets of an organisation (such as documentation, software and service assets, including information relating to those assets and their relationships. This involves identification, classification and specification of all configuration items (CIs) and the interfaces to other processes and data. Required information relates to storage, access, service relationships, versions, problem reporting and change control of CIs. The application of status accounting and auditing, often in line with acknowledged external criteria such as ISO 9000 and ISO/IEC 20000, throughout all stages of the CI lifecycle, including the early stages of system development.

Subcategory: *Service transition* - Skillset: **Asset management ASMG:** The management of the lifecycle for service assets (hardware, software, intellectual property, licences, warranties etc.) including inventory, compliance, usage and disposal, aiming to optimise the total cost of ownership and sustainability by minimising operating costs, improving investment decisions and capitalising on potential opportunities. Knowledge and use of international standards for software asset management and close integration with change and configuration management are examples of enhanced asset management development.

Subcategory: *Service transition* - Skillset: **Change management CHMG:** The management of change to the service infrastructure including service assets, configuration items and associated documentation, be it via request for change (RFC), emergency changes, incidents or problems, providing effective control and treatment of risk to the availability, performance, security and compliance of the business services impacted.

Subcategory: *Service transition* - Skillset: **Release and deployment RELM:** The management of the processes, systems and functions to package, build, test and deploy changes and updates (which are bounded as “releases”) into a live environment, establishing or continuing the specified Service, to enable controlled and effective handover to Operations and the user community.

Subcategory: *Service transition* Skillset: **System software SYSP:** The provision of specialist expertise to facilitate and execute the installation and maintenance of system software such as operating systems, data management products, office automation products and other utility software.

Subcategory: *Service transition* Skillset: **Security administration SCAD:** The authorisation and monitoring of access to IT facilities or infrastructure in accordance with established organisational policy. Includes investigation of unauthorised access, compliance with relevant legislation and the performance of other administrative duties relating to security management.

Subcategory: *Service transition* Skillset: **Radio frequency engineering RFEN:** The deployment, integration, calibration, tuning and maintenance of radio frequency (RF) and analogue elements of IT systems.

Subcategory: *Service transition* Skillset: **Application support ASUP:** The provision of application maintenance and support services, either directly to users of the systems or to service delivery functions.

Subcategory: Service operation Skillset: **IT operations ITOP**: The operation and control of the IT infrastructure (typically hardware, software, data stored on various media, and all equipment within wide and local area networks) required to deliver and support IT services and products to meet the needs of a business.

Subcategory: Service operations Skillset: **Database administration DBAD**: The installation, configuration, upgrade, administration, monitoring and maintenance of physical databases.

Subcategory: Service operations Skillset: **Network support NTAS**: The provision of network maintenance and support services. Support may be provided both to users of the systems and to service delivery functions.

Subcategory: Service operations -Skillset: **Service desk and incident management USUP** The processing and coordination of appropriate and timely responses to incident reports, including channelling requests for help to appropriate functions for resolution, monitoring resolution activity, and keeping customers and clients apprised of progress towards service provision or restoration.

Subcategory: Service operations -Skillset: **Problem management PBMG**: The resolution (both reactive and proactive) of problems throughout the information system lifecycle, including classification, prioritisation and initiation of action, documentation of root causes and implementation of remedies to prevent future incidents.

Subcategory: Service operations -Skillset: **IT estate management DCMA**: The planning, control and management of all the facilities which, collectively, make up the IT estate. This involves provision and management of the physical environment, including space and power allocation, and environmental monitoring to provide statistics on energy usage. Encompasses physical access control, and adherence to all mandatory policies and regulations concerning health and safety at work.

Procurement management and support

Subcategory: Supply management - Skillset: **Supplier relationship management SURE**: On behalf of a client organisation, the identification and management of external suppliers to ensure successful delivery of products and services required by the business.

Subcategory: Supply management - Skillset: **Quality assurance QUAS**: The process of ensuring that the agreed quality standards within an organisation are adhered to and that best practice is promulgated throughout the organisation.

Subcategory: Supply management - Skillset: **Quality standards QUEST**: The development, maintenance, control and distribution of quality standards.

Subcategory: Quality and Conformance - Skillset: **Conformance review CORE**: The independent assessment of the conformity of any activity, process, deliverable, product or service to the criteria of specified standards, such as ISO 27001, local standards, best practice, or other documented requirements. May relate to, for example, asset management, network security tools, firewalls and internet security, sustainability, real-time systems and application design.

Client Interface

Subcategory: Client support -Skillset: **Sales support SSUP**: The provision of technical advice and assistance to the sales force, sales agents, reseller/distributor staff and existing or prospective customers, either in support of customer development or sales activity or in fulfilment of sales obligations.

This is a requirement for commercial activities involving IT training where this role is expected to provide direct technical advice and guidance. This can range from providing direct technical support travelling internationally or to advise on costs and setup of IT equipment for training and events.

Subcategory: Client support -Skillset: **Client Services Management CSMG**: The management and control of one or more client service functions, including strategy, support for business development, quality of service and operations.

SUPERVISION AND MANAGEMENT OF PEOPLE

This is a matrix management role responsible for supervision of apprentices, junior roles, work experience students and/or third parties/contractors.

Project management PRMG Level 5 – see job activities section

CREATIVITY AND INNOVATION

SFIA identifies innovation as an IT Skillset. Creativity is a key requirement in this role where in a support situation the role holder is expected to use initiative and provide quick fix and long term solutions to get the customer up and running up to level 5 Ensure, Advise. Understands and uses appropriate methods, tools and applications. Demonstrates an analytical and systematic approach to problem solving. Takes the initiative in identifying and negotiating appropriate personal development opportunities.

Continually demonstrates creativity through the delivery of projects. For example; broad direction to completely refurbish and install The CodeSpace creative centre at all campuses. This required creative thinking and problem solving to deliver the entire project within a short timescale.

PROPERTY AND EQUIPMENT

SFIA Skillset: Systems installation/decommissioning HSIN Level 5 - Takes responsibility for installation projects, providing effective team leadership, including information flow to and from the customer during project work. Develops and implements quality plans and method statements. Monitors the effectiveness of installations and ensures that appropriate recommendations for change are made.

As an example; the post holder is responsible for the sourcing, procurement, delivery and installation of the annual PC/Laptop replacement programme to a value of £1.9m in AY 13/14.

CONTACTS AND RELATIONSHIPS

SFIA Skillset: Supplier relationship management SURE Level 3 Acts as the routine contact point between organisation and supplier. Collects and reports on supplier performance data. Manages contracts with suppliers to meet key performance indicators and agreed targets, taking account of information security of third parties.

DECISIONS

External decision making

SFIA Skillset: Supplier relationship management SURE Level 3 –

Maintains a broad understanding of the commercial IT environment, how the organisation sources, deploys and manages external partners and when it is appropriate to use in-house resources. Develops and is responsible for the liaison between the organisation and designated supplier(s). Carries out benchmarking and makes use of supplier performance data to ensure that supplier performance is properly monitored and regularly reviewed. May be responsible for managing a discrete IT function or service in a multi-supplier environment.

Internal decision making

SFIA Skillset: Customer service management CMGH Level 4 – Takes responsibility for installation projects, providing effective team leadership, including information flow to and from the customer during project work. Develops and implements quality plans and method statements. Monitors the effectiveness of installations and ensures that appropriate recommendations for change are made.

Direct responsibility for day-to-day decision making, problem solving and advising on working practices for customer issues. This also expands within a wider capacity, providing an advisory service for customers developing commercial business, hosting events or supporting external customers. The post holder is responsible for directing and advising customers on a wide range of IT services.

Discretion - Works under general direction. Uses discretion in identifying and resolving complex problems and assignments. Sometimes receives specific instructions and has work reviewed at regular milestones. Determines when issues should be escalated to a higher level.

Consequences - Technical experts on the ground are often the best placed to make quick decisions on how to restore service. Only where a large scale impact across the College could result from a decision by the post holder will they escalate to senior management, ITMT.

Autonomy – level 5 - Works under broad direction. Work is often self-initiated. Is fully accountable for meeting allocated technical and/or project/supervisory objectives. Establishes milestones and has a significant role in the delegation of responsibilities.

RESOURCES

See also **property and equipment - SFIA Skillset: Systems installation/decommissioning HSIN Level 5**

See also **Project management PRMG Level 5 –** within job activities section

See also supervision and management of people

ENVIRONMENT

i. Work Demands

This role receives very little supervision, it is expected that the post holder will define and deliver objectives based on limited direction but with knowledge of their own skills and ability to complete the tasks they undertake.

With the nature of IT and considerable complexity throughout the IT environment, there will be a considerable impact on meeting support service levels. The post holder establishes organisational objectives Is accountable for actions and decisions taken by self and where necessary may be requested to work outside normal hours to rectify any major IT service problems caused by 'Major Incidents'. Restoring key services may involve overnight or weekend commitment at short notice. Work life balance will at times be challenged. The role has responsibility for a significant area of work both across the College campuses and also in outreach locations, including technical, some financial and quality impacts.

From time to time the post holder may encounter unreasonable customers. They will be expected to deal with this in a professional manner and diffuse the situation by providing a suitable solution for the customer.

ii. Physical

See **property and equipment** Various types of physical work at heights, confined spaces, both externally and internally will be required; adhering to full safety training and safe working practices both self and team.

The post holder is expected to support outreach and external campuses thus regular travel will be required.

The nature of the role, means that the post holder is required to respond to service requests and faults across the business and will often be required to physically add, move or change (relocate) IT equipment.

iii. Working conditions

Frequently there will be a requirement to work in a data centre, switch room, ceilings and floor spaces, switch cupboard or within external environments. These vary in condition. There may occasionally be a requirement to work at various outreach centres which again vary in the quality of environment. Occasionally, there may be a need to work remotely to meet business requirements.

iv. Work Context

All IT staff must take note of their working environment whether desk based or working in other locations. IT Staff who work the majority of the time on a PC/desk must be aware of correct posture and the requirements to take regular screen breaks.

Due to the challenging nature of the IT service, the post holder must be tolerant and patient during high pressured situations, and on occasion may have to deal with difficult and irate customers experiencing IT problems.

KNOWLEDGE AND SKILLS

Qualifications

HNC Computing or relevant subject	Essential
Degree in relevant subject	Desirable
ITIL v3	Desirable
Project Management (PRINCE 2)	Desirable

EXPERIENCE

Demonstrates the following experience up to SFIA **Level 5 being competent to** Ensure and Advise following Skillsets:

Information security SCTY: [Essential] [3] Applies and maintains specific security controls as required by organisational policy and local risk assessments to maintain confidentiality, integrity and availability of business information systems and to enhance resilience to unauthorised access. Contributes to vulnerability assessments. Recognises when an IT network/system has been attacked internally, by a remote host, or by malicious code, such as virus, worm or Trojan etc., or when a breach of security has occurred. Takes immediate action to limit damage, according to the organization's security policy, which may include escalation to next level, and records the incident and action taken. Demonstrates effective communication of

security issues to business managers and others. Performs basic risk assessments for small information systems.

Information analysis INAN: [Essential] [3] Undertakes analytical activities and delivers analysis outputs, in accordance with customer needs and conforming to agreed standards.

Consultancy CNSL: [Essential] [5] Takes responsibility for understanding client requirements, collecting data, delivering analysis and problem resolution. Identifies, evaluates and recommends options, implementing if required. Collaborates with, and facilitates stakeholder groups, as part of formal or informal consultancy agreements. Seeks to fully address client needs, enhancing the capabilities and effectiveness of client personnel, by ensuring that proposed solutions are properly understood and appropriately exploited.

Technical specialism TECH: [Essential] [5] maintains an in-depth knowledge of specific technical specialisms, and provides expert advice regarding their application. Can supervise specialist technical consultancy. The specialism can be any aspect of information or communication technology, technique, method, product or application area.

Research RSCH: [Essential] [4] Contributes to research goals and builds on and refines appropriate outline ideas for the evaluation, development, demonstration and implementation of research. Uses available resources to gain an up-to-date knowledge of any relevant IT field. Reports on work carried out and may contribute significant sections of material of publication quality. Contributes to research plans and identifies appropriate opportunities for publication and dissemination of research findings.

Innovation INOV: [Essential] [5] actively monitors for, and seeks, opportunities, new methods and trends in IT capabilities and products to the advancement of the organisation. Clearly articulates, and formally reports their benefits.

Emerging technology monitoring EMRG: [Essential] [5] monitors the market to gain knowledge and understanding of currently emerging technologies. Identifies new and emerging hardware and software technologies and products based on own area of expertise, assesses their relevance and potential value to the organisation, contributes to briefings of staff and management.

Methods and tools METL: [Essential] [5] Promotes and ensures use of appropriate techniques, methodologies and tools.

Project management PRMG: [Desirable] [5] takes full responsibility for the definition, documentation and satisfactory completion of medium-scale projects (typically lasting 6-12 months, with direct business impact, teams of 3-5 and firm deadlines). Identifies, assesses and manages risks to the success of the project. Ensures that realistic project and quality plans are prepared and maintained and provides regular and accurate reports to stakeholders as appropriate. Ensures Quality reviews occur on schedule and according to procedure. Manages the change control procedure, and ensures that project deliverables are completed within planned cost, timescale and resource budgets, and are signed off. Provides effective leadership to the project team, and takes appropriate action where team performance deviates from agreed tolerances.

Requirements definition REQM: [Essential] [3] Defines scope and business priorities for small-scale changes and may assist in larger scale scoping exercises. Elicits and discovers requirements from operational management and other stakeholders. Selects appropriate techniques for the elicitation of detailed requirements taking into account the nature of the required changes, established practice and the characteristics and culture of those providing the requirements. Specifies and documents business requirements as directed, ensuring traceability back to source. Analyses them for adherence to business objectives and for consistency, challenging positively as appropriate. Works with stakeholders to prioritise requirements.

Change implementation and planning CIPM: [Desirable] [5] Creates the business readiness plan, taking into consideration IT deployment, data migration, capability deployment (training and engagement activities) and any business activities required to integrate new processes or jobs into the "business as usual" environment. Determines the readiness levels of business users with regard to upcoming changes; uncovers readiness gaps and creates and implements action plans to close the gaps prior to going live. Assists the user community in the provision of transition support and change planning, and liaises with the project team. Monitors and reports progress on business readiness targets, business engagement activity, training design and deployment activities, key operational metrics and return to productivity measures. Defines the series and sequence of activities to bring stakeholders to the required level of commitment, prior to going live.

Stakeholder relationship management RLMT: [Desirable] [5] Develops and maintains one or more defined communication channels and/or stakeholder groups, acting as a single point of contact. Gathers

information from the customer to understand their needs (demand management) and detailed requirements. Facilitates open communication and discussion between stakeholders, using feedback to assess and promote understanding of need for future changes in services, products and systems. Agrees changes to be made and the planning and implementation of change. Maintains contact with the customer and stakeholders throughout to ensure satisfaction. Captures and disseminates technical and business information.

Learning delivery ETDL: [Desirable] [4] Prepares or customises and delivers learning activities to a variety of audiences.

User experience analysis UNAN: [Desirable] [4] Selects and uses tools and methods to establish, clarify and communicate the user experience, users' characteristics and tasks, and identifies the technical, organisational and physical environment in which complex products or systems will operate.

User experience evaluation USEV: [Essential] [4] Plans and performs all types of evaluation. Interprets and presents the results of evaluations.

Human factors integration HFIN: [Essential] [5] Advises on achievement of usability (including health and safety and accessibility) for IT products and services.

Porting/software integration PORT: [Essential] [4] Configures software and equipment and tests platform-specific versions of one or more software products. Reports the outcome of testing and identifies potential improvements to the process and to the software products according to agreed designs and standards.

Systems Installation/Decommission HSIN: [Essential] [5] Takes responsibility for installation projects, providing effective team leadership, including information flow to and from the customer during project work. Develops and implements quality plans and method statements. Monitors the effectiveness of installations and ensures that appropriate recommendations for change are made.

Availability management AVMT: [Essential] [4] Contributes to the availability management process and its operation and performs defined availability management tasks. Analyses service and component availability, reliability, maintainability and serviceability. Ensures that services and components meet and continue to meet all of their agreed performance targets and service levels. Implements arrangements for disaster recovery and documents recovery procedures. Conducts testing of recovery procedures.

Configuration management CFMG: [Essential] [4] Manages configuration items (CIs) and related information. Applies and maintains tools, techniques and processes for identification, classification and control of CIs and ensuring related information is complete, current and accurate.

Asset management ASMG: [Essential] [5] Manages and maintains the service compliance of all IT and service assets in line with business and regulatory requirements involving knowledge of financial and technical processes, tools and techniques thereby ensuring asset controllers, infrastructure teams and the business co-ordinate and maximise value, maintain control and ensure any necessary legal compliance.

Change management CHMG: [Essential] [3] Develops, documents and implements changes based on requests for change. Applies change control procedures.

Release and deployment RELM: [Essential] [4] Assesses and analyses release components. Provides input to scheduling. Carries out the builds and tests in coordination with testers and component specialists maintaining and administering the tools and methods – manual or automatic - and ensuring, where possible, information exchange with configuration management. Ensures release processes and procedures are maintained.

Systems software SYSP: [Essential] [5] Evaluates new system software, reviews system software updates and identifies those that merit action. Ensures that system software is tailored to facilitate the achievement of service objectives. Plans the installation and testing of new versions of system software. Investigates and coordinates the resolution of potential and actual service problems. Ensures that operational documentation for system software is fit for purpose and current. Advises on the correct and effective use of system software.

Security administration SCAD: [Essential] [4] Investigates identified security breaches in accordance with established procedures and recommends any required actions. Assists users in defining their access rights and privileges, and administers logical access controls and security systems. Maintains security records and documentation.

Radio Frequency engineering RFEN: [Essential] [3] Deploys, sets up, tunes and calibrates radio frequency/analogue elements following maintenance schedules and using appropriate tools and test equipment. Incorporates hardware/firmware modifications. Interprets automatic fault/performance indications and resolves faults down to discrete component level or escalates according to given procedures.

Application support ASUP: [Essential] [3] Identifies and resolves issues with applications, following agreed procedures. Uses application management software and tools for performance statistics. Carries out agreed applications maintenance tasks.

IT operations ITOP: [Essential] [4] Provides technical expertise to enable the correct application of operational procedures. Uses network management tools to determine network load and performance statistics. Contributes to the planning and implementation of maintenance and installation work. Implements agreed network changes and maintenance routines. Identifies operational problems and contributes to their resolution, checking that they are managed in accordance with agreed standards and procedures. Provides reports and proposals for improvement to specialists, users and managers.

Database administration: [Essential] [3] Uses database management system software and tools to collect agreed performance statistics. Carries out agreed database maintenance and administration tasks.

Network support NTAS [Desirable] [3] Identifies and resolves network problems following agreed procedures. Uses network management software and tools to collect agreed performance statistics. Carries out agreed network maintenance tasks.

Problem management PBMG [Essential] [4] Initiates and monitors actions to investigate and resolve problems in systems and services. Assists with the implementation of agreed remedies and preventative measures.

Service desk and incident management USUP: [Essential] [4] ensures that incidents and requests are handled according to agreed procedures. Ensures that documentation of the supported components is available and in an appropriate form for those providing support. Creates and maintains support documentation.

IT estate management DCMA [Desirable] [3] Monitors compliance against agreed processes and investigates, assesses and resolves incidents of non-compliance, escalating where necessary. Grants users required physical accesses and monitors and reports on overall access control.

Supplier relationship management SURE: [Essential] [3] Acts as the routine contact point between organisation and supplier. Collects and reports on supplier performance data.

Quality assurance QUAS: [Desirable] [3] uses appropriate methods and tools in the development, maintenance, control and distribution of quality and environmental standards. Makes technical changes to quality and environmental standards according to documented procedures. Distributes new and revised standards.

Quality standards QUST: [Essential] [4] Controls, updates and distributes new and revised quality standards, including technical changes.

Conformance review CORE: [Desirable] [3] Collects and collates evidence as part of a formally conducted and planned review of activities, processes, products or services. Examines records as part of specified testing strategies for evidence of compliance with management directives, or the identification of abnormal occurrences.

Sales support SSUP: [Essential] [4] Works closely with the sales team to help prospects to clarify their needs and requirements; devises solutions and assesses their feasibility and practicality. Demonstrates technical feasibility using physical or simulation models. Produces estimates of cost and risk and initial project plans to inform sales proposals. Resolves technical problems.

Client Services Management CSMG: [Essential] [4] Monitors client services function and collects performance data. Assists with the specification, development, research and evaluation of client services standards. Applies these standards to resolve or escalate clients' service problems and gives technical briefings to staff members.

This job description may be subject to review, and the post-holder may be required to undertake reasonable additional duties commensurate with the grade of the post.

JOB DESCRIPTION

Post title	Project and Service Delivery Support Administrator (EC040) (revised title –)
Department / Section	IT
Centre	IT
Responsible To	Digital Infrastructure Service Lead
Number of post holders	2

Purpose of Job

To support the IT service delivery in terms of continual service improvement and quality control.

This role covers a wide range of IT services including; contract management, document and record control, licencing, audit management, financial management, asset management, procurement, project support and process improvement.

Major Tasks

The IT **Work Force Development Plan** uses the industry standard template and language from ‘**Skills Framework for the Information Age**’ (SFIA) version 5.0. SFIA is internationally recognised and reflects the views of informed professionals. This role provides the specialist skills required to deliver the **IT Digital Road Map** and the **IT Service Blueprint** and includes: consultation; design; testing; and project implementation.

There are 6 generic categories broadly covering all Information Technology and Information Services functions. The 6 generic categories are subdivided into 18 more specific subcategories of tasks and activities. To cover ranges of experience SFIA also describes 7 levels of competency and responsibility for each of the 18 subcategories. For this role we reference 6 generic categories and the specific subcategories covering the competency level.

The 7 levels of competency and responsibility provide a comparator under the broad headings of **Autonomy; Influence; Complexity; Business skills**

Level	Responsibility
1	follow
2	assist
3	apply
4	enable
5	ensure/advise
6	initiate/influence
7	set strategy, inspire, mobilise

STRATEGY AND ARCHITECTURE	
Subcategory	Skillset
Business strategy and planning	Business process improvement

BUSINESS CHANGE	
Subcategory	Skillset
Business change implementation	<ul style="list-style-type: none"> Portfolio, program and project management support Project management
Business change management	<ul style="list-style-type: none"> Requirements definition management Benefits management

SOLUTION DEVELOPMENT AND IMPLEMENTATION	
Subcategory	Skillset
Human factors	<ul style="list-style-type: none"> User experience analysis User experience evaluation
Installation and Integration	System installation/decommissioning

SERVICE MANAGEMENT	
Subcategory	Skillset
Service Strategy	Financial management for IT
Service design	Service level management
Service transition	<ul style="list-style-type: none"> Configuration management Asset management Change management Release and deployment
Service operation	<ul style="list-style-type: none"> Applications support IT Operations Service desk and incident management IT estate management

PROCUREMENT AND MANAGEMENT SUPPORT	
Subcategory	Skillset
Supply management	<ul style="list-style-type: none"> Procurement Supplier relationship management Contract management
Quality and Conformance	<ul style="list-style-type: none"> Quality standards Quality assurance Conformance review

CLIENT INTERFACE	
Subcategory	Skillset
Client support	Client services management

Job Activities

Within each of the subcategories SFIA provides more detail which codifies, identifies and describes the specific 'Skillsets' for the subcategory. The 'Skillsets' required to perform this role are as follows:

Strategy and architecture

Subcategory: Business strategy and planning Skillset: **Business process improvement BPRE**: The identification of new and alternative approaches to performing business activities. The analysis of business processes, including recognition of the potential for automation of the processes, assessment of the costs and potential benefits of the new approaches considered and, where appropriate, management of change, and assistance with implementation. May include the implementation of a process management capability/discipline at the enterprise level.

Business Change

Subcategory: Business change implementation - Skillset: **Project management PRMG**: The management of projects, typically (but not exclusively) involving the development and implementation of new technology,

applications, business processes to meet identified business needs, acquiring and utilising the necessary resources and skills, within agreed parameters of cost, timescales, and quality.

Subcategory: *Business change implementation* - Skillset: **Portfolio, programme and project management support PROF**: The provision of support and guidance on portfolio, programme and project management processes, procedures, tools and techniques. Support includes definition of portfolios, programmes, and projects; advice on the development, production and maintenance of business cases; time, resource, cost and exception plans, and the use of related software tools. Tracking and reporting of programme/project progress and performance are also covered, as is the capability to facilitate all aspects of portfolio/ programme/ project meetings, workshops and documentation.

Subcategory: *Relationship management* - Skillset: **Benefits management BENM**: Monitoring for the emergence of anticipated benefits (typically specified as part of the business case for a change programme or project). Action (typically by the programme management team) to optimise the business impact of individual and combined benefits.

Solution development and implementation

Subcategory: *Human factors* -Skillset: **User experience analysis UNAN**: The establishment, clarification and communication of the user's perceptions and responses that result from the use and/or anticipated use of a product, system or service. The analysis of user experience, the characteristics of users and their tasks, and the technical, organisational and physical environment in which products or systems will operate.

Subcategory: *Human factors* -Skillset: **User experience evaluation USEV**: Assessment of effectiveness, efficiency, user satisfaction, health and safety, and accessibility to measure or improve the usability of new or existing products or services (including prototypes). Methods include user trials, expert review, survey, and analysis.

Subcategory: Installation and integration – Skillset: **Systems installation/decommissioning HSIN**: The installation, testing, implementation or decommissioning and removal of cabling, wiring, equipment, hardware and appropriate software, following plans and instructions and in accordance with agreed standards. The testing of hardware and software components, resolving malfunctions found and recording the results. The reporting of details of hardware and software installed so that configuration management records can be updated.

Service Management -

Subcategory: *Service strategy* – Skillset: **Financial management for IT FMIT**: The overall financial management, control and stewardship of the IT assets and resources used in the provision of IT services, ensuring compliance with all governance, legal and regulatory requirements.

Subcategory: *Service design* -Skillset: **Service level management SLMO**: The planning, implementation, control, review and audit of service provision, to meet customer business requirements. This includes negotiation, implementation and monitoring of service level agreements, and the ongoing management of operational facilities to provide the agreed levels of service, seeking continually and proactively to improve service delivery.

Subcategory: *Service transition* - Skillset: **Configuration management CFMG**: The lifecycle planning, control and management of the assets of an organisation (such as documentation, software and service assets, including information relating to those assets and their relationships). This involves identification, classification and specification of all configuration items (CIs) and the interfaces to other processes and data. Required information relates to storage, access, service relationships, versions, problem reporting and change control of CIs. The application of status accounting and auditing, often in line with acknowledged external criteria such as ISO 9000 and ISO/IEC 20000, throughout all stages of the CI lifecycle, including the early stages of system development.

Subcategory: *Service transition* - Skillset: **Asset management ASMG**: The management of the lifecycle for service assets (hardware, software, intellectual property, licences, warranties etc) including inventory, compliance, usage and disposal, aiming to optimise the total cost of ownership and sustainability by minimising operating costs, improving investment decisions and capitalising on potential opportunities. Knowledge and use of international standards for software asset management and close integration with change and configuration management are examples of enhanced asset management development.

Subcategory: Service transition - Skillset: **Change management CHMG**: The management of change to the service infrastructure including service assets, configuration items and associated documentation, be it via request for change (RFC), emergency changes, incidents or problems, providing effective control and treatment of risk to the availability, performance, security and compliance of the business services impacted.

Subcategory: Service transition - Skillset: **Release and deployment RELM**: The management of the processes, systems and functions to package, build, test and deploy changes and updates (which are bounded as “releases”) into a live environment, establishing or continuing the specified Service, to enable controlled and effective handover to Operations and the user community.

Subcategory: Service operations - Skillset: **Application support ASUP**: The provision of application maintenance and support services, either directly to users of the systems or to service delivery functions. Support typically includes investigation and resolution of issues and may also include performance monitoring. Issues may be resolved by providing advice or training to users, by devising corrections (permanent or temporary) for faults, making general or site-specific modifications, updating documentation, manipulating data, or defining enhancements Support often involves close collaboration with the system's developers and/or with colleagues specialising in different areas, such as Database administration or Network support.

Subcategory: Service operations - Skillset: **IT Operations ITOP**: The operation and control of the IT infrastructure (typically hardware, software, data stored on various media, and all equipment within wide and local area networks) required to deliver and support IT services and products to meet the needs of a business. Includes preparation for new or changed services, operation of the change process, the maintenance of regulatory, legal and professional standards, and the monitoring of performance of systems and services in relation to their contribution to business performance, their security and their sustainability.

Subcategory: Service operations - Skillset: **Service desk and incident management USUP**: The processing and coordination of appropriate and timely responses to incident reports, including channelling requests for help to appropriate functions for resolution, monitoring resolution activity, and keeping customers and clients apprised of progress towards service provision or restoration.

Subcategory: Service operations - Skillset: **IT estate management DCMA** The planning, control and management of all the facilities which, collectively, make up the IT estate. This involves provision and management of the physical environment, including space and power allocation, and environmental monitoring to provide statistics on energy usage. Encompasses physical access control, and adherence to all mandatory policies and regulations concerning health and safety at work.

Subcategory: Supply management - Skillset: **Procurement PROC**: The management of, and the provision of policies, internal standards and advice on the procurement of goods and services.

Subcategory: Supply management - Skillset: **Supplier relationship management SURE**: On behalf of a client organisation, the identification and management of external suppliers to ensure successful delivery of products and services required by the business.

Subcategory: Supply management - Skillset: **Contract management ITCM**: The overall management and control of the operation of formal contracts between own organisation and suppliers, for supply of products and services.

Subcategory: Quality and conformance - Skillset: **Quality standards QUST**: The development, maintenance, control and distribution of quality standards.

Subcategory: Quality and conformance - Skillset: **Quality assurance QUAS**: The process of ensuring that the agreed quality standards within an organisation are adhered to and that best practice is promulgated throughout the organisation.

Subcategory: Quality and conformance - Skillset: **Conformance review QUST**: The development, maintenance, control and distribution of quality standards.

Subcategory: Client support - Skillset: **Client services management CSMG**: The management and control of one or more client service functions, including strategy, support for business development, quality of service and operations.

Supervision and Management of People (Numbers and type of staff)

This role is a matrix management role and the post holder is expected to direct, guide and influence all IT staff on internal quality standards, IT best practices (non-technical) and process delivery.

Project Management PRMG – Level 5, *please see job activities section*

Creativity and Innovation

Creativity and innovation is a key requirement within the remit of this role. The post holder is expected to review all areas of the IT function and creatively develop solutions to continuously improve the service, ensuring simplification, standardisation and sharing across all campuses.

As an example, this role has been leading the asset management project. This is to find a suitable technical solution which will integrate with all existing systems (Active Directory, TopDesk and Systems Centre Configuration Manager) then to develop all the internal processes and standards that all technical staff will need to follow in order to maintain an accurate and reliable database of assets. This solution is critical to the annual asset replacement programme and due to the high-value of the IT assets, this requires a considerable degree of management and creativity to ensure the system is easily integrated and reliable.

Property and Equipment

SFIA Skillset: Systems installation/decommissioning HSIN Level 4 Shared responsibility for Equipment ranging from £10K - £1m for Hardware, Software Services. Takes responsibility for installation projects, providing effective team leadership, including information flow to and from the customer during project work. Develops and implements quality plans and method statements.

Contacts and Relationships

SFIA Skillset: Supplier relationship management SURE Level 4 (Procurement and management support) and Decisions - *refer to job activities and experience section for details*

Decisions

SFIA Skillset: Financial management for IT FMIT Level 5 - *refer to job activities and experience section for details*

SFIA Skillset: Supplier relationship management SURE Level 4 - *refer to job activities and experience section for details*

SFIA Skillset: Change management CHMG Level 4: - *refer to job activities and experience section for details*

(i) Discretion

Influences team and specialist peers internally. Influences customers at account level and suppliers. Has some responsibility for the work of others and for the allocation of resources. Participates in external activities related to own specialism. Makes decisions which influence the success of projects and team objectives.

(ii) Consequences

Autonomy Works under general direction within a clear framework of accountability. Exercises substantial personal responsibility and autonomy. Plans own work to meet given objectives and processes.

Resources

SFIA Skillset: Systems installation/decommissioning HSIN Level 4 - *refer to job activities and experience section for details*

ENVIRONMENT

i. Work Demands

With the nature of IT and considerable complexity throughout the IT environment, there will be a considerable impact on meeting deadlines. The role has defined authority and responsibility for a significant area of work, including technical, financial and quality aspects.

This role receives very little supervision, it is expected that the post holder will define and deliver objectives based on limited direction

ii. Physical

See **property and equipment**.

Majority of day to day operations includes majority, if not the entire day, working online using a PC with minimal physical activity

iii. Working conditions

The majority of the work will be desk based. The work the post holder is expected to deliver may require travel to different campuses

Work Context

All IT staff must take note of their working environment whether desk based or working in other locations. IT Staff who work the majority of the time on a PC/desk must be aware of correct posture and the requirements to take regular screen breaks.

KNOWLEDGE AND SKILLS

Qualifications

HNC in relevant subject or equivalent	Essential
ITIL v3	Desirable
Degree in relevant subject	Desirable
Project Management (PRINCE 2)	Desirable

EXPERIENCE

Demonstrates the following experience up to SFIA **Level 5 being competent to 'Ensure and Advise'** for following Skillsets:

Business process improvement BPRE: [Essential] [5] Analyses business processes; identifies alternative solutions, assesses feasibility, and recommends new approaches. Contributes to evaluating the factors which must be addressed in the change programme. Helps establish requirements for the implementation of changes in the business process.

Portfolio, programme, and project support PROF: [Essential] [3] Uses recommended project control solutions for planning, scheduling and tracking projects. Sets up project files, compiles and distributes reports. Provides administrative services to project boards, project assurance teams and quality review meetings. Provides guidance on project management software, procedures, processes, tools and techniques.

Project management PRMG: [Essential] [5] Defines, documents and carries out small projects or sub-projects (typically less than six months, with limited budget, limited interdependency with other projects, and no significant strategic impact), alone or with a small team, actively participating in all phases. Identifies, assesses and manages risks to the success of the project. Prepares realistic plans (including quality, risk and communications plans) and tracks activities against the project schedule, providing regular and accurate reports to stakeholders as appropriate. Monitors costs, timescales and resources used, and takes action where these deviate from agreed tolerances. Ensures that own projects are formally closed and, where appropriate, subsequently reviewed, and that lessons learned are recorded.

Requirements definition management REQM: [Desirable] [4] Facilitates scoping and business priority-setting for change initiatives of medium size and complexity. Contributes to selection of the most appropriate means of representing business requirements in the context of a specific change initiative, ensuring traceability back to source. Discovers and analyses requirements for fitness for purpose as well as adherence to business objectives and consistency, challenging positively as appropriate. Obtains formal agreement by stakeholders and recipients to scope and requirements and establishes a base-line on which delivery of a solution can commence. Manages requests for and the application of changes to base-lined requirements. Identifies the impact on business requirements of interim (e.g. migration) scenarios as well as the required end position.

Benefits management BENM: [Desirable] [5] Identifies specific measures and mechanisms by which benefits can be measured, and plans to activate these mechanisms at the required time. Monitors benefits against what was predicted in the business case and ensures that all participants are informed and involved throughout the change programme and fully prepared to exploit the new operational business environment once it is in place. Supports senior management to ensure that all plans, work packages and deliverables are aligned to the expected benefits and leads activities required in the realisation of the benefits of each part of the change programme.

User experience analysis UNAN: [Essential] [4] Selects and uses tools and methods to establish, clarify and communicate the user experience, users' characteristics and tasks, and identifies the technical, organisational and physical environment in which complex products or systems will operate.

User experience evaluation USEV: [Essential] [4] Plans and performs all types of evaluation. Interprets and presents the results of evaluations.

Systems installations/decommissioning HSIN: [Essential] [4] undertakes routine installations and de-installations of items of hardware and/or software. Takes action to ensure targets are met within established safety and quality procedures, including, where appropriate, handover to the client. Conducts tests of hardware and/or software using supplied test procedures and diagnostic tools. Corrects malfunctions, calling on other experienced colleagues and external resources if required. Documents details of all hardware/software items that have been installed and removed so that configuration management records can be updated. Develops installation procedures and standards, and schedules installation work. Provides specialist guidance and advice to less experienced colleagues to ensure best use is made of available assets, and to maintain or improve the installation service.

Financial management for IT FMIT: [Essential] [5] Monitors and manages IT expenditure, ensuring that all IT financial targets are met, and examining any areas where budgets and expenditure exceed their agreed tolerances. Assists with the definition and operation of effective financial control and decision making, especially in the areas of service, projects and component cost models and the allocation and apportionment of all incurred IT costs.

Service level management SLMO: [Essential] [5] Ensures that service delivery meets agreed service levels. Creates and maintains a catalogue of available services. In consultation with the customer negotiates service level requirements and agrees service levels. Diagnoses service delivery problems and initiates actions to maintain or improve levels of service. Establishes and maintains operational methods, procedures and facilities in assigned area of responsibility and reviews them regularly for effectiveness and efficiency.

Configuration management CFMG: [Essential] [5] Manages configuration items (CIs) and related information. Investigates and implements tools, techniques and processes for managing CIs and verifies that related information is complete, current and accurate.

Asset management ASMG: [Essential] [5] Manages and maintains the service compliance of all IT and service assets in line with business and regulatory requirements involving knowledge of financial and technical processes, tools and techniques thereby ensuring asset controllers, infrastructure teams and the business co-ordinate and maximise value, maintain control and ensure any necessary legal compliance.

Change management CHMG: [Essential] [4] Assesses, analyses, develops, documents and implements changes based on requests for change.

Release and deployment RELM: [Essential] [5] leads the assessment, analysis, planning and design of release packages, including assessment of risk. Liaises with business and IT partners on release scheduling and communication of progress. Conducts post release reviews. Ensures release processes and procedures are applied.

Application support ASUP: [Essential] [2] assists in the investigation and resolution of issues relating to applications. Assists with specified maintenance procedures.

IT operations ITOP: [Essential] [2] carries out agreed operational procedures of a routine nature. Contributes to maintenance, installation and problem resolution.

Service desk and incident management USUP: [Essential] [4] ensures that incidents and requests are handled according to agreed procedures. Ensures that documentation of the supported components is available and in an appropriate form for those providing support. Creates and maintains support documentation.

IT estate management DCMA: [Desirable] [3] Monitors compliance against agreed processes and investigates, assesses and resolves incidents of non-compliance, escalating where necessary. Grants users required physical accesses and monitors and reports on overall access control.

Procurement PROC: [Essential] [4] Organises requirements into appropriate categories. Advises on different procurement routes to acquire services and products. Gathers information and uses appropriate techniques to assess benefits and options and make decisions about the most appropriate route of procurement e.g., open market or collaborative framework. Uses knowledge of supplier markets to inform specifications. Evaluates and selects suppliers based on the specification and evaluation criteria. Adapts

terms and conditions to reflect the scale of the requirement and encourage good performance. Collects and collates data to support collaboration.

Supplier relationship management SURE: [Essential] [4] Collects performance data and investigates problems. Monitors and reports on supplier performance, customer satisfaction, and market intelligence. Resolves or escalates problems. Implements supplier service improvement actions and programmes. Monitors performance.

Contract management ITCM: [Essential] [4] Sources and collects contract performance data (such as pricing and supply chain costs), and monitors performance against KPIs. Identifies and reports under-performance and develops opportunities for improvement. Monitors compliance with Terms and Conditions and take appropriate steps to address non-compliance. Pro-actively manages risk and reward mechanisms in the contract. Monitors progress against business objectives specified in the business case. Identifies where change is required, and plans for variations. In consultation with team members, suppliers and customers, ensures that change management protocols are implemented.

Quality standards QUST: [Essential] [4] Investigates and documents the internal control of specified aspects of automated or partly automated processes, and assesses compliance with the relevant standard.

Quality assurance QUAS: [Essential] [3] Uses appropriate methods and tools in the development, maintenance, control and distribution of quality and environmental standards. Makes technical changes to quality and environmental standards according to documented procedures. Distributes new and revised standards.

Conformance review CORE: [Essential] [3] Collects and collates evidence as part of a formally conducted and planned review of activities, processes, products or services. Examines records as part of specified testing strategies for evidence of compliance with management directives, or the identification of abnormal occurrences.

Client services management CSMG: [Essential] [4] Monitors client services function and collects performance data. Assists with the specification, development, research and evaluation of client services standards. Applies these standards to resolve or escalate clients' service problems and gives technical briefings to staff members.

This job description may be subject to review, and the post-holder may be required to undertake reasonable additional duties commensurate with the grade of the post.

JOB DESCRIPTION

Post title	IT Network Engineer (ED116) (revised title – Network Engineer)
Department / Section	IT
Centre	IT
Responsible To	IT Operations Manager
Number of post holders	3

Purpose of Job

To provide support, development and planning for the College systems and network, including day-to-day operation of the servers, applications and infrastructure.

To design, plan and deliver complex IT projects in accordance with the IT Digital roadmap.

Major Tasks

The **IT Work Force Development Plan** uses the industry standard template and language from ‘**Skills Framework for the Information Age**’ (SFIA) version 5.0. SFIA is internationally recognised and reflects the views of informed professionals. This role provides the specialist skills required to deliver the **IT Digital Road Map** and the **IT Service Blueprint** and includes: consultation; design; testing; and project implementation.

There are 6 generic categories broadly covering all Information Technology and Information Services functions. The 6 generic categories are subdivided into 18 more specific subcategories of tasks and activities. To cover ranges of experience SFIA also describes 7 levels of competency and responsibility for each of the 18 subcategories. For this role we reference 6 generic categories and the specific subcategories covering the competency level.

The 7 levels of competency and responsibility provide a comparator under the broad headings of **Autonomy; Influence; Complexity; Business skills**

Level	Responsibility
1	follow
2	assist
3	apply
4	enable
5	ensure/advise
6	initiate/influence
7	set strategy, inspire, mobilise

STRATEGY AND ARCHITECTURE	
<i>Subcategory</i>	<i>Skillset</i>
Information Strategy	IT governance Information management Information security Information analysis
Advice and guidance	Consultancy Technical specialism
Business strategy and planning	Research Innovation
Technical strategy and planning	Emerging technology monitoring Continuity management Network planning Solutions architecture Data management Methods and tools

BUSINESS CHANGE	
<i>Subcategory</i>	<i>Skillset</i>
Business change implementation	Project management

SOLUTION DEVELOPMENT AND IMPLEMENTATION	
<i>Subcategory</i>	<i>Skillset</i>
Systems development	Network design Database/repository design Testing
Installation and integration	Systems installation/decommissioning

SERVICE MANAGEMENT	
<i>Subcategory</i>	<i>Skillset</i>
Service strategy	IT management
Service design	Capacity management Availability management
Service transition	Configuration management Asset management Change management Release and deployment
Service operation	System software Security administration Radio frequency engineering Applications support IT Operations Database administration Storage management Network support Problem management Service desk and incident management IT estate management

Job Activities

Within each of the subcategories SFIA provides more detail which codifies, identifies and describes the specific 'Skillsets' for the subcategory. The 'Skillsets' required to perform this role are as follows:

Strategy and architecture

Subcategory: Information strategy – Skillset: IT Governance GOVN: The establishment and oversight of an organisation's approach to the use of Information and IT, including acceptance of responsibilities in respect of both supply of, and demand for IT; strategic plans for IT, which satisfy the needs of the organization's business strategy (which, in turn, takes into account the current and future capabilities of IT); transparent decision making, leading to valid reasons for IT acquisitions with appropriate balance between benefits, opportunities, costs, and risks; provision of IT services, levels of service and service quality which meet

current and future business requirements; policies and practices for conformance with mandatory legislation and regulations, which demonstrate respect for the current and evolving needs of all stakeholders.

Subcategory: Information strategy – Skillset: **Information management IRMG**: The overall management of the use of all types of information, structured and unstructured, whether produced internally or externally, to support decision-making and business processes. Encompasses development and promotion of the strategy and policies covering the design of information structures and taxonomies, the setting of policies for the sourcing and maintenance of the data content, and the development of policies, procedures, working practices and training to promote compliance with legislation regulating the management of records, and all aspects of holding, use and disclosure of data.

Subcategory: Information strategy – Skillset: **Information security SCTY**: The management of, and provision of expert advice on, the selection, design, justification, implementation and operation of information security controls and management strategies to maintain the confidentiality, integrity, availability, accountability and relevant compliance of information systems with legislation, regulation and relevant standards.

Subcategory: Information strategy – Skillset: **Information analysis INAN**: The validation and analysis of information, including the ability to discover and quantify patterns in data of any kind, including numbers, symbols, text, sound and image. The relevant techniques include statistical and data mining or machine learning methods such as rule induction, artificial neural networks, genetic algorithms and automated indexing systems.

Subcategory: Advice and guidance – Skillset: **Consultancy CNSL**: The provision of advice and recommendations, based on expertise and experience, to address client needs. May deal with one specific aspect of IT and the business, or can be wide ranging and address strategic business issues. May also include support for the implementation of any agreed solutions.

Subcategory: Advice and guidance – Skillset: **Technical specialism TECH**: The development and exploitation of expertise in any specific area of technology, technique, method, product or application area.

Subcategory: Business strategy and planning – Skillset: **Research RSCH**: The advancement of knowledge in one or more fields of IT by innovation, experimentation, evaluation and dissemination, carried out in pursuit of a predetermined set of research goals.

Subcategory: Business strategy and planning – Skillset: **Innovation INOV**: The capability to recognise and exploit business opportunities provided by IT, (for example, the Internet), to ensure more efficient and effective performance of organisations, to explore possibilities for new ways of conducting business and organisational processes, and to establish new businesses.

Subcategory: Technical strategy and planning – Skillset: **Emerging technology monitoring EMRG**: The identification of new and emerging hardware, software and communication technologies and products, services, methods and techniques and the assessment of their relevance and potential value as business enablers, improvements in cost/performance or sustainability. The promotion of emerging technology awareness among staff and business management.

Subcategory: Technical strategy and planning – Skillset: **Continuity management COPL**: The provision of service continuity planning and support. This includes the identification of information systems which support critical business processes, the assessment of risks to those systems' availability, integrity and confidentiality and the co-ordination of planning, designing, testing and maintenance procedures and contingency plans to address exposures and maintain agreed levels of continuity. This function should be performed as part of, or in close cooperation with, the function which plans business continuity for the whole organisation.

Subcategory: Technical strategy and planning – Skillset: **Network planning NTPL**: The creation and maintenance of overall network plans, encompassing the communication of data, voice, text and image, in the support of an organisation's business strategy. This includes participation in the creation of service level agreements and the planning of all aspects of infrastructure necessary to ensure provision of network services to meet such agreements. Physical implementation may include copper wire, fibre-optic, wireless, or any other technology.

Subcategory: Technical strategy and planning – Skillset: **Solutions architecture ARCH**: The design and communication of high-level structures to enable and guide the design and development of integrated solutions that meet current and future business needs.

Changes to service, process, organisation, operating model and other aspects may be required in addition to technology components, and solutions must demonstrate how agreed requirements (such as automation of business processes) are met, any requirements which are not fully met or, and any options or considerations which require a business decision.

The provision of comprehensive guidance on the development of, and modifications to, solution components to ensure that they take account of relevant architectures, strategies, policies, standards and practices and that existing and planned solution components remain compatible.

Subcategory: Technical strategy and planning – Skillset: **Data management DATM**: The management of practices and processes to ensure the integrity, safety and availability of all forms of data and data structures that make up the organisation's information. The management of data and information in all its forms and the analysis of information structure (including logical analysis of taxonomies, data and metadata). The development of innovative ways of managing the information asset of the organisation.

Subcategory: Technical strategy and planning – Skillset: **Methods and tools METL**: Ensuring that appropriate methods and tools for the planning, development, testing, operation, management and maintenance of systems are adopted and used effectively throughout the organisation.

Business Change

Subcategory: Business change implementation – Skillset: **Project Management PRMG**: The management of projects, typically (but not exclusively) involving the development and implementation of business processes to meet identified business needs, acquiring and utilising the necessary resources and skills, within agreed parameters of cost, timescales, and quality.

Solutions Development and Implementation

Subcategory: Systems development – Skillset: **Network design NTDS**: The production of network designs and design policies, strategies, architectures and documentation, covering voice, data, text, e-mail, facsimile and image, to support business requirements and strategy. This may incorporate all aspects of the communications infrastructure, internal and external, mobile, public and private, Internet, Intranet and call centres.

Subcategory: Systems development – Skillset: **Database/repository design DBDS**: The specification, design and maintenance of mechanisms for storage and access to both structured and unstructured information, in support of business information needs.

Subcategory: Systems development – Skillset: **Testing TEST**: Testing embraces the planning, design, management, execution and reporting of tests, using appropriate testing tools and techniques and conforming to agreed process standards and industry specific regulations. The purpose of testing is to ensure that new and amended systems, configurations, packages, or services, together with any interfaces, perform as specified, and that the risks associated with deployment are adequately understood and documented. Testing includes the process of engineering, using and maintaining testware (test cases, test scripts, test reports, test plans, etc.) to measure and improve the quality of the software being tested.

Subcategory: Installation and integration – Skillset: **Systems installation/decommissioning HSIN**: The installation, testing, implementation or decommissioning and removal of cabling, wiring, equipment, hardware and appropriate software, following plans and instructions and in accordance with agreed standards. The testing of hardware and software components, resolving malfunctions found and recording the results. The reporting of details of hardware and software installed so that configuration management records can be updated.

Service Management

Subcategory: Service strategy – Skillset: **IT management ITMG**: The management of the IT infrastructure and resources required to plan for, develop, deliver and support IT services and products to meet the needs of a business. The preparation for new or changed services, management of the change process and the maintenance of regulatory, legal and professional standards. The management of performance of systems and services in terms of their contribution to business performance and their financial costs and sustainability. The management of bought-in services. The development of continual service improvement plans to ensure the IT infrastructure adequately supports business needs.

Subcategory: Service design – Skillset: **Capacity management CPMG**: The management of the capability, functionality and sustainability of service components (including hardware, software and network) to meet

current and forecast needs in a cost effective manner. This includes dealing with both long-term changes and short-term variations in the level of demand, and deployment, where appropriate, of techniques to modify demand for a particular resource or service.

Subcategory: Service design – Skillset: **Availability management AVMT**: The definition, analysis, planning, measurement and improvement of all aspects of the availability of IT services. The overall control and management of service availability to ensure that the level of service delivered in all services is matched to or exceeds the current and future agreed needs of the business, in a cost effective manner.

Subcategory: Service transition – Skillset: **Configuration management CFMG**: The lifecycle planning, control and management of the assets of an organisation (such as documentation, software and service assets, including information relating to those assets and their relationships). This involves identification, classification and specification of all configuration items (CIs) and the interfaces to other processes and data. Required information relates to storage, access, service relationships, versions, problem reporting and change control of CIs. The application of status accounting and auditing, often in line with acknowledged external criteria such as ISO 9000 and ISO/IEC 20000, throughout all stages of the CI lifecycle, including the early stages of system development.

Subcategory: Service transition – Skillset: **Asset management ASMG**: The management of the lifecycle for service assets (hardware, software, intellectual property, licences, warranties etc) including inventory, compliance, usage and disposal, aiming to optimise the total cost of ownership and sustainability by minimising operating costs, improving investment decisions and capitalising on potential opportunities. Knowledge and use of international standards for software asset management and close integration with change and configuration management are examples of enhanced asset management development.

Subcategory: Service transition – Skillset: **Change management CHMG**: The management of change to the service infrastructure including service assets, configuration items and associated documentation, be it via request for change (RFC), emergency changes, incidents or problems, providing effective control and treatment of risk to the availability, performance, security and compliance of the business services impacted.

Subcategory: Service transition – Skillset: **Release and deployment RELM**: The management of the processes, systems and functions to package, build, test and deploy changes and updates (which are bounded as “releases”) into a live environment, establishing or continuing the specified Service, to enable controlled and effective handover to Operations and the user community.

Subcategory: Service operation – Skillset: **System software SYSP**: The provision of specialist expertise to facilitate and execute the installation and maintenance of system software such as operating systems, data management products, office automation products and other utility software.

Subcategory: Service operation – Skillset: **Security administration SCAD**: The authorisation and monitoring of access to IT facilities or infrastructure in accordance with established organisational policy. Includes investigation of unauthorised access, compliance with relevant legislation and the performance of other administrative duties relating to security management.

Subcategory: Service operation – Skillset: **Radio frequency engineering RFEN**: The deployment, integration, calibration, tuning and maintenance of radio frequency (RF) and analogue elements of IT systems.

Subcategory: Service operation – Skillset: **Applications support ASUP**: The provision of application maintenance and support services, either directly to users of the systems or to service delivery functions. Support typically includes investigation and resolution of issues and may also include performance monitoring. Issues may be resolved by providing advice or training to users, by devising corrections (permanent or temporary) for faults, making general or site-specific modifications, updating documentation, manipulating data, or defining enhancements. Support often involves close collaboration with the system's developers and/or with colleagues specialising in different areas, such as Database administration or Network support.

Subcategory: Service operation – Skillset: **IT operations ITOP**: The operation and control of the IT infrastructure (typically hardware, software, data stored on various media, and all equipment within wide and local area networks) required to deliver and support IT services and products to meet the needs of a business. Includes preparation for new or changed services, operation of the change process, the maintenance of regulatory, legal and professional standards, and the monitoring of performance of systems and services in relation to their contribution to business performance, their security and their sustainability.

Subcategory: Service operation – Skillset: **Database administration DBAD**: The installation, configuration, upgrade, administration, monitoring and maintenance of physical databases.

Subcategory: Service operation – Skillset: **Storage management STMG**: The planning, implementation, configuration and tuning of storage hardware and software, covering online storage (Storage Area network, Networked-Attached Storage, Direct Attached Storage), offline storage (backup, archiving), remote and offsite data storage (disaster recovery). Also incorporates storage techniques such as tiered or hierarchical storage, data de-duplication, storage virtualisation, optimisation, quota management, future capacity planning, and compliance with data retention and data protection regulations.

Subcategory: Service operation – Skillset: **Network support NTAS**: The provision of network maintenance and support services. Support may be provided both to users of the systems and to service delivery functions. Support typically takes the form of investigating and resolving problems and providing information about the systems. It may also include monitoring their performance. Problems may be resolved by providing advice or training to users about the network's functionality, correct operation or constraints, by devising work-arounds, correcting faults, or making general or site-specific modifications.

Subcategory: Service operation – Skillset: **Problem management PBMG**: The resolution (both reactive and proactive) of problems throughout the information system lifecycle, including classification, prioritisation and initiation of action, documentation of root causes and implementation of remedies to prevent future incidents.

Subcategory: Service operation – Skillset: **Service desk and incident management DCMA**: The processing and coordination of appropriate and timely responses to incident reports, including channelling requests for help to appropriate functions for resolution, monitoring resolution activity, and keeping clients apprised of progress towards service restoration.

Subcategory: Service operation – Skillset: **IT estate management DCMA**: The planning, control and management of all the facilities which, collectively, make up the IT estate. This involves provision and management of the physical environment, including space and power allocation, and environmental monitoring to provide statistics on energy usage. Encompasses physical access control, and adherence to all mandatory policies and regulations concerning health and safety at work.

Supervision and Management of People (Numbers and type of staff)

This role is a matrix management role with a high level of organisational responsibility i.e.

Project Management PRMG – Level 5, *please see job activities section*

This role is expected to lead projects and will require the ability to supervise project team members within the different IT teams and external consultants.

This role is expected to supervise, coach and mentor junior network engineers, apprentices or work placement students within network team. This equates to two members of staff. This role provides escalation for Field Service Engineers and regularly coaches them to deliver a solution.

Creativity and Innovation

Creativity and innovation is a **critical** requirement and is integral to many aspects of the role, from day-to-day operational activities, to the design and delivery of complex high-value IT projects.

Research & development is a continual task within IT in order to review potential opportunities and solutions to business issues/requirements. IT constantly evolves and this role is pivotal in the delivery of creative and innovative solutions on a regular basis, with limited time and budget.

SFIA skillset: **Innovation INOV** Level 5 – *please see job activities section*

Property and Equipment

SFIA Skillset: Systems installation/decommissioning HSIN Level 5 Shared responsibility for Equipment ranging from £10K - £1m for hardware, software licencing and services. Takes responsibility for installation projects, providing effective team leadership, including information flow to and from the customer during project work. Develops and implements quality plans and method statements.

Contacts and Relationships

SFIA Skillset: Supplier relationship management SURE Level 5 (Procurement and management support) and Decisions - *refer to job activities and experience section for details*

Decisions

SFIA Skillset: Supplier relationship management SURE Level 4 - *refer to job activities and experience section for details*

SFIA Skillset: Problem management PBMG Level 4: - *refer to job activities and experience section for details*

SFIA Skillset: Change management CHMG Level 4: - *refer to job activities and experience section for details*

(i) Discretion

Influences team and specialist peers internally. Influences customers at account level and suppliers. Has some responsibility for the work of others and for the allocation of resources. Participates in external activities related to own specialism. Makes decisions which influence the success of projects and team objectives.

(ii) Consequences

Technical experts on the ground are often the best placed to make quick decisions on how to restore service. Only where a large scale impact across the College could result from a decision by the post holder will they escalate to senior management, ITMT.

Autonomy Works under general direction within a clear framework of accountability. Exercises substantial personal responsibility and autonomy. Plans own work to meet given objectives and processes.

Resources

SFIA Skillset: Systems installation/decommissioning HSIN Level 5 - - refer to job activities and experience section for details

ENVIRONMENT

i. Work Demands

With the nature of IT and considerable complexity throughout the IT environment, there will be a considerable impact on meeting deadlines. The post holder establishes organisational objectives and delegates responsibilities. The post holder is accountable for actions and decisions taken by self and subordinates, and where necessary will be expected to work outside normal hours to rectify any service problems caused by 'Major Incidents'. Restoring key services may involve overnight or weekend commitment at short notice. Work life balance will at times be challenged.

The role has defined authority and responsibility for a significant area of work, including technical, financial and quality aspects.

This role receives very little supervision, it is expected that the post holder will define and deliver objectives based on limited direction.

ii. Physical

See **property and equipment** some work at height, working in external environments and confined spaces may be required; adhering to full safety training and safe working practices both self and team. Majority of day to day operations includes working online with minimal physical activity.

iii. Working conditions

The majority of the work will be desk based with some out of hours remote working, from home. On a few occasions there may be a requirement to work in a data centre, switch room, or switch cupboard. These vary in condition. There may occasionally be a requirement to work at various outreach centres which again vary in the quality of environment.

iv. Work Context

All IT staff must take note of their working environment whether desk based or working in other locations. IT Staff who work the majority of the time on a PC/desk must be aware of correct posture and the requirements to take regular screen breaks.

KNOWLEDGE AND SKILLS

Qualifications

HNC in relevant subject or equivalent	Essential
Degree in relevant subject	Desirable
Project Management (PRINCE 2)	Desirable
Vendor certifications (CCNA, MCSA, VCP)	Advantageous

EXPERIENCE

Demonstrates the following experience up to SFIA **Level 5 being competent to** 'ensure and advise' for following Skillsets:

IT Governance GOVN: [Essential] [5] Reviews information systems for compliance with legislation and specifies any required changes. Responsible for ensuring compliance with organisational policies and procedures and overall information management strategy.

Information management IRMG: [Essential] [4] Understands and complies with relevant organisational policies and procedures, taking responsibility for assessing and managing risks around the use of information. Ensures that information is presented effectively. Ensures that effective controls are in place for internal delegation, audit and control and that the board receives timely reports and advice that will inform their decisions.

Information security SCTY: [Essential] [4] Conducts security risk and vulnerability assessments for defined business applications or IT installations in defined areas, and provides advice and guidance on the application and operation of elementary physical, procedural and technical security controls (e.g. the key controls defined in ISO27001). Performs risk and vulnerability assessments, and business impact analysis for medium size information systems. Investigates suspected attacks and manages security incidents.

Information analysis INAN: [Essential] [4] assesses the integrity of data from various sources (including, for example, from sensors and measurement systems). Applies a variety of analytical and presentational techniques, in consultation with experts if appropriate, and with sensitivity to the limitations of the techniques.

Consultancy CNSL: [Essential] [5] Takes responsibility for understanding client requirements, collecting data, delivering analysis and problem resolution. Identifies, evaluates and recommends options, implementing if required. Collaborates with, and facilitates stakeholder groups, as part of formal or informal consultancy agreements. Seeks to fully address client needs, enhancing the capabilities and effectiveness of client personnel, by ensuring that proposed solutions are properly understood and appropriately exploited.

Technical specialism TECH: [Essential] [5] maintains an in-depth knowledge of specific technical specialisms, and provides expert advice regarding their application. Can supervise specialist technical consultancy. The specialism can be any aspect of information or communication technology, technique, method, and product or application area.

Research RSCH: [Essential] [5] Agrees research goals and generates original and worthwhile ideas in a specialised IT field. Develops, reviews and constructively criticises ideas, possibly leading a small research team, making necessary observations and tests and carrying them through to a full practical demonstration, wherever viable and feasible. Where necessary, designs data collection tools and techniques for both qualitative and quantitative data. Presents papers at conferences, writes papers of publication quality, and presents reports to clients.

Innovation INOV: [Essential] [5] actively monitors for, and seeks, opportunities, new methods and trends in IT capabilities and products to the advancement of the organisation. Clearly articulates, and formally reports their benefits.

Emerging technology monitoring EMRG: [Essential] [5] monitors the market to gain knowledge and understanding of currently emerging technologies. Identifies new and emerging hardware and software technologies and products based on own area of expertise, assesses their relevance and potential value to the organisation, contributes to briefings of staff and management.

Continuity management COPL: [Desirable] [4] Provides input to the service continuity planning process and implements resulting plans.

Network planning NTPL: [Essential] [5] Creates and maintains network plans for own area of responsibility, contributes to setting service level agreements, and plans the infrastructure necessary to provide the network services to meet such agreements.

Solutions architecture ARCH: [Essential] [5] uses appropriate tools, including logical models of components and interfaces, to contribute to the development of systems architectures in specific business or functional areas. Produces detailed component specifications and translates these into detailed designs for implementation using selected products. Within a business change programme, assists in the preparation of technical plans and cooperates with business assurance and project staff to ensure that appropriate technical resources are made available. Provides advice on technical aspects of system development and integration (including requests for changes, deviations from specifications, etc.) and ensures that relevant technical strategies, policies, standards and practices are applied correctly.

Data management DATM: [Essential] [4] Takes responsibility for the accessibility, retrievability and security of specific subsets of information. Provides advice on the transformation of information from one format/medium to another, where appropriate. Maintains and implements information handling procedures. Enables the availability, integrity and search ability of information through the application of formal data structures and protection measures. Manipulates specific data from information services, to satisfy local or specific information needs.

Methods and tools METL: [Desirable] [4] Provides expertise and support on use of methods and tools.

Project Management PRMG: [Essential] [5] takes full responsibility for the definition, documentation and satisfactory completion of medium-scale projects (typically lasting 6-12 months, with direct business impact, teams of 3-5 and firm deadlines). Identifies, assesses and manages risks to the success of the project. Ensures that realistic project and quality plans are prepared and maintained and provides regular and accurate reports to stakeholders as appropriate. Ensures Quality reviews occur on schedule and according to procedure. Manages the change control procedure, and ensures that project deliverables are completed

within planned cost, timescale and resource budgets, and are signed off. Provides effective leadership to the project team, and takes appropriate action where team performance deviates from agreed tolerances.

Network design NTDS: [Essential] [5] Produces outline system designs and specifications, and overall architectures, topologies, configuration databases and design documentation of networks and networking technology within the organisation. Specifies user/system interfaces, including validation and error correction procedures, processing rules, access, security and audit controls. Assesses associated risks, and specifies recovery routines and contingency procedures. Translates logical designs into physical designs.

Database/repository design DBDS: [4] Develops and maintains specialist knowledge of database concepts, object and data modelling techniques and design principles and a detailed knowledge of database architectures, software and facilities. Analyses data requirements to establish, modify or maintain object/data models. Evaluates potential solutions, demonstrating, installing and commissioning selected products.

Testing TEST: [Essential] [4] Accepts responsibility for creation of test cases using own in-depth technical analysis of both functional and non-functional specifications (such as reliability, efficiency, usability, maintainability and portability). Creates traceability records, from test cases back to requirements. Produces test scripts, materials and regression test packs to test new and amended software or services. Specifies requirements for environment, data, resources and tools. Interprets, executes and documents complex test scripts using agreed methods and standards. Records and analyses actions and results, and maintains a defect register. Reviews test results and modifies tests if necessary. Provides reports on progress, anomalies, risks and issues associated with the overall project. Reports on system quality and collects metrics on test cases. Provides specialist advice to support others.

Systems installation/decommissioning HSIN: [Essential] [5] Takes responsibility for installation projects, providing effective team leadership, including information flow to and from the customer during project work. Develops and implements quality plans and method statements. Monitors the effectiveness of installations and ensures that appropriate recommendations for change are made.

IT management ITMG: [Essential] [5] Takes responsibility for the design, procurement, installation, upgrading, operation, control, maintenance (including storage and communication of data, voice, text, audio and images) and effective use of IT infrastructure components and monitors their performance. Provides technical management of an IT operation, ensuring that agreed service levels are met and all relevant procedures are adhered to. Schedules and supervises all maintenance and installation work. Ensures that operational problems are identified and resolved. Provides appropriate status and other reports to specialists, users and managers. Ensures that operational procedures and working practices are fit for purpose and current.

Capacity management CPMG: [Essential] [4] Monitors service component capacity and initiates actions to resolve any shortfalls according to agreed procedures. Applies techniques to modify demand for a particular resource or service.

Availability management AVMT: [Essential] [5] Provides advice, assistance and leadership associated with the planning, design and improvement of service and component availability, including the investigation of all breaches of availability targets and service non-availability, with the instigation of remedial activities. Plans arrangements for disaster recovery together with supporting processes and manages the testing of such plans.

Configuration management CFMG: [Essential] [3] Administers configuration items (CIs) and related information. Applies tools, techniques and processes for administering CIs and related information, ensuring protection of assets and components from unauthorised change, diversion and inappropriate use.

Asset management ASMG: [Essential] [4] Controls IT assets in one or more significant areas, ensuring that administration of the acquisition, storage, distribution, movement and disposal of assets is carried out. Produces and analyses registers and histories of authorised assets (including secure master copies of software, documentation, data, licenses and agreements for supply, warranty and maintenance), and verifies that all these assets are in a known state and location. Ensures that there are no unauthorised assets such as unlicensed copies of software.

Change management CHMG: : [Essential] [3] Develops, documents and implements changes based on requests for change. Applies change control procedures.

Release and deployment RELM: [Essential] [5] leads the assessment, analysis, planning and design of release packages, including assessment of risk. Liaises with business and IT partners on release scheduling and communication of progress. Conducts post release reviews. Ensures release processes and procedures are applied.

System software SYSP: [Essential] [5] Evaluates new system software, reviews system software updates and identifies those that merit action. Ensures that system software is tailored to facilitate the achievement of service objectives. Plans the installation and testing of new versions of system software. Investigates and coordinates the resolution of potential and actual service problems. Ensures that operational documentation for system software is fit for purpose and current. Advises on the correct and effective use of system software.

Security administration SCAD: [Essential] [4] Investigates identified security breaches in accordance with established procedures and recommends any required actions. Assists users in defining their access rights and privileges, and administers logical access controls and security systems. Maintains security records and documentation.

Radio frequency engineering RFEN: [Essential] [5] Develops maintenance schedules and procedures. Approves equipment upgrades and modifications. Monitors system performance, recommends equipment modifications and changes to operating procedures, servicing methods and schedules.

Application support ASUP: [Essential] [3] Identifies and resolves issues with applications, following agreed procedures. Uses application management software and tools to collect agreed performance statistics. Carries out agreed applications maintenance tasks.

IT operations ITOP: [Essential] [4] Provides technical expertise to enable the correct application of operational procedures. Uses network management tools to determine network load and performance statistics. Contributes to the planning and implementation of

Database administration DBAD: [Essential] [5] Drafts and maintains procedures and documentation for databases. Manages database configuration including installing and upgrading software and maintaining relevant documentation. Contributes to the setting of standards for database objects and ensures conformance to these standards. Monitors database activity and resource usage. Optimises database performance and plans for forecast resource needs.

Storage management STMG: [Essential] [5] manages the storage and backup systems to provide agreed service levels. Responsible for creating, improving, and supporting quality IT services with optimal utilisation of storage resources, ensuring Data Security, Availability and integrity of business data. Drafts standards, procedures and guidelines for implementing data protection and disaster recovery functionality for all business applications and business data using different online and offline storage devices.

Network support NTAS: [Essential] [4] Maintains the network support process and checks that all requests for support are dealt with according to agreed procedures. Uses network management software and tools to investigate and diagnose network problems, collect performance statistics and create reports, working with users, other staff and suppliers as appropriate.

Problem management PBMG: [Essential] [5] Ensures that appropriate action is taken to anticipate, investigate and resolve problems in systems and services. Ensures that such problems are fully documented within the relevant reporting system(s). Coordinates the implementation of agreed remedies and preventative measures. Analyses patterns and trends.

Service desk and incident management USUP: [Essential] [4] ensures that incidents and requests are handled according to agreed procedures. Ensures that documentation of the supported components is available and in an appropriate form for those providing support. Creates and maintains support documentation.

IT estate management DCMA: [Essential] [5] Develops and maintains the standards, processes and documentation for data centres. Optimises efficiency in population of data centre space. Ensures adherence to all relevant policies and processes. Uses data centre management tools to plan, record and manage the types of infrastructure installed and the associated power, space and cooling capabilities, usage and actions to meet corporate sustainability targets.

This job description may be subject to review, and the post-holder may be required to undertake reasonable additional duties commensurate with the grade of the post.

JOB DESCRIPTION

Post title	IT Business Solutions Developer (EC034)
Department / Section	IT
Responsible To	Service Lead – Development

Overall Purpose of Job
<p>Working as part of the Digital Development Team, to design, develop, test, deploy and maintain all internal server-side and client-side code for Edinburgh College’s full suite of applications, interfaces, websites and microsites.</p> <p>To drive, advise and build the development of technical innovation within the College. To contribute to and comply with the College’s internal solution architecture, and standards.</p> <p>System design, development and testing will be performed utilising the Microsoft Stack, programming in C# and the .NET Framework. Database creation and administration using Microsoft SQL Server. Agile project management exposure is essential to this role (DSDM).</p>

Main Duties and Responsibilities
<p>This role provides the specialist skills required to deliver the IT Digital Road Map. These specialist skills are:</p> <ul style="list-style-type: none"> - C# .NET Framework - SQL Server - Agile DSDM - Dynamics CRM <p>Consultation; design; testing; and project implementation are also included in the broad skill set required for the role.</p> <p>Developments will be delivered using C# and the .NET framework.</p> <p>Agile project management methodology will be used, the role must:</p> <ul style="list-style-type: none"> - Be highly collaborative - Work closely with the customer - Deploy early to enable amendments - Prioritise customer requirements regularly <p>The position requires high communication skills, must be solutions driven and highly adaptable towards end business benefits outlined within the projects.</p> <p>Scrum meetings will be held three times per week, the position has a requirement to play a wide variety of roles within these meetings such as Scrum master, Solutions Developer, Technical Business Advisor and Business Visionary.</p> <p>The duties include, translation of user stories to creation of tasks within Microsoft Team Foundation Server, Development/ maintenance on Edinburgh Colleges Website/intranet, existing applications and Experience using SQL.</p> <p>There is a requirement to mentor junior members of the team in order to share knowledge and develop skills within the team. Prioritisation of tasks and managing expectations on business crucial demands.</p>

Please note that appointment to any post at Edinburgh College is subject to satisfactory completion of all recruitment checks. A start date cannot be confirmed until the College is in receipt of a satisfactory PVG disclosure



For the future you want

JOB DESCRIPTION AND PERSON SPECIFICATION

Job title

Interaction & Graphic Designer

Grade

Band F

Faculty/Department

Curriculum Planning & Performance

Reports to

Development Service Lead

Position summary

The role of interaction & graphic designer will work out the best way to let users interact with services, in terms of both overall flow and at the level of individual design elements. This will be followed through to creating graphic elements.

The role will involve the use of layout, spacing, colour, type and iconography to ensure that content is legible and readable, and that interactions are seen and understood by users.

You will work on designing Edinburgh College's Digital Platforms in line with our Digital Strategy. This work will focus on user experience and accessibility to ensure our Digital Platforms are inclusive to all in line with WCAG 2.1 regulations.

Line management responsibilities (if applicable)

N/A

Main duties
Duties/responsibilities:
Research into users' online behaviours
Producing a central image library for digital functions
Support field research and usability testing
Produce interactive designs in line with current accessibility regulations
Produce Clickable Prototypes
Support further implementation of UX throughout Edinburgh College
Note: In addition to these duties, employees are required to carry out such other duties as may reasonably be required.

Knowledge/Qualifications	
Essential:	HND in Graphic Design or Equivalent
Desirable:	Project management certification
Experience	
Essential:	User Experience Exposure Web applications digital design experience
Desirable:	Service Design
Date Completed	27.11.2020
Authorised (Head of Faculty/Department)	
Reviewed/updated on	

JOB DESCRIPTION

POST: Business Analyst

PRINCIPAL DUTIES

To assist in the implementation of innovative technology solutions in a cost-effective way by determining the requirements of a project or program, documenting and communicating them clearly to all stakeholders.

MAJOR TASKS/JOB ACTIVITIES

- To collate, understand and transmit the business requirements for IS projects, translating these into functional specifications and detailed test plans
- To analyse and document business data flows, procedures and current system dependencies/inter-relationships
- To document workflows and results of business analysis and obtain sign-off from clients on the specifications
- To contribute to the preparation of user/system test plans and documentation
- To provide the link between the client, development team and any third party regarding software functionality
- To design and execute the test scenarios and test scripts
- Day to day management of change requests in relation to the project plans to ensure agreed timelines are met
- To produce agreed project plans and progress reports showing progress against milestones, status, resource requirements, issues, risks and dependencies
- To contribute to the training plans and client training for new systems and processes
- To ensure that User and System documentation exists for all systems and is updated as necessary following system amendments
- To proactively communicate and collaborate with external and internal customers to analyse information needs and functional requirements to deliver an improved service, system or information flow.
- To participate in the demand management process and develop or assist in the development of business cases relating to new systems or current system changes.
- .To project manage and lead a number of key projects

General

All College job descriptions may be subject to change as posts develop and evolve. Post holders are expected to carry out activities within their ability/experience and within the overall remit and spirit of the post.

This job description is subject to such amendment as the developing work of the College makes necessary.

Our Ref: 018/21

As of 1 October 2012, Edinburgh's Telford College, Jewel & Esk College and Stevenson College merged to create a single college called Edinburgh College.

We refer to your request for information dated 20 August 2021. The College has considered your request as a request for information under section 1 of the Freedom of Information (Scotland) Act 2002 ("FOISA").

018/21 (1): Thank you for confirming on 24 September 2021 that you are content to reduce the scope of your FOI to the following: "I can accept a file containing "supplier statistics" instead. This would be a file where each row shows only the total amount paid to a certain supplier in a certain year [...] For this purpose I could also limit my request to the year 2020."

Please find requested information attached.

Please note, the College has redacted information where one or both of the following exemptions apply:

- personal data - exempt under Section 38 of the FOI(S) Act 2002
- substantially prejudice the commercial interests of an organisation – exempt under Section 33 of the FOI(S) Act 2002

Edinburgh College is subject to the provisions of the Freedom of Information (Scotland) Act (FOISA) 2002. If you are dissatisfied with this response, you may ask the college to review this decision. To do this, please contact the Head of Communications, Policy and Research at the postal address below or e-mail the Head of Communications, Policy and Research at governance@edinburghcollege.ac.uk describing your original request and explaining your grounds for dissatisfaction. (Please include in your review request, your name and home address for correspondence).

You have 40 working days from receipt of this letter to submit a review request to:

Head of Communications, Policy and Research

4th Floor

Edinburgh College (Milton Road Campus)

[24 Milton Road East](#)

[Edinburgh](#)

[EH15 2PP](#)

When the review process has been completed and if you are still dissatisfied, you may ask the Scottish Information Commissioner to intervene.

The Commissioner's online appeal service is available from their website:

www.itspublicknowledge.info/Appeal

The online appeal service is available 24/7 and offers you real time help and advice about your appeal.

You must appeal to the Commissioner within six months of receiving the review decision.

You also have the right to appeal to the Court of Session on a point of law following a decision of the Commissioner.

Regards

FOI Team

Supplier	Total amount paid (1 Jan – 31 Dec 2020)
Sqa	£851,556.25
EDF Energy	£609,908.77
Cec Collection	£314,412.44
Home Tuition Scotland	£300,451.63
Total Gas and Power Ltd	£263,310.41
Gordon & Halliday	£259,823.35
Zurich Municipal	£168,153.83
theorise	£164,950.35
Viridor Enviroscot Ltd	£107,430.31
Bnp Paribas Leasing Solutions Ltd	£100,796.65
Business Stream	£90,073.96
Health Opportunities Team	£89,197.50
Kingston University	£89,000.00
Apuc Ltd	£85,448.46
Education Software Solutions Ltd	£78,781.00
Academia Ltd	£78,293.71
Claremont Office Furniture Ltd	£76,657.50
British Telecom (BT) PLC	£71,865.22
Turners Ltd	£68,771.52
E Russum & Sons Ltd	£57,254.84
Jewson Ltd	£53,755.18
Salon Services	£52,059.00
E A Ellison	£51,142.75
Boyle Training & Consultancy Ltd	£49,260.00
Engineering Agencies Ltd	£49,091.62
Bidfood	£48,303.65
Anglian Water Business	£46,377.20
Blackwells Uk Ltd	£45,483.31
Alliance National	£44,963.95
J Sives Surfacing Ltd	£42,999.08
Studylink Tours	£42,727.80
City & Guilds	£39,773.64
European Electronique Ltd	£39,754.00
Republic of Media Ltd	£38,588.90
3i Training & Consultancy Ltd	£38,482.95
Logicalis Uk	£37,083.17
Computer Systems Integration Ltd	£36,398.77
University of the Arts London	£36,285.00
Anderson Strathern	£36,001.20
Inisoft	£35,829.00
Proactive UK	£35,790.66
St Andrews Management Centre Ltd	£34,675.90
Abacus Coaching Ltd	£34,470.88
Softcat Ltd	£33,650.84
Vocational Training Charitable Trust	£33,178.00
BDO LLP	£32,146.45
IMI Awards	£31,585.20
JM Potential	£31,514.51
Edmundson Electrical Ltd	£30,490.02
Innovation Digital Limited	£29,682.00
Christopher James Contracts Ltd	£29,596.29
Hewlett Packard	£29,113.13
Capital Solutions	£28,011.80
Everything Everywhere Ltd (Orange)	£27,933.49
Mgm Timber (Scotland) Ltd	£27,504.21
Digital Bricks	£26,450.00
Stone Technologies Ltd	£25,344.36
Copyright Licensing Agency Ltd	£25,000.00
Azzurro Ltd	£24,924.50
Educational Recording Agency Ltd	£24,616.18
Dental Directory	£24,552.79
Treasure House of Make-Up	£24,267.13
JLA Total Care Ltd	£24,245.50
George Anderson and Sons	£23,768.62
Enrich IT Ltd	£22,977.15
Inst Of Leadership & Management	£21,487.80
The Builders Supply Co Ltd	£21,183.53
Fletcher Joseph (Edinburgh) Limited	£21,140.00

Chess CyberSecurity Ltd	£20,704.00
Select Training Services	£20,430.51
Rexel Uk Ltd	£20,251.43
Rs Components Ltd	£20,081.47
BT IT Services Ltd	£19,944.60
Linkedin Ireland	£19,623.60
Talk Talk Business	£19,279.36
Campbells Prime Meat Ltd	£18,605.50
Etive Consulting Engineers Ltd	£18,145.00
Societe Generale Equipment Finance Ltd	£17,798.25
Colin Campbell Sports Ltd	£17,473.43
Unit4 Business Software Ltd	£17,027.44
McKay Smith Associates	£16,700.43
Siemens Financial Service	£16,666.00
Rogerson Coach Travel	£16,630.25
Den-Co-Wear Ltd	£16,401.59
Daisy Corporate Services Trading Ltd	£15,996.38
Knowbetter Learning & Development	£15,897.75
Screwfix Direct Ltd	£15,298.28
Alphabet GB Ltd	£15,118.55
Collab Group Ltd	£15,000.00
Compass CC Ltd	£14,768.98
Community Playthings	£14,698.00
East Lothian Council	£14,693.00
Bsmart Training Ltd	£14,605.00
Inspiring Solutions (Scot) Ltd	£14,224.50
Illamasqua	£13,936.00
Automotive Leasing	£13,837.48
Mental Health Suicide Prevention Training Ltd	£13,824.90
Demco Europe Ltd	£13,717.00
St Andrews Timber and Building Supplies Ltd	£13,546.91
SilverCloud Health Ltd	£13,366.00
Capito Limited	£12,450.00
Lyreco	£12,323.52
Arco Ltd	£12,273.28
One Call	£12,247.37
Hey Girls CIC	£12,071.55
Pitney Bowes Ltd	£11,866.93
Kenny's Music	£11,760.00
Sabre Rigs Ltd	£11,737.91
Warehouse Express Ltd	£11,534.25
Midlothian Council	£11,314.50
The Junction	£11,292.00
Autism Initiatives UK	£11,254.85
Sight and Sound Technology Ltd	£11,175.56
Ebsco Information Services	£10,780.00
Health Environment & Risk Training	£10,496.90
People Asset Management Ltd	£10,482.00
Cromwell Tools	£10,391.85
Chartered Insitute Of Personnel And Development	£10,062.00
Lothian Mechanical Handling	£10,041.02
Hardedge Limited	£9,909.50
Dulux Decorator Centres	£9,725.59
Marketline	£9,531.00
William Wilson Ltd	£9,381.66
Roche Audio Visual	£9,337.99
Netfort Technologies Ltd	£9,253.00
Elemis Ltd	£9,250.46
Wolseley Uk Limited	£9,184.80
Key Travel	£9,154.18
EMSI	£9,000.00
Central YMCA Qualifications	£8,801.00
Super Mums Ltd	£8,679.49
Kapow Coaching	£8,550.00
Avison Young (UK) Limited	£8,500.00
Airbase Make Up	£8,244.82
Mobile Mini UK Ltd	£8,153.13
Eal Limited	£8,044.40
Class of Your Own Ltd	£8,000.00
Central Radio Taxis	£7,878.90

Avid Technology Ltd	£7,700.00
UMAL	£7,672.00
Croner Group Ltd	£7,558.32
PAUL Heat Recovery Scotland	£7,502.19
West Lothian Hardware	£7,372.77
Burton Roofing merchants Ltd	£7,364.43
Melrose Rugby Ltd	£7,250.00
Robert Gordon University	£7,200.00
BE Fuelcards Ltd	£7,181.93
Chartered Management Institute	£7,163.51
Howdens Joinery Co	£7,107.22
Digital Photo Solutions Ltd	£7,051.53
Cool Water Direct	£7,040.00
Roslin Safety Limited	£6,827.05
Cylix Limited	£6,750.00
The Spartans Community Stadium Ltd	£6,745.75
Boc Ltd	£6,686.35
Creative Video Productions Ltd	£6,535.37
Succesful Learning Solutions Ltd	£6,527.90
Royal Environmental Health Institute Of Scotland	£6,469.00
Dermalogica	£6,418.17
Texthelp Ltd	£6,356.23
The Ripple Project	£6,264.00
TOPdesk	£6,216.72
Antalis Limited	£6,212.98
Heriot Watt University	£6,209.00
Dance For All	£6,200.00
Aat	£6,105.00
Tectrade Computers Ltd	£5,993.47
Pageone Communications Ltd	£5,960.00
Omniplex (Group) Ltd	£5,950.00
Borders Fire Safety Services Limited	£5,850.00
Nisbets Plc	£5,742.43
Edinburgh Leisure	£5,677.77
Safety Kleen	£5,623.83
WEA Scotland	£5,600.00
Tilgear	£5,491.85
University of Stirling	£5,460.00
Arthur Mckay & Co. Ltd	£5,345.90
Seton Limited	£5,345.03
Bcs Learning & Development Ltd	£5,292.80
Edmin Software	£5,280.00
Legal Recoveries & Collections Ltd	£5,223.96
Iosh Services	£5,135.00
British Sports Trust	£5,000.00
Peak UK Kayaking Co. Ltd	£4,999.80
Scottish Student Sport	£4,943.76
CD-DataHouse Limited	£4,914.04
Midlothian Snowsports Centre	£4,875.30
Cosca	£4,774.00
Metal Supermarkets Uk Ltd	£4,724.13
Worth Global Style Network Ltd	£4,640.00
Thomson Reuters	£4,635.00
G4S Cash Solutions (Uk) Ltd	£4,633.63
PPLPRS Ltd	£4,624.27
KINTO U.K. Ltd	£4,574.04
Superior Model Management	£4,475.00
Aquaco Water Recycling Ltd	£4,421.88
Continental Sports Ltd	£4,384.77
Get Yourself Noticed Ltd	£4,366.55
Survivex Ltd	£4,357.60
Rapid Electronics Ltd	£4,332.88
Wella Company	£4,296.93
Askews & Holts Library Services Ltd	£4,277.43
Streamtec Ltd	£4,275.92
I-Salon	£4,275.55
SPR	£4,255.90
Derrick Sewing Engineers	£4,223.15
Nebosh	£4,200.00
University Of Aberdeen	£4,200.00

Carlton Beauty and Spa Group	£4,180.75
Speedy Hire	£4,067.67
Optimus Education Limited	£4,050.00
Precise Media Monitoring Ltd	£4,000.00
Brightwork Ltd	£3,975.78
Ppg Architectural Coatings	£3,931.27
Total ID Ltd	£3,879.85
Collinson Ceramics (Scotland) Ltd	£3,878.39
Iansyst Ltd	£3,870.40
Studiospares Ltd	£3,849.14
Liftshare.com.Ltd	£3,832.50 (spend towards Liftshare products)
University of the West of Scotland	£3,790.00
Saheliya	£3,720.00
Trinity Academy	£3,477.81
Gladstone Mrm Ltd	£3,337.48
Lothian Buses	£3,337.00
ISS Labour Ltd	£3,315.60
Alpha Marketing (UK) ITD	£3,271.20
English Uk Ltd	£3,221.00
Its Essential It Solutions	£3,180.87
Training Qualifications UK Ltd	£3,140.00
boxxe	£3,132.29
Cadpeople UK Ltd	£3,120.00
Hilti (GB) Ltd	£3,088.68
Park Place Technologies	£3,087.87
Rentokil	£3,052.00
Reach Publishing Services Ltd	£3,050.00
Bridge 8 Hub CIC	£3,040.00
Specialist Crafts Ltd	£3,003.03
COSLA	£3,000.00
Derek Anderson Photography	£3,000.00
Air Products	£2,957.68
PPG Refinish Distribution Ltd	£2,905.52
Fleming Howden Ltd	£2,871.18
Info Technology Supply Ltd	£2,855.52
Black Light Ltd	£2,785.70
Monika	£2,783.00
CloudNet IT Solutions	£2,720.00
Perth Innovation Ltd	£2,702.75
MSC Industrial Supply	£2,677.50
Scottish Association of Minority Ethnic Educators	£2,625.00
Brammer Buck & Hickman	£2,591.60
Saw and Tooling Services	£2,579.83
Bpec Certification Ltd	£2,560.00
Future Proof Learning Ltd	£2,525.00
Fife Creamery Ltd	£2,522.72
EICA Ratho	£2,519.90
Bell Donaldson Steele	£2,495.57
Rybka Ltd	£2,495.00
City Electrical Factors	£2,489.59
Bunzl Cleaning & Hygiene	£2,477.33
Physique Management Co Ltd	£2,427.64
Edinburgh & Lothians Regional Equality Council (ELR)	£2,418.00
Hutton Stone Co Ltd	£2,412.98
Atlas English Ltd	£2,400.00
Springer Nature Ltd	£2,374.05
Quality Scotland	£2,345.50
Bunzl Greenham	£2,336.88
ThirdSpace Ltd	£2,310.00
Sunbelt Rentals Ltd	£2,282.18
Music Village	£2,281.01
Trackyou Ltd	£2,280.55
Leith Community Education Centre	£2,250.00
Bss Group Plc	£2,212.38
Real Adventure	£2,205.00
Grimas BV	£2,204.65
Solid Solutions Management Ltd	£2,200.00
Reed Specialist Recruitment Ltd	£2,154.72
Azets	£2,150.00
NOCN	£2,140.00

Alan Dobbie Glazing	£2,110.00
Hatton Boxing	£2,100.00
Mondrago Multimedia	£2,098.95
Drum Central Edinburgh Ltd	£2,065.33
Bottomline Technologies	£2,064.64
Mabey Hire Ltd	£2,039.06
Nationwide Platforms Ltd	£2,034.34
Fms Fire And Security	£2,025.00
Edward Steel & Craig Ltd	£2,020.66
Forsyth Metal Service Ltd	£2,018.82
Queen Margaret University College	£2,002.50
Occmed Ltd	£2,000.00
Scottish Public Service Ombudsman	£2,000.00
LJ Create	£2,000.00
Blue Arrow	£1,927.13
Duncan Place Community & Enterprise Hub	£1,896.60
Bloomsbury Publishing	£1,883.61
Grahams Dairy	£1,859.52
Eskside Motor Factors Ltd	£1,822.89
Muddy Faces Ltd	£1,807.68
Scientific Lab Supps.Ltd	£1,807.50
Braehead Foods Ltd	£1,803.20
AWMS Ltd	£1,800.00
CF Corporate Finance Ltd	£1,780.00
Canford Audio Limited	£1,769.33
Empee Silk Fabrics Ltd	£1,767.05
Sibcas Ltd	£1,750.58
SIG interiors	£1,732.91
Yorkshire Purchasing Organisation	£1,717.98
APS Group (Scotland) Ltd	£1,712.23
Dataserve Uk	£1,685.15
Eagle Couriers (Scotland) Ltd	£1,656.73
Scotech Welding Supplies Limited	£1,654.14
Scotia Instrumentation Ltd	£1,653.24
The Mountaineering Council of Scotland	£1,637.50
Coolspirit	£1,627.20
Artifax Software Limited	£1,607.20
OHD Ltd	£1,600.00
Motorsport Tools UK Ltd	£1,576.64
Abbot Travel	£1,575.00
U.C.L.E.S.	£1,560.00
ABB Ltd	£1,550.00
Pentland Component Parts Ltd	£1,534.79
SATA UK Ltd	£1,505.80
Chartered Institute Of Marketing	£1,500.00
GVAV Ltd	£1,474.00
The Mathworks	£1,472.00
Multi - Fleet Services Ltd	£1,461.81
Deaf Action	£1,450.00
Wine & Spirit Education Trust	£1,440.50
Seawhite Of Brighton	£1,432.65
China-Britain Business Council	£1,410.00
Sibbald Ltd	£1,396.00
Charlie Irons Coaches	£1,375.00
Dolby Medical Ltd	£1,319.90
Dawson Books Ltd	£1,315.54
TTS Group Ltd	£1,296.15
Technical Progress	£1,280.00
ADT Fire & Security PLC	£1,263.32
Didactic Services Ltd	£1,260.00
Jump Research Ltd	£1,260.00
Keylink Ltd	£1,256.77
The Institution Of Engineering And	£1,250.00
Arnold Clark Car & Van Rental	£1,245.35
St Judes Laundry	£1,225.89
Baymed Healthcare Ltd	£1,225.00
SwanFlight.com	£1,221.67
Kennet Equipment Leasing Ltd	£1,214.90
Curious Seed	£1,200.00
XYZ Training Group	£1,200.00

Haymarket Media Group Ltd	£1,195.00
BPEC Services LTD	£1,187.50
Oracle Corporation Uk Ltd	£1,185.01
Easter Road Plastics Ltd	£1,176.12
Baker Ross Ltd	£1,151.68
Muddy Puddles Ltd	£1,145.23
YMCA Edinburgh	£1,140.00
Mcgregors Signs Ltd	£1,134.00
Rrc Business Training	£1,123.60
Razor Sharp	£1,123.50
The SkillZone	£1,123.50
RMS Publishing	£1,097.76
Reliance Medical Ltd	£1,081.82
Flint Theatrical Chandlers	£1,078.26
Transport Training Skills UK Ltd	£1,077.73
HSS Hire Service Group Ltd	£1,070.84
Allwag Promotions Ltd	£1,052.37
Enhance People Consultants Ltd	£1,050.00
Autodata Limited	£1,020.00
Brenntag Uk Limited	£1,006.06
Swissport GB Ltd	£1,000.00
Shutterstock Inc	£1,000.00
Who Cares Scotland	£1,000.00
Pico Educational Systems Ltd	£1,000.00
JPI Media Publishing Ltd	£1,000.00
Leadership Through Data Ltd	£1,000.00
Live Borders Ltd	£999.60
Distribution Zone Limited	£999.00
Royal Mail	£986.00
Pertemps Recruitment Partnership	£970.64
Centre for Civil Society (LWF)	£960.00
Holyrood Communications Ltd	£950.00
Halfords	£925.39
UK Naric	£925.00
Northern Services	£905.00
Fife College	£900.00
Canongate Communications Ltd	£900.00
NCFE.	£900.00
Steam Futures Ltd	£900.00
Alarm Supplies (Scot) Ltd	£878.80
Association of Hairdressers and Therapists (AHT)	£860.00
Decathlon UK Ltd	£835.37
Uk Council For International Student Affairs	£797.00
Integral Occupational Health Ltd	£787.50
Whaleys (Bradford) Ltd	£783.45
Kloechner Metals UK	£765.88
Richmond Craigmillar Church	£765.00
Shredding Box	£756.00
Allgood Plc	£730.14
CR Systems	£725.00
Alien Rock	£696.28
Crystal Clear International Ltd	£696.00
Deral Ltd	£695.00
RPE2Fit Ltd	£685.00
Carlisle Fluid Technologies UK Ltd	£683.72
Arjo Ltd	£681.65
Brogan Fuels	£676.50
Morplan	£671.88
Aqua Leisure Ltd	£665.16
Welch Fishmongers	£651.82
citb	£651.00
Vanix LLP	£650.00
Axminster Tools Centre Ltd	£647.13
Machine Mart Limited	£639.84
Engineering Tools & Consumables Ltd	£624.28
Piano Pete	£618.33
Flowman Leisure	£603.77
The Scottish Tourism Alliance	£600.00
Changing the Chemistry SCIO	£600.00
Firefly Business Solutions Ltd	£600.00

Eve Taylor	£586.54
GHD	£556.27
R A Cox	£556.00
Hospital Pipeline Installations Ltd	£550.00
British Council	£550.00
West Pilton Neighbourhood Centre	£535.00
Mountain Motion	£530.00
RAC Motoring Services	£527.53
Caleylock	£526.50
The Microscope Co.	£520.00
Crossbow Education Ltd	£510.31
Retro Cars Ltd	£500.00
Ashgrove Trading	£500.00
South Africa Business Association	£500.00
Wrights Of Lymm Ltd	£489.50
Dingbro Ltd	£488.77
Breaking the Silence Ltd	£485.00
Image Scotland Ltd	£483.60
Reader Options Ltd	£477.00
Technology Supplies Ltd	£470.75
Kaplan Publishing	£468.00
Gmp Print Solutions Ltd	£467.50
Jp Lennard	£465.82
Bidfood Catering Equipment	£464.90
SH Jones Wine Ltd	£455.69
Multi Marque Production Engineering Ltd	£453.73
Scottish Social Services Council	£450.00
Your The Hero Training	£450.00
Stanley Security Solutions Ltd	£449.52
Sweet Squared Ltd	£448.40
Cpc	£442.96
Forth Engineering Services Ltd	£434.87
Traverse	£413.45
Scientific & Chemical Supplies Ltd	£402.42
Besca Ltd	£400.00
Ucas Media Service	£400.00
SmartWater Technology Research Ltd	£375.00
BIIAB Qualifications Ltd (BIIABQL)	£368.35
Muraspec Decorative Solutions	£363.06
Fire Protection Group Ltd	£360.00
The Flash Centre	£360.00
Cefm Ltd	£353.64
David Lloyd Leisure Ltd	£350.00
Chartered Institute of Linguistics	£350.00
Deltec Courier	£339.72
Kelso Tools	£336.00
ResDiary	£326.00
Pivot Point Education Ltd	£323.25
Fake Bake Uk Ltd	£320.50
Heart Educational Supplies	£315.63
Bes	£311.24
Toyota Material Handling UK Ltd	£309.82
City Plumbing Supplies	£300.48
Scottish Council for Voluntary Organisations (SCVO)	£300.00
gb-gas.co.uk	£299.00
Duncan Stewart Textiles Ltd	£297.50
The Scottish Football Assoc Ltd	£292.50
Cameratiks	£290.00
Campbell Brothers Fish Ltd	£287.77
Alexander (Scotland) Co Ltd	£285.22
ELE International	£276.89
Casella	£275.00
Office Papers Ltd	£268.10
Muscle Finesse Ltd	£267.05
King Communication & Security Ltd	£255.00
Careersoft	£254.00
Reactec Ltd	£252.00
Thatcham Research	£250.00
Perth College (UHI)	£247.50
DIAGNOSTIC 2000 LIMITED	£240.00

Screen Colour Systems	£219.80
Inverness College	£215.00
Wurth UK Ltd	£212.84
Redwing UK Ltd	£210.00
Office Depot Uk Ltd	£207.05
Enginuity	£200.00
H A West Medical Ltd	£192.50
Manutan UK Ltd	£188.99
SSERC Limited	£187.60
First For Extraction	£180.00
Dart Publishing	£180.00
Coffee Conscience Ltd	£177.95
Abacus Resources	£177.94
Institute for Outdoor Learning	£174.00
Traditional Roofing and Building	£170.00
Generic Maths Ltd	£166.66
Posturite	£156.61
Precor Fitness Ltd	£152.82
SATEFL	£150.00
Fife Cultural Trust	£147.00
Timstar Laboratory Supplies Ltd	£144.35
Historic Scotland	£140.25
Alisdair Kettles Pottery Supplies	£137.10
Diamond Dispatch	£135.95
Furniture At Work Ltd	£132.27
BPI	£120.00
Russell Of Edinburgh Ltd	£116.68
Bii Business Ltd	£113.50
Brymec	£108.35
Children in Scotland	£105.00
Carlton Professional International Ltd	£102.60
Banner Group Ltd	£101.25
Royal Mail	£99.50
Keyphoto Ltd	£97.50
Seaward Electronic Ltd	£94.00
Hope Education	£92.21
Childcare Vouchers Ltd	£91.84
Trend Hair Supplies Co (Scotland) Ltd	£90.00
Red Carpet FX Ltd	£87.43
Pegasys Educational Publishing	£80.00
W.Enterprises (Abdn) Ltd	£78.00
Monument Tools Ltd	£75.83
Trophiesplusmedals	£74.60
RLSS Direct	£72.95
Capital Theatres	£60.16
Holmes Training Services Ltd	£50.00
Duncan McLaren Locksmiths Ltd	£48.00
LKQ Coating	£47.91
La Biosthetique Laboratory UK Ltd	£44.27
Creative & Cultural Skills	£44.00
Pearson Education	£42.00
P&N Publications	£39.95
Alexandra Plc	£24.46

Our Ref: 019/21

As of 1 October 2012, Edinburgh's Telford College, Jewel & Esk College and Stevenson College merged to create a single college called Edinburgh College.

We refer to your request for information dated 23 August 2021. The College has considered your request as a request for information under section 1 of the Freedom of Information (Scotland) Act 2002 ("FOISA").

019/21 (1): In excel spreadsheet form, please list any public relations, communications, media consultancy or lobbying firms hired by your organisation in the last five years: **None. The College has not hired any public relations, communications, media consultancy or lobbying firms in the last five years.**

Please provide:

- The name of the firm (or individual/freelancer **N/A**)
- The contract number **N/A**
- The start and end date of each contract **N/A**
- The amount of money paid to each firm (including VAT) **N/A**
- The remit/purpose of the hire, and detail of what activities they undertook for your organisation **N/A**

For avoidance of doubt, please provide more detail than, for example, "communications and PR support". Instead, please detail what specific issues were communicated and how this was done.

Edinburgh College is subject to the provisions of the Freedom of Information (Scotland) Act (FOISA) 2002. If you are dissatisfied with this response, you may ask the college to review this decision. To do this, please contact the Head of Communications, Policy and Research at the postal address below or e-mail the Head of Communications, Policy and Research at governance@edinburghcollege.ac.uk describing your original request and explaining your grounds for dissatisfaction. (Please include in your review request, your name and home address for correspondence).

You have 40 working days from receipt of this letter to submit a review request to:

Head of Communications, Policy and Research
4th Floor
Edinburgh College (Milton Road Campus)
[24 Milton Road East](#)
[Edinburgh](#)
[EH15 2PP](#)

When the review process has been completed and if you are still dissatisfied, you may ask the Scottish Information Commissioner to intervene.

The Commissioner's online appeal service is available from their website:
www.itspublicknowledge.info/Appeal

The online appeal service is available 24/7 and offers you real time help and advice about your appeal.

You must appeal to the Commissioner within six months of receiving the review decision.

You also have the right to appeal to the Court of Session on a point of law following a decision of the Commissioner.

Regards
FOI Team

Our Ref: 020/21

As of 1 October 2012, Edinburgh's Telford College, Jewel & Esk College and Stevenson College merged to create a single college called Edinburgh College.

We refer to your request for information dated 17 September 2021. The College has considered your request as a request for information under section 1 of the Freedom of Information (Scotland) Act 2002 ("FOISA").

020/21 (1): Permanent Recruitment Agency Spend for the last 2 calendar years. [None](#)

Edinburgh College is subject to the provisions of the Freedom of Information (Scotland) Act (FOISA) 2002. If you are dissatisfied with this response, you may ask the college to review this decision. To do this, please contact the Head of Communications, Policy and Research at the postal address below or e-mail the Head of Communications, Policy and Research at governance@edinburghcollege.ac.uk describing your original request and explaining your grounds for dissatisfaction. (Please include in your review request, your name and home address for correspondence).

You have 40 working days from receipt of this letter to submit a review request to:

Head of Communications, Policy and Research
4th Floor
Edinburgh College (Milton Road Campus)
[24 Milton Road East](#)
[Edinburgh](#)
[EH15 2PP](#)

When the review process has been completed and if you are still dissatisfied, you may ask the Scottish Information Commissioner to intervene.

You can make an appeal to the Commissioner by email or post.

To appeal by email, send your application form or email to enquiries@itspublicknowledge.info

To appeal by post, send your application form or letter to:

Office of the Scottish Information Commissioner
Kinburn Castle
Doubledykes Road
St Andrews
KY16 9DS

Full details on how to make an appeal to the Commissioner are available from their website: www.itspublicknowledge.info/Appeal

You must appeal to the Commissioner within six months of receiving the review decision.

You also have the right to appeal to the Court of Session on a point of law following a decision of the Commissioner.

Regards
FOI Team

Our Ref: 021/21

As of 1 October 2012, Edinburgh's Telford College, Jewel & Esk College and Stevenson College merged to create a single college called Edinburgh College.

We refer to your request for information dated 21 September 2021. The College has considered your request as a request for information under section 1 of the Freedom of Information (Scotland) Act 2002 ("FOISA").

021/21 (1): Has confidential waste being procured via tender or framework or another means? **Yes, the College went out to the market for quotes**

021/21 (2): If a framework, could you confirm the name of the framework please? **N/A**

021/21 (3): Actual contract values of each framework/contract (& any sub lots) **N/A cost based on usage**

021/21 (4): Start date & duration of contract **Started March 2018 and ends 31st July 2022**

021/21 (5): Is there an extension clause in the framework(s)/contract(s) and, if so, the duration of the extension? **No**

021/21 (6): Has a decision been made yet on whether the framework(s)/contract(s) are being either extended or renewed? **Yes, confidential waste is included in the College's Integrated Facilities Maintenance Service tender which was published on the Public Contracts Scotland website on 22/09/2021. Full details are available on the Public Contract Scotland website: https://www.publiccontractsscotland.gov.uk/search/show/search_view.aspx?ID=SEP428414**

021/21 (7): Who is the procurement officer responsible for this contract and could you provide their email address and phone number please? **Please see response to 021/21 (6)**

021/21 (8): Who is the senior officer (outside of procurement) responsible for this contract and could you provide their email address and phone number please? **Please see response to 021/21 (6)**

021/21 (9): Who is the current supplier? **Shredding box**

021/21 (10): If your current supplier is a Facilities Management/Waste/Cleaning Company, which sub-contractor services your organisation? **N/A**

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Regards
FOI Team

Our Ref: 022/21

As of 1 October 2012, Edinburgh's Telford College, Jewel & Esk College and Stevenson College merged to create a single college called Edinburgh College.

We refer to your request for information dated 23 September 2021. The College has considered your request as a request for information under section 1 of the Freedom of Information (Scotland) Act 2002 ("FOISA").

Please note, the information provided below is based on the College's academic year (1 August 2020 – 31 July 2021).

022/21 (1): How much (in % terms) did the college's executive (or senior) management team members' salaries increase by in 2020-21? [Please see response to 022/21: 4](#)

022/21 (2): Was any form of bonus paid to the college's executive (or senior) management team members in 2020-21? [No](#)

022/21 (3): If so, how much. [N/A](#)

022/21 (4): What were the salary increases (in % terms) in 2020-21 for all posts which are above level 3 in the promoted posts lecturing structure?

Principal	1%
Chief Operating Officer	2%
Vice Principal (x3)	2%
Head of Department (x10)	2%

022/21 (5): What was the lowest executive (or senior) management salary increase in 2020- 21, taking into account any bonus, pension increment or additional payment of any kind? [£1,286](#)

022/21 (6): Please give details of these if applicable. [No additional payments were made](#)

022/21 (7): What was the highest executive (or senior) management salary increase in 2020- 21, taking into account any bonus, pension increment or additional payment of any kind? [£1,833](#)

022/21 (8): Please give details of these if applicable. [No additional payments were made.](#)

022/21 (9): What was the average executive (or senior) management salary increase in 2020-21, taking into account any bonus, pension increment or additional payment of any kind? [£1,377](#)

022/21 (10): Please give details of these if applicable. [No additional payments were made.](#)

[Please note, we have not included the employer's pension contributions which are paid in line with LPF and SPPA requirements.](#)

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FOI Team

Our Ref: 023/21

As of 1 October 2012, Edinburgh's Telford College, Jewel & Esk College and Stevenson College merged to create a single college called Edinburgh College.

We refer to your request for information dated 30 September 2021. The College has considered your request as a request for information under section 1 of the Freedom of Information (Scotland) Act 2002 ("FOISA").

023/21 (1): Please provide the total number of current support staff by headcount as of today's date, along with FTE numbers. [Please see response to 023/21 \(2\)](#)

023/21 (2): Please split down into the number of support staff who are permanent, fixed-term, temporary or agency

Please note, agency staff are not College employees and are not recorded in the College's HR system. The College is therefore unable to provide agency figures.

Support Staff	Headcount	FTE
Permanent	504	448.47
Temporary*	47	35.22
Total	551	483.69

* Please note, temporary includes fixed-term support staff

023/21 (3): and please also separately advise on how many as at Sept 2021 are term-time.

[Sessional worker = 30 \(Headcount\)](#)

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Regards
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Our Ref: 024/21

As of 1 October 2012, Edinburgh's Telford College, Jewel & Esk College and Stevenson College merged to create a single college called Edinburgh College.

We refer to your request for information dated 05 October 2021. The College has considered your request as a request for information under section 1 of the Freedom of Information (Scotland) Act 2002 ("FOISA").

024/21 (1): Total amount of Legal costs spent by the College, broken down to the following headings: Furlough, Discipline, Grievance, Industrial Relations matters and other (please detail). Please see response to **024/21 (2)**.

024/21 (2): Please provide the separate figures for each category to cover the following time periods (1 January 2019 to 31 December 2019, 1 January 2020 to 31 December 2020 and 1 January 2021 to 30 September 2021).

Please note, figures provided are based on invoice date.

	1 January 2019 – 31 December 2019	1 January 2020 – 31 December 2020	1 January 2021 – 30 September 2021	Total
Employee Relations*	£53,747.30	£23,386.50	£9,827	£86,960.80
Furlough	£0	£0	£0	£0
Other (please detail)**	£4,918.20	£13,997.50	£29,690.62	£48,606.32
Total	£58,665.50	£37,384.00	£39,517.62	£135,567.12

* The College does not record Discipline, Grievance and Industrial Relations matters under separate categories. Instead, the College records them under the single heading of Employee Relations as cases can involve all of these categories.

** Other includes costs for legal advice and services such as training and license applications.

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Regards

FOI Team

Our Ref: 025/21

As of 1 October 2012, Edinburgh's Telford College, Jewel & Esk College and Stevenson College merged to create a single college called Edinburgh College.

We refer to your request for information dated 08 October 2021. The College has considered your request as a request for information under section 1 of the Freedom of Information (Scotland) Act 2002 ("FOISA").

025/21 (1): Please provide details of the amount of additional funding allocated to you by Scottish Funding Council for Mental Health in Colleges for AY 21-22. For the avoidance of doubt, I am referring to the funding provided which was supplementary to the college's core funds.

£476,833

Please note, this information is publicly available on the SFC website:

http://www.sfc.ac.uk/web/FILES/announcements_sfc212021/Funding_for_Mental_Health_in_colleges_for_AY_2021-22.pdf

025/21 (2): Please advise what proportion of these funds will be spent or is proposed to be spent on Support Staff/Lecturing Staff/Students. Please provide separate figures for each.

The funding has not been split into these categories and the College is unable to provide the information as requested.

Edinburgh College is planning to use this funding to support mental health and wellbeing developments across the student and staff bodies. The College will pilot face-to-face and online support resources and will build capacity through training and peer support initiatives. The College has identified groups of students who require the most support with their wellbeing and has tailored posts accordingly.

The developments will aim:

- To develop a range of resources
- To develop course tutorials
- To develop Apps and online solutions to support staff and students
- To increase staff training opportunities and capacity
- To increase support for students
- To increase support for staff
- To increase skills and knowledge through workforce development

Mental health and wellbeing developments:

Professional supervision for Wellbeing staff

Support for mental health agreement

Training for Student Association and Class reps

Silvercloud resources, modules and online support

Nightline

Rape Crisis

Penumbra

Feeling Good App

CORE Systems and evaluation

Please note, the majority of the funding will be spent on recruiting Wellbeing staff (as detailed below) to support both staff and students:

Mental Health Coordinator (staff)

Mental Health Coordinator (students)

Wellbeing Development Tutor (Peer Support)

Wellbeing Development Tutor (16- 19 year olds)

Student Advisor (Wellbeing Care Experienced, Estranged and Unaccompanied young people)

Student Advisor (Wellbeing and student accommodation)

Learning Support Advisor (Mental Health and Wellbeing)

Wellbeing Coordinator (Widening Participation)

025/21 (3): Please advise how the additional funds will be spent or are proposed to be spent on each separate group.

Please see response to **025/21 (2)**

025/21 (4): Please advise whether the recognised trade unions were consulted before submission of the document or on any subsequent decisions taken?

Unison were consulted regarding the Wellbeing Development Tutor appointments.

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Regards
FOI Team

Our Ref: 026/21

As of 1 October 2012, Edinburgh's Telford College, Jewel & Esk College and Stevenson College merged to create a single college called Edinburgh College.

We refer to your request for information dated 20 October 2021. The College has considered your request as a request for information under section 1 of the Freedom of Information (Scotland) Act 2002 ("FOISA").

I would like to request information regarding the SWAP Acces to Medical Studies Program at Edinburgh College. In particular please could you supply me with the following:

026/21 (1): For the academic year 2018-2019, the number of students admitted to the SWAP Acces to Medical Studies Program with refugee status.

N/A Please note, the course was first run by the College in AY 2019/20.

026/21 (2): For the academic year 2019-2020 the number of students admitted to the SWAP Acces to Medical Studies Program with refugee status.

None.

026/21 (3): For the academic year 2020-2021 the number of students admitted to the SWAP Acces to Medical Studies Program with refugee status.

Please note, numbers of less than five are not provided to protect confidentiality. This information is exempt under Section 38 (1) (b) of the FOI(S) Act 2002 as (due to the low numbers involved) individuals could be identified by this information alongside other information that could be available, and this would therefore risk disclosure of individuals' personal data.

026/21 (4): Across the years 2018-2021 the number of students admitted to the SWAP Acces to Medical Studies Program from a Black Asian and Minority Ethnic background.

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Regards

FOI Team

Our Ref: 028/21

As of 1 October 2012, Edinburgh's Telford College, Jewel & Esk College and Stevenson College merged to create a single college called Edinburgh College.

We refer to your request for information dated 24 November 2021. The College has considered your request as a request for information under section 1 of the Freedom of Information (Scotland) Act 2002 ("FOISA").

028/21 (1): Currently lecturing staff are paid at the additional hours rate of £28.25, can you please tell me how many years this rate has been in place?

Since College merger in Oct 2012.

028/21 (2): During this period what has been the annual pay increases for lecturing staff? As a percentage increase and as a total amount each year.

Please note, it is not possible to provide a direct comparison of pay increases since College merger due to the changing pay scales used during this time. The College moved to a 3 point pay scale for lecturers on 01/08/2013 (prior to this the three merger college rates were used) and a 2 point pay scale on 01/08/2014.

Under our duty to provide advice and assistance, we have provided the percentage increase based on the average salary for lecturers since College merger below:

	Average salary	% increase
01/10/2012 (At College merger)	£30,831	N/A
01/08/2013 (EC 3 point pay scale)	£32,333	5%
01/08/2014 (EC 2 point pay scale)	£34,700	7%
01/04/2015 (Change of award date)	£35,137	1%
01/04/2016	£35,597	1%
01/04/2017	£36,705	3%
01/04/2018	£37,812	3%

Lecturer's wages are now agreed nationally by the NJNC (harmonised 5 point scale was put in place on 01/04/2019). Annual pay increases are publicly available on the Colleges Scotland NJNC website:

1 April 2019 – 31 Aug 2020: <https://njncscotlandcolleges.ac.uk/njnc/lecturing-staff/698-national-joint-negotiating-committee-njnc-agreement-29-may-2019-pay/file.html>

1 Sep 2020 – 31 Aug 2021: <https://njncscotlandcolleges.ac.uk/about-us/743-njnc-agreement-lecturing-staff-pay-agreement-2020-21/file.html>

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Regards
FOI Team

Our Ref: 028/21

An internal review has been undertaken on the response provided to your FOI request.

Your email dated 22 December 2021 stated you were dissatisfied with the College's response to **Our Ref: 028/21 (1)** as you felt it did not completely answer your original question. You went on to clarify that you wanted to find out how long the £28.25 overtime/additional hours rate had been in place. You advised that the College's response confirmed that the rate had been in place since 2012 when Edinburgh College was formed but that it did not tell you how long it was in place at the legacy colleges before the merger. You sought advice on how you would be able to find out that information: "For example, how long was the rate at Telford College pre-merger".

The review was satisfied that the original response provided the relevant information relating to Edinburgh College. After reviewing your clarification that you were seeking the information held relating to the legacy colleges, and under our duty to provide advice and assistance, the review found that the following information should be provided.

At merger in October 2012, neither Stevenson College or Jewel & Esk College paid additional hours at the rate of £28.25.

The additional hour rate of £28.25 was in place at Telford College from 2008/09 until merger.

As confirmed in our original response, Edinburgh College has paid the additional hour rate of £28.25 since merger in Oct 2012.

The annual pay increases for lecturing staff at Telford College from 2008/09 until merger is provided below:

Lecturer	Salary (2008/09)	Salary (2009/10)	% increase (2008/09 – 2009/10)	Salary (2010/11)	% increase (2009/10-2010/11)	Salary (2011/12)*	% increase (2010/11-2011/12)
Level 6	£27,035	£27,035	No change	£27,306	1%	£27,306	No change
Level 7	£28,026	£28,026	No change	£28,306	1%	£28,306	No change
Level 8	£29,145	£29,145	No change	£29,437	1%	£29,437	No change
Level 9	£30,251	£30,251	No change	£30,553	1%	£30,553	No change
Level 10	£31,575	£31,575	No change	£31,891	1%	£31,891	No change
Level 11	£33,209	£33,209	No change	£33,541	1%	£33,541	No change

* Salary shown for 2011/12 is up until merger in Oct 2012.

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Kind regards

FOI Team