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**ADAM SMITH COLLEGE**  
INSPIRING LEARNING

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**ANNUAL REVIEW**

**GUIDANCE AND INFORMATION BOOKLET**

## INTRODUCTION

Our vision, mission and values are clear and it is through the contribution and commitment of our staff that these are realised.

The College Corporate Plan has a specific strand which focuses on the requirements of a 21<sup>st</sup> Century Workforce.

*“By this we mean that we must have in place staff who are committed, motivated and valued as the key resource of Adam Smith College and who have the skills, knowledge and behaviours to deliver and support 21<sup>st</sup> Century Learning.”*

In this respect it is important that staff have clear expectations, have relevant continuous professional development opportunities and that their contribution, skills and professionalism are recognised through supportive feedback. These features are the corner stone of our annual review process.

Each member of staff has an entitlement to continuous professional development (CPD) each year. This is important as this ensures that staff keep up-to-date with developments related to their role. For all staff CPD will include vocational updating and new and more efficient ways of working; for lecturing staff this will include new and improved models of learning, teaching and assessing.

Making best use of the skills and talents of our staff is at the heart of our success and incorporating a skills questionnaire into our review process will ensure that our skills, particularly those not fully utilised, can be put to best use.

I am personally committed to ensuring reviews take place and that relevant CPD is available to ensure that the College continues to develop and meet the challenges of the future. This will only be achieved through excellent staff and excellence in staff performance.

Craig Thomson  
Principal

## ANNUAL REVIEW PROCESS

The annual review is an important point in the year for each individual member of staff as it is through this one-to-one meeting with their line manager that a number of points can be discussed, clarified and agreed. These include:

objectives and expectations,  
the identification and approval of continuous professional development needs,  
constructive and supportive feedback which identifies action points for further development and improvement,  
any skills and experience not used to their full advantage and how this can be achieved.

In addition to the annual review being a valuable opportunity for both staff and line managers to take time out of their busy schedule, one important aspect is that the identified development objectives for each individual, once forwarded to the College staff development team, form the basis of priorities for future staff development activities offered within the College.

The annual review process is a simple one which includes preparation on the part of each individual and their line manager. Prior to the annual review meeting, staff should ensure that:

the CPD log is up to date,  
that the personal self evaluation is completed against relevant competencies,  
the skills questionnaire, if appropriate, has been completed.

This preparation will add value to the annual review meeting.

The annual review meeting should be challenging and supportive, the outcome being clear objectives and development needs for each individual with the recognition and appreciation of the individual's contribution. The opportunity to discuss under utilisation of skills is important so that these skills can be put to use as appropriate, ensuring the talents of each individual are recognised and applied.

Self evaluation against the core competencies will be used using the following criteria:

Very good	Major strengths are evident
Good	Strengths clearly outweigh weaknesses
Fair	Where you meet the majority of the criteria but some important weaknesses are identified.
Support required	Where you do not meet the majority of the criteria, major weaknesses are evident. Action or support to improve performance is required.
Not applicable	Where your post does not give you the opportunity to demonstrate your ability in a particular competence.

The forms used to support the annual review process are;

- Form AR1** – Individual Self Evaluation. (A full description of the competencies are provided Overleaf)
- Skills Questionnaire.

These are the preparatory forms for the review meeting.

At the conclusion of the review meeting the following documents will require completion:

- Form AR2** – Annual Review Agreed Evaluation } to be issued to the individual  
– Personal Objectives } and their manager.  
– CPD Plan – In addition to being issued to the individual and their manager this will also be forwarded to the College Staff Development Team.

**Form AR3** – CPD Log.

## CORE COMPETENCES

### CAPABILITY – READINESS & CAPACITY TO PERFORM

#### Relevant knowledge and technical expertise

Has an appropriate level of experience, knowledge, skill and business awareness, for the professional and technical requirements of the role.

#### Analytical and reasoning skills

Able to handle and interpret data, identify key issues, resolve problems and derive solutions when in contact with internal and external customers.

#### Amount of direct supervision or guidance required

Sufficiently confident and able to operate competently without an ongoing need for detailed rules or close supervision.

### MOTIVATION – DRIVE, COMMITMENT & WILLINGNESS

#### Customer – service – focused

Aware of the importance of meeting internal and external customer needs and delivering a quality service.

Provides and maintains consistent and reliable services to customers. Builds effective relationships, communicates effectively and accurately and assists customers with problems and complaints.

Respects customer's confidentiality by holding information securely and in compliance with data protection regulations.

#### Energy and application

Conscientious and hard working, with focus on achieving required results.

#### Flexible and adaptable

Responds positively and co-operatively to change, challenge and conflicting demands.

#### Drive

Seeks and uses all learning opportunities to gain self-awareness, improve own performance and realise full potential.

## **EFFICIENCY – MANAGEMENT OF SELF AND OTHER RESOURCES**

### **Well planned and organised**

Plans and demonstrates good personal organisation.

### **Priorities**

Takes action to meet customer requirements in order of importance where appropriate.

### **Delivers to time, quality and costs**

Consistently meets due dates and deadlines; works to high standards and service levels; cost-conscious.

### **Shows resilience and stamina**

Resilient and able to handle challenges and setbacks positively. Copes effectively with ambiguity and change.

## **EFFECTIVENESS – APPROACH TO ACHIEVING RESULTS**

### **Decisive, exercising sound judgement**

Considers options and makes timely decision; considers the implications and usually selects the best possible option or right course of action.

### **Proactive**

Identifies areas where action and improvement are required, implementing change and better ways of doing things.

### **Innovative**

Generates and tries out new ideas and approaches.

### **Achievement of targets**

Achievement of targets in past year.

### **Target-Setting and Self-Evaluation**

Sets stretching but achievable targets for own performance.  
Reviews own practice regularly. Takes account of feedback from others. Supports continuous quality improvement.  
Takes responsibility for own development and lifelong learning.

## **SELF MANAGEMENT**

### **Effective team player**

As a team member, able to work effectively with peers. Contributes fully to the team.

### **Communicates and influences effectively**

Communicates clearly and persuasively when speaking and writing. Listens effectively and shows empathy. Open and honest. Communicates in a pleasant and acceptable manner.

### **Builds strong working relationships**

Gains the necessary trust, support and co-operation from others. Displays a positive attitude.

## LECTURING STANDARDS – FOR TEACHING STAFF ONLY

### LEARNING & TEACHING PROCESS

#### Facilitates and learning process

- Motivates and engages Learners
- Manages effective use of resources by learners
- Encourages reflection on learning
- Promotes independence in learning
- Clear expectations of progress and outcomes of learning

#### Facilitates the teaching process

- Applies professional and subject knowledge
- Applies good practice in teaching
- Focuses on learners
- Contextualises learning
- Uses resources effectively, promotes achievement

#### Facilitates the context and planning for learning and teaching

- Fosters effective staff-learner relationships
- Manages planning of learning activities
- Creates an environment conducive to learning
- Sets high standards of professional practice
- Adopts inclusive practices

### ASSESSMENT PRACTICE

#### Designs Assessment Instruments

- Consistent with awarding body standards
- Develops clear marking schemes

#### Plans for Assessment

- Applies College assessment policy including reassessment and appeals
- Ensures consistency of process with awarding body conditions and arrangements
- Provides special arrangements for learners with particular needs (including support needs)
- Sequences the volume and timing of learner workload

#### Manages Assessment practice and provides feedback

- Provides quality, consistent and frequent feedback to learners on progress
- Provides quality oral and written feedback on formal assessments and advice on next steps
- Records and processes information on assessment
- Ensures authenticity of learners' work

#### Monitors Assessment

- Ensures application and robustness of;
  - Internal moderation (NQHN) IM Procedures
  - Internal verification procedures (SVQ)
  - Quality assurance procedures (other awards), as appropriate

## **LEADERSHIP STANDARDS – FOR STAFF IN OR ASPIRING TO MANAGEMENT POSTS**

### **LEADERSHIP**

#### **Develops Strategic Practice**

Analyses the environment. Communicates a vision to others, secures commitment, and inspires them to contribute to its development. Identifies, communicates and implements strategies. Adopts reflective practice. Adjusts strategy as necessary and manages change effectively.

#### **Develops Operational Practice**

Prepares and implements an operational plan. Monitors and reviews progress against plan. Manages service.  
Reviews and evaluates services provided, and conducts risk assessments. Develops and sustains a safe, clean and healthy working environment. Ensures efficient and effective deployment of staff resources.

#### **Maintains a Quality Service**

Conducts self-evaluations as well as evaluations of the service.  
Creates and uses benchmarks in the delivery of a quality service.  
Designs action plans setting targets and performance indicators and subsequently monitors progress.

#### **Leads Teams and Individuals**

Manages and develops self. Motivates staff and takes account of staff interests and concerns. Promotes the College values and vision to staff and students.  
Builds team/s and influences performance of others.  
Develops the potential of staff and provides constructive feedback on performance, and identifies Continuous Professional Development needs.  
Secures the respect, trust and support of colleagues, students and external contacts.  
Professionally resolves conflict.  
Delegates effectively.  
Sets aims, objectives and deadlines for staff in order to meet strategic objectives.  
Contributes to the promotion of the College and sector to external agencies.  
Promotes inclusive practices.

#### **Manages Finance and Resources**

Analyses resource needs to meet plans.  
Secures approval for expenditure and/or income forecasts, budgets, returns and reports.  
Evaluates and agrees proposals for income and expenditure. Continuously improves management of information.  
Monitors and controls activities to meet target income.  
Controls expenditure against budgets.  
Secures resources to meet plans. Deploys, maintains and monitors the use of resources.

## MISSION, VISION AND VALUES

Our **vision** is of a College that is accessible, flexible and welcoming. The College will be driven by its customers and committed to enterprise, innovation and creativity in all that it does. Partnership is central to our work.

Our **mission** – inspiring learning.

We will :

inspire learners to continue learning throughout their lives;

support the development of the economy of Fife and Scotland by way of high quality, relevant vocational education and training; research and consultancy and a range of enterprise activities;

serve the needs and interests of local communities by providing accessible, vibrant college activity meeting vocational and broader learning needs;

internationalise the College by increasing student recruitment and other international business and by extending international partnerships;

achieve improved efficiency and sustainability based on integrated, streamlined and highly effective development and support services;

be a place in which staff enjoy working and are committed to customer service and continuous improvement through feedback and self-evaluation.

The **values** to which we will work together are those of:

providing all learners with the **highest quality learning** experience

valuing clients and colleagues and treating others with **respect and integrity**

recognising that **enjoyable learning** is the most effective learning

nurturing and valuing **enterprise, innovation and creativity**

embracing **diversity** as a cornerstone of our learning community

accepting **accountability** and responsibility for our actions