

# Coaction 2019

*Inform. Learn. Develop.*



# Coacting – Collaborating – Co-Delivering

Pollo  
Milanese

**Ian McNaught**

Scotland Excel Academy

Nashville

- Create your own name tag –
  - Name
  - Organisation
  - Favourite food
  - Favourite holiday destination
- Spend 30 seconds introducing yourself to your table



# Coaction 2019

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- Coacting – Collaborating – Co-Delivering Introduction
- Adaptive Resilience
- The Changing World of Work
- Skills 2035: A Human Future
- Insight into ***Our Community...***
- Mutual learning – “learning from our learners”
- ***Our*** Development Needs - an enabling framework...
- SCQF Partnership – facilitating development...
- ***Our*** Coaction Roadmap...

# Coacting – Collaborating – Co-Delivering

Local Authority Areas

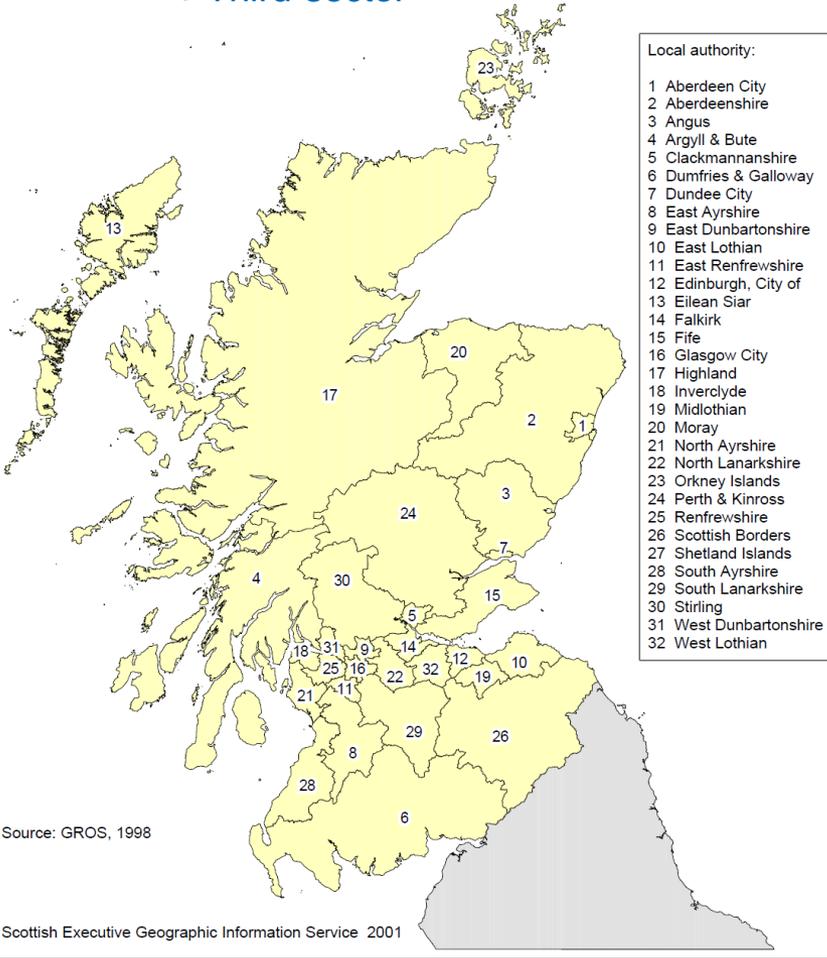


National Impact

32 Local Authorities

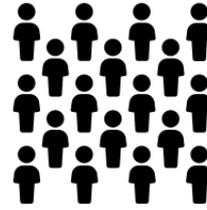
+ Public-sector

+ Third-sector



Source: GROS, 1998

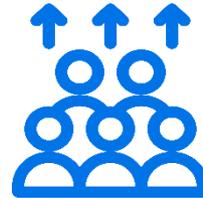
Scottish Executive Geographic Information Service 2001



561,300

Scottish public-sector

(Scottish Government 2018)



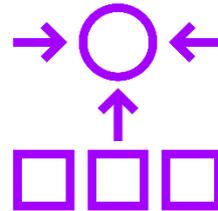
245,000

Scottish local authorities

(Scottish Government 2018)



Common needs...



Unique needs

– informed with diverse expertise...



Coacting-Collaborating-Co-Delivering

for National Impact

# Coacting – Collaborating – Co-Delivering



wicked problem





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## Adaptive Resilience

David Coyne

Programme Director

Centre for Work-Based Learning in Scotland

Skills Development Scotland



**Meta Skills & Adaptive Resilience**

David Coyne

Thursday 22 August 2019



We're a national body committed to driving cultural change and creating demand for work-based learning in Scotland



# The Future of Work



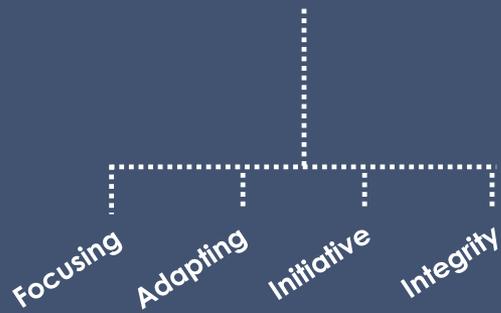
# How to Thrive

— **Meta Skills**

— **Adaptive Resilience**

## Self-management

Taking responsibility for your own behaviour and well being



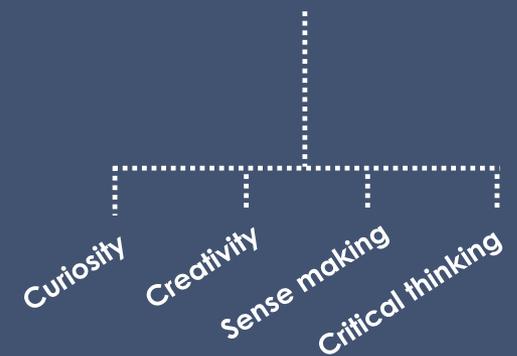
## Social Intelligence

Awareness of others' feelings, needs, and concerns in order to effectively navigate and negotiate complex social relationships and environments

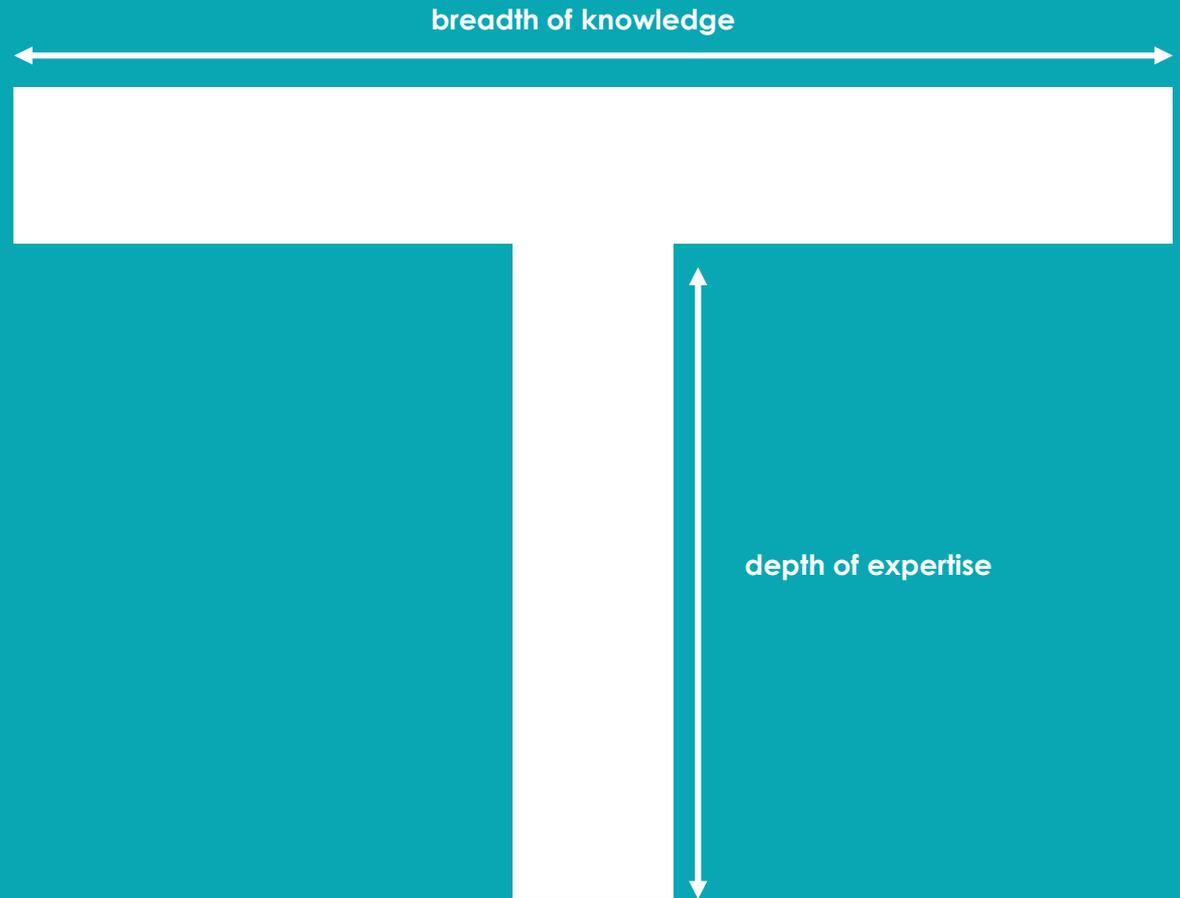


## Innovation

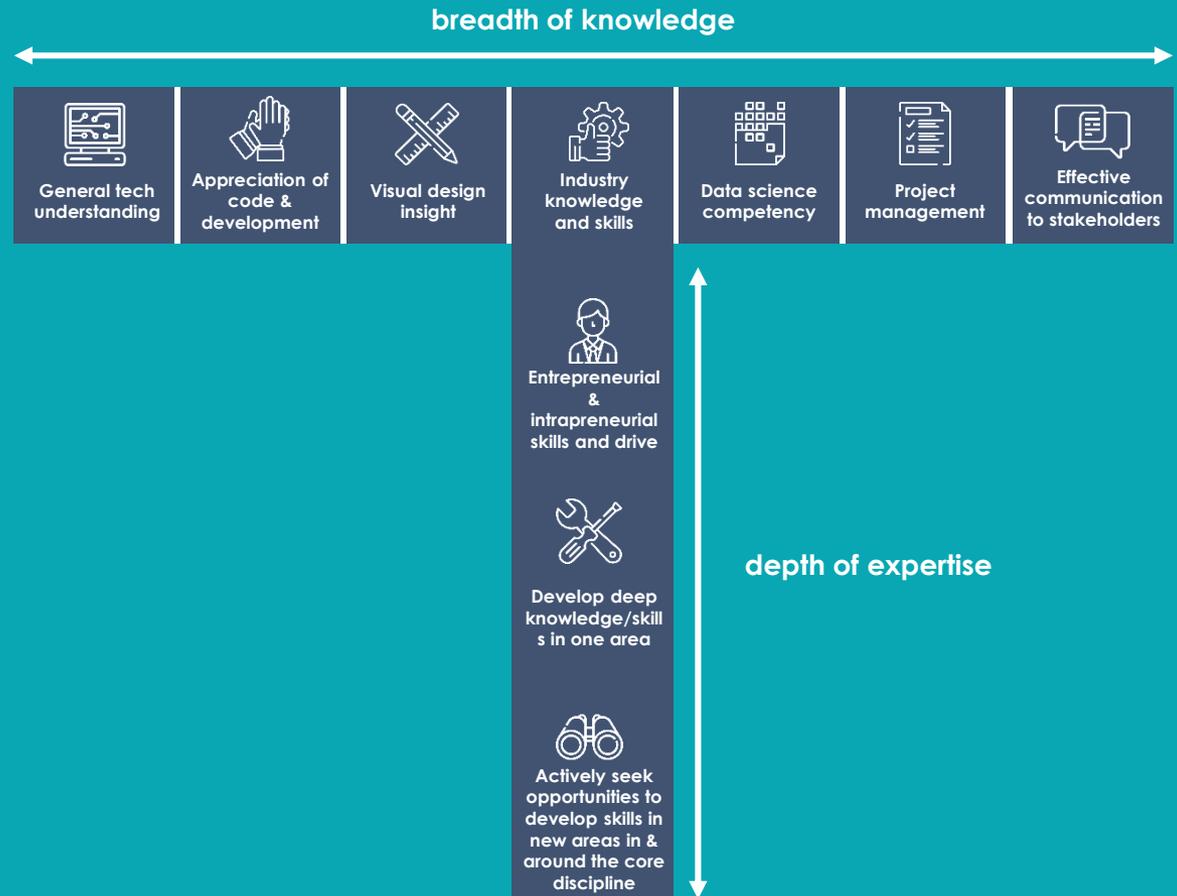
The ability to define and create significant positive change



What does  
a **T-shaped**  
worker  
look like?

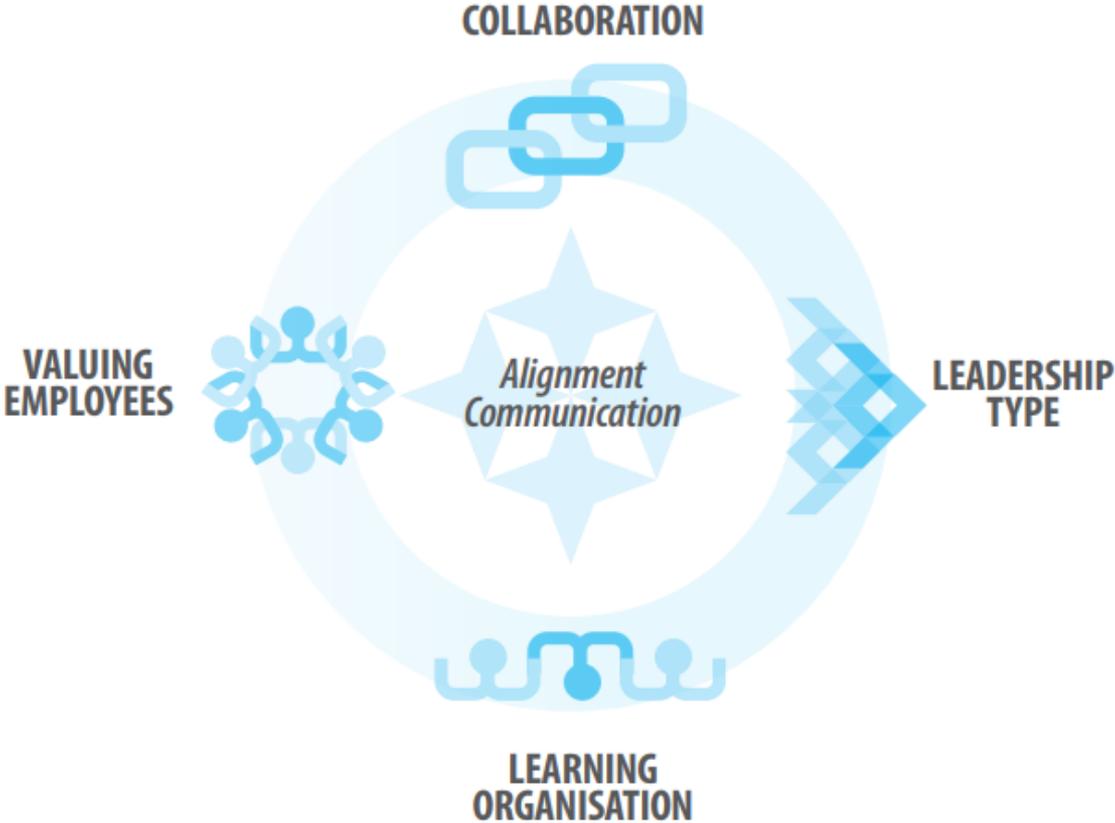


What does the **T-shaped Worker** of the future look like?



# Adaptive Resilience:

**The capacity to remain productive and true to core purpose and identity whilst absorbing disturbance and adapting with integrity in response to changing circumstances**



# Christchurch Case Study

Valuing Employees



Committed to Collaborate



The Power of Learning



Leading



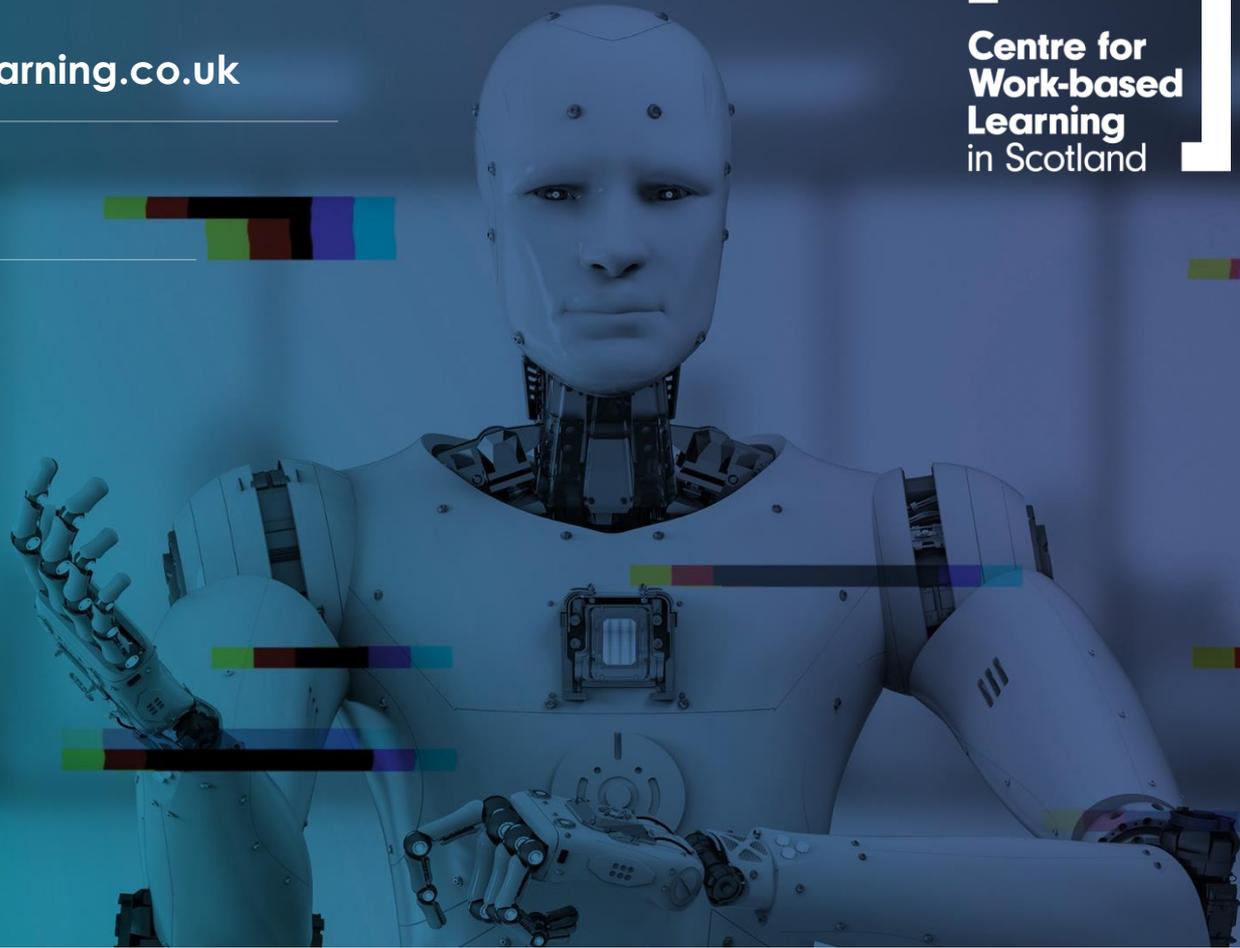
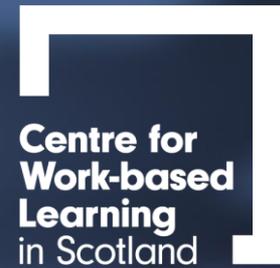
What Would Adaptive  
Resilience Look Like in  
Scotland?

[www.centreforworkbasedlearning.co.uk](http://www.centreforworkbasedlearning.co.uk)

LinkedIn: **Centre for Work-based Learning**

Twitter & Instagram:  
**@CWBLScotland**

**#AHumanFuture**





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## The Changing World of Work

Liz Byrne

National Skills Planning Lead

Skills Development Scotland



# The Changing World of Work

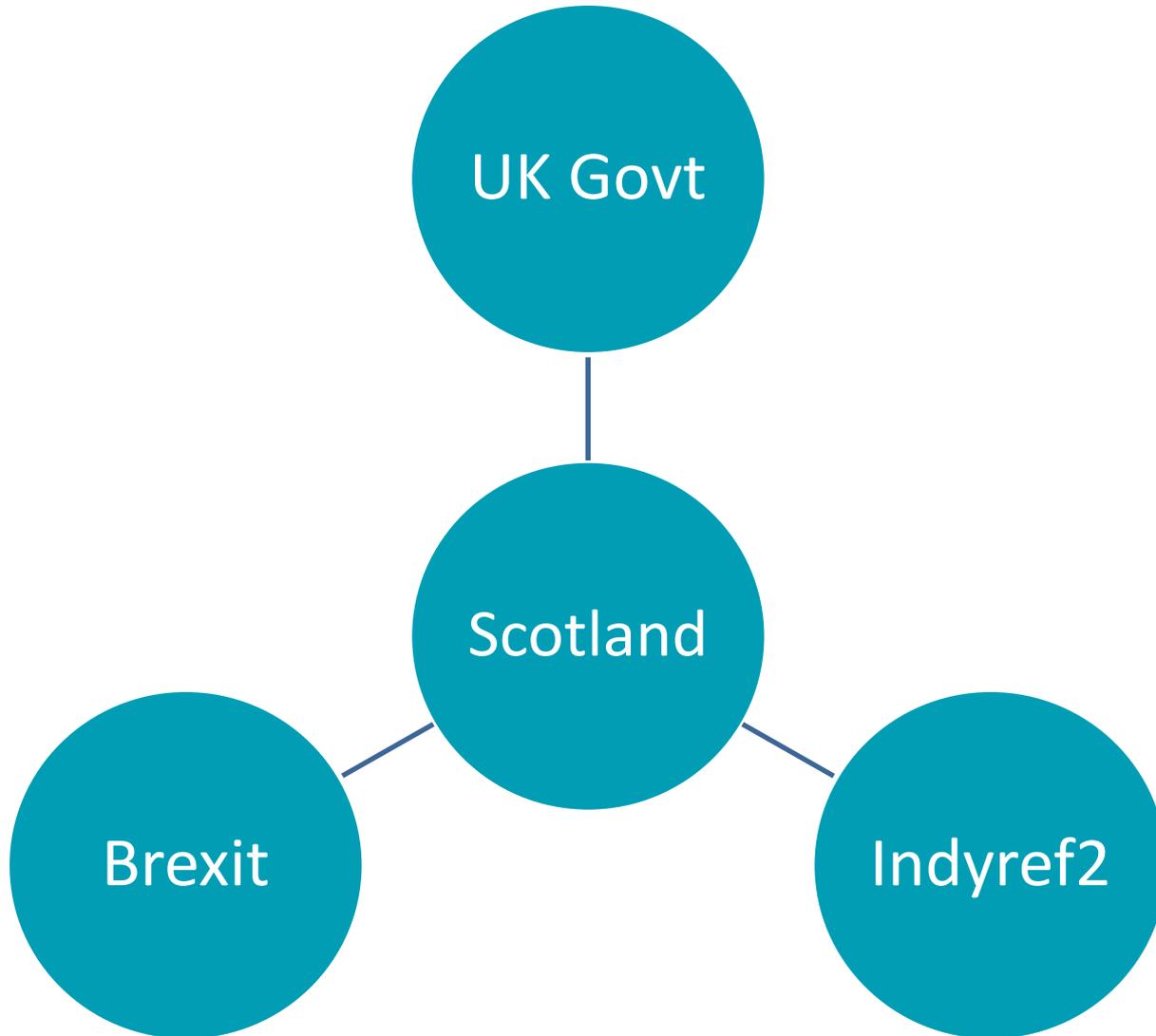
Skills  
Development  
Scotland

Liz Byrne  
National Skills Planning Lead

A Moment for Reflection

A World of Uncertainty

# Scotland's Political Environment



# Scotland's Economy

## The Economy

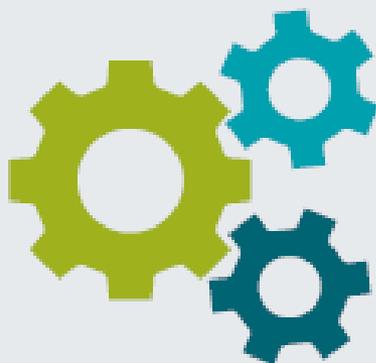


### Gross Value Added (GVA)<sup>1</sup> in 2019

Total **Scottish** GVA is: **£138,827m**      **8%**  
of total output in United Kingdom

### Forecast annual growth (2019-2029):<sup>2</sup>

**Scotland: 1.7%**  
United Kingdom: 2.0%



### Productivity (GVA per job) in 2019

**Scotland's** productivity is: **£50,400**      **United Kingdom's** productivity is:  
**£51,700**

### Forecast annual growth (2019-2029)

**Scotland: 1.4%**  
United Kingdom: 1.5%

# Scotland's Employment (Now)

## Current Demand for Skills



**Total Employment in 2019<sup>3</sup>**

**2,756,300 jobs**



**Total employment between 2009 and 2019:**

**up by 1% or 40,300 jobs**

Compared to a 12% increase in United Kingdom

## Sectoral Employment

Top 3 employing sectors in 2019:



Human health  
& social work  
(422,800 jobs)



Wholesale  
& retail  
(376,500 jobs)



Education  
(216,700 jobs)

## Employment by Occupation (people)

Occupational structure 2019<sup>4</sup>:

**43%**  
Higher level  
occupations



**31%**  
Mid-level  
occupations



**26%**  
Lower level  
occupations



# Scotland's Employment (Future)

## Future Demand for Skills

### Total Employment 2019-2029



up by 3% or 89,900 jobs

Forecast average annual change:

Scotland: 0.3%

United Kingdom: 0.5%

Top 3 employing sectors in 2029 are forecast to be:



Human health  
& social work  
(443,500 jobs)



Wholesale  
& retail  
(384,500 jobs)



Admin  
& support  
services  
(236,800 jobs)

From 2019 to 2029

The largest employment growth is forecast in:



Admin  
& support  
services  
(16%)



Professional,  
scientific &  
technical  
(14%)



Arts,  
entertainment  
& recreation  
(13%)

The largest employment decreases are forecast in:



Mining &  
quarrying  
(-26%)



Manufacturing  
(-15%)



Electricity, gas,  
steam and air  
conditioning  
(-10%)

# Scotland's Job Openings

## Job Openings

From 2019 to 2029 there will be a requirement for:

79,500 people  
Expansion Demand



903,200 people  
Replacement Demand

982,700 people

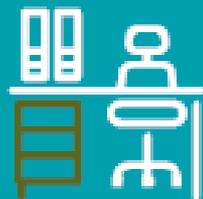
to fill Job Openings<sup>9</sup>

Occupational structure 2029:

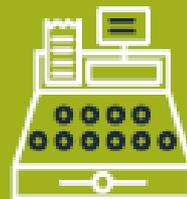
44%  
Higher level  
occupations



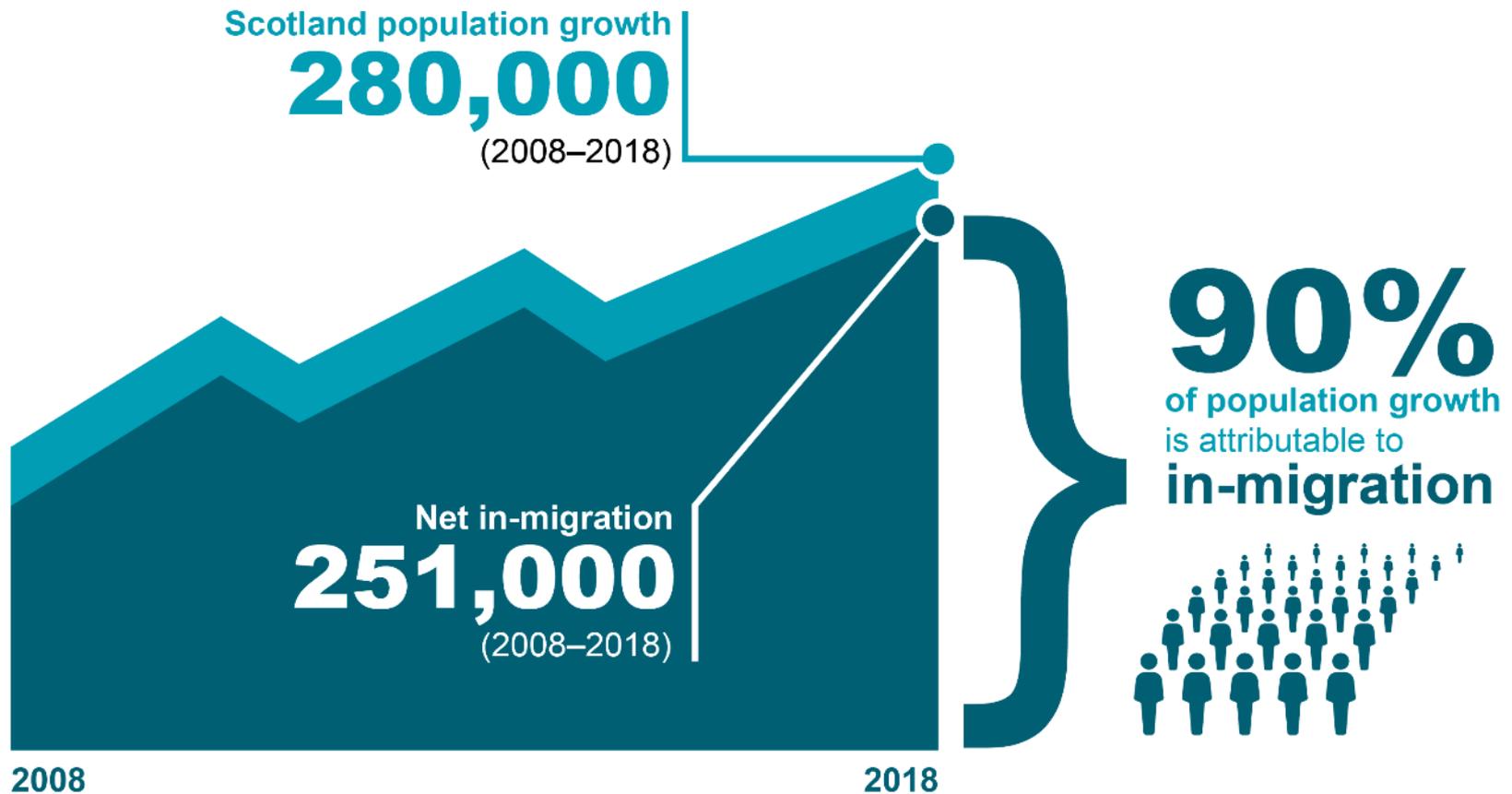
24%  
Mid-level  
occupations



32%  
Lower level  
occupations



# Scotland's People (1)



# Scotland's People (2)

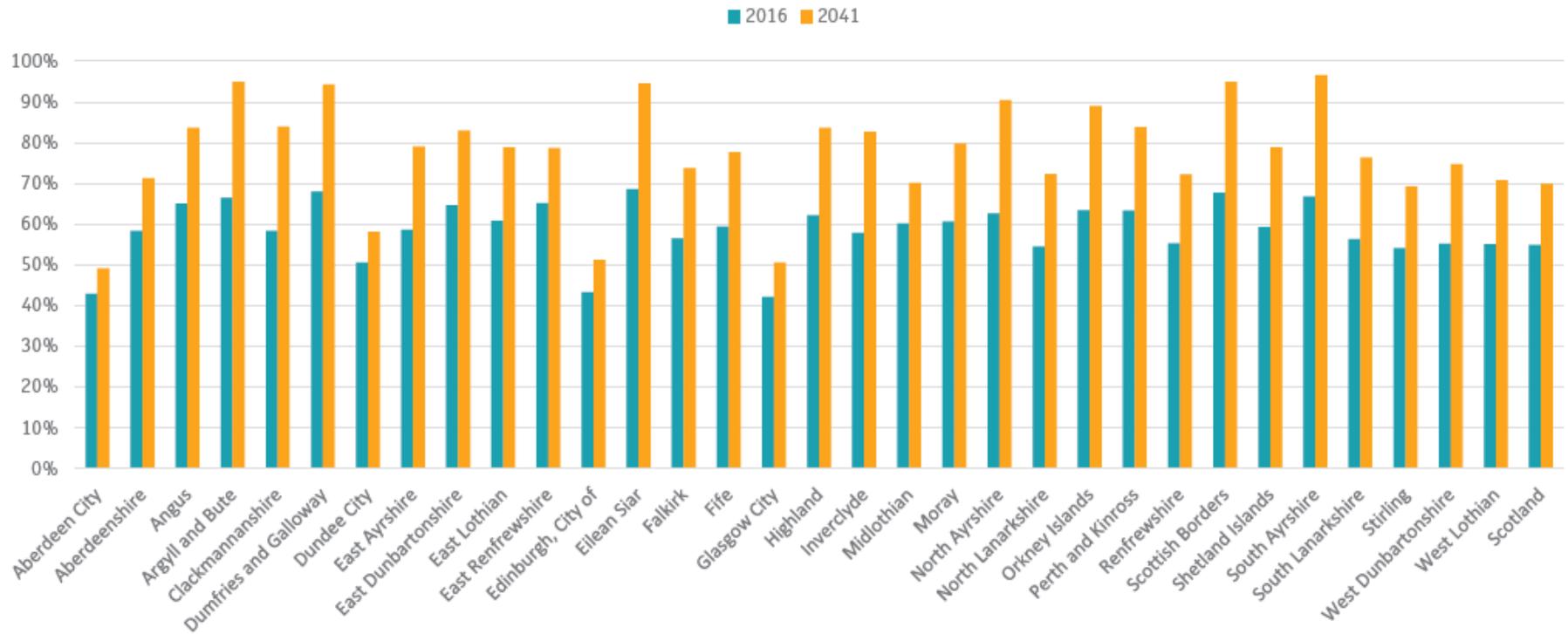
Scotland's population  
**5,4 million**  
in 2016



Scotland's population  
**5,7 million**  
in 2041



# Scotland's People (3)



Source: National Records of Scotland, August 2018

# Scotland's People - Brexit impacts

There are  
**140,000**

EU nationals (aged 16-64)  
employed in Scotland

Equating to

**6%**

of Scotland's  
total workforce



**50%**

of EU nationals work in either Edinburgh,  
Glasgow or Aberdeen City – compared with  
**26%** of the total workforce in Scotland.

**41%** of EU nationals employed in Scotland work in one  
of the following three occupations



— 26,200 —  
(23%)

Elementary Administration and Service Occupations



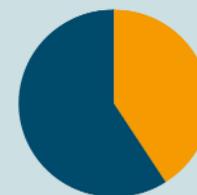
— 11,500 —  
(10%)

Science, Engineering and Technical Professionals



— 9,000 —  
(8%)

Textiles, Printing and Other Skilled Trades

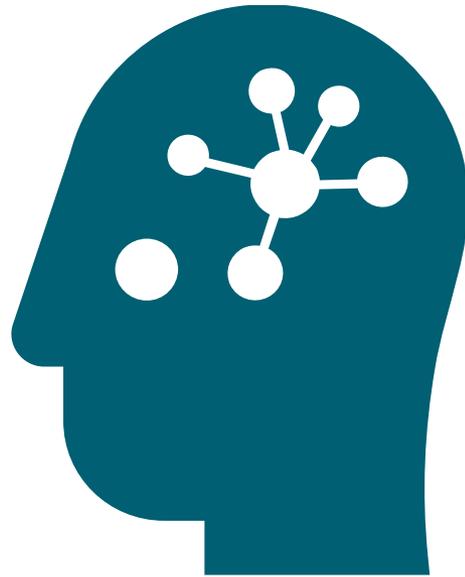


The vast majority made  
up by 'Food preparation  
and hospitality trades'

# Scotland's Climate Change Emergency



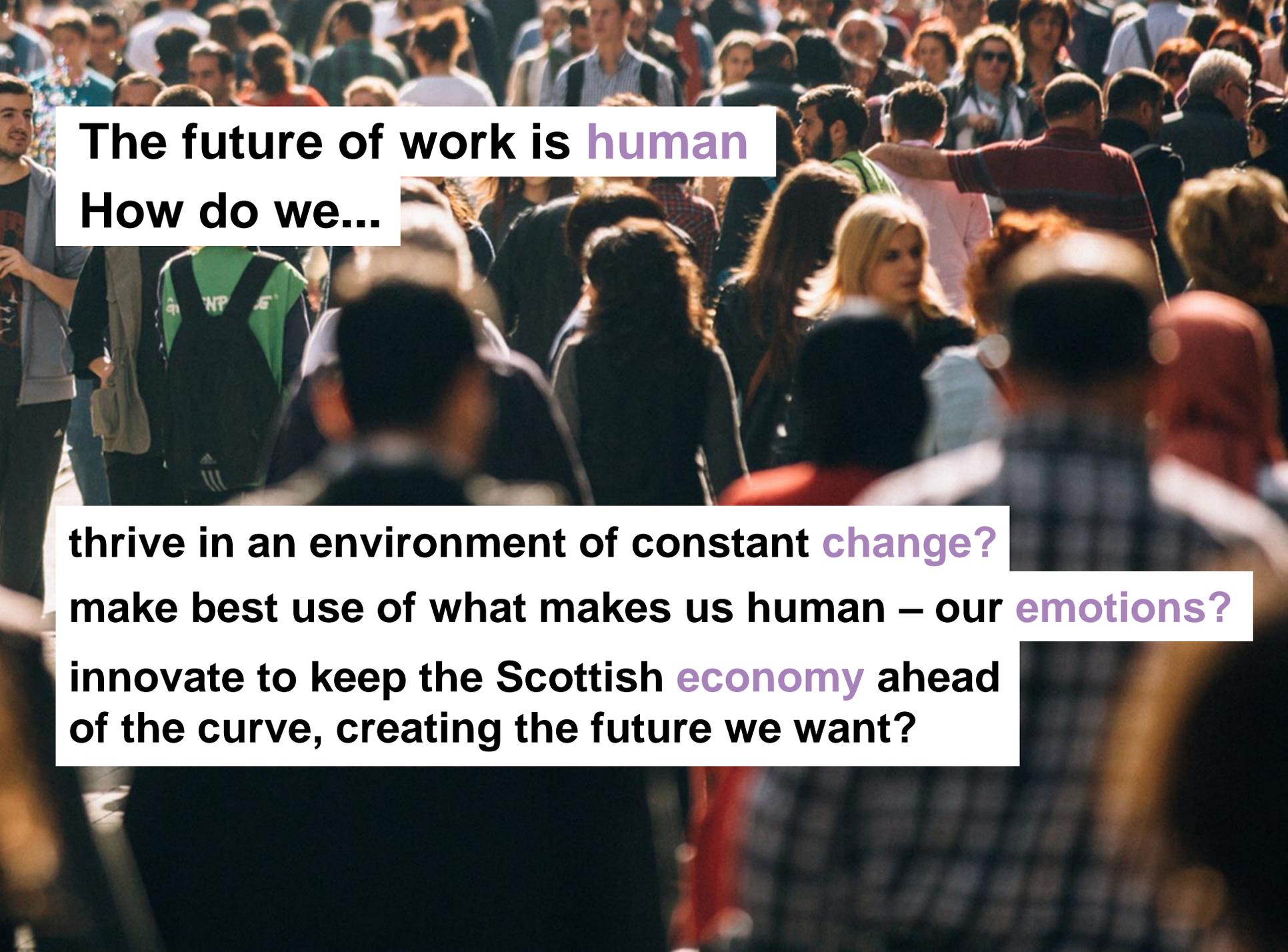
# Scotland's Resilience



A close-up photograph of a yellow industrial robotic arm in a factory. The arm is positioned over a metal assembly, likely a part of a production line. The background is slightly blurred, showing other parts of the factory and some people. The lighting is bright, highlighting the metallic surfaces and the yellow paint of the robot.

**“The rate of technological change is faster than the rate at which human beings can adapt.”**

**Thomas Friedman, New York Times**



The future of work is **human**

How do we...

thrive in an environment of constant **change**?

make best use of what makes us human – our **emotions**?

innovate to keep the Scottish **economy** ahead  
of the curve, creating the future we want?



## “New collar” jobs of the future

"It is going to be important to have some specific skill in a technology area,"  
But the more valuable employee will likely be the one with "the ability to **adapt** and **grow and learn.**"

Stanley Litow, IBM Foundation

# Seven key skills challenges



Demography and tighter post-Brexit labour market will intensify the **war for talent**



Companies will need to adopt **smart strategies & invest upstream in talent**



A rapidly changing low carbon economy will drive demand for **upskilling and retraining throughout individual's careers**



A Human Future – **meta-skills in learning and training provision**



**Greater flexibility and responsiveness** in skills provision to better align with the needs of the employers & the Scottish economy



Employers **moving from being 'passive consumers' to 'actors'** in the skills system – **co-designing & investing in future talent**



Rapid expansion of **personalised, relevant and flexible work based pathways**



**Work** is about  
to change forever.

In fact, the change  
has already begun.



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## Skills 2035: A Human Future

Liz Byrne

National Skills Planning Lead  
Skills Development Scotland

David Coyne

Programme Director  
Centre for Work-Based Learning in Scotland  
Skills Development Scotland

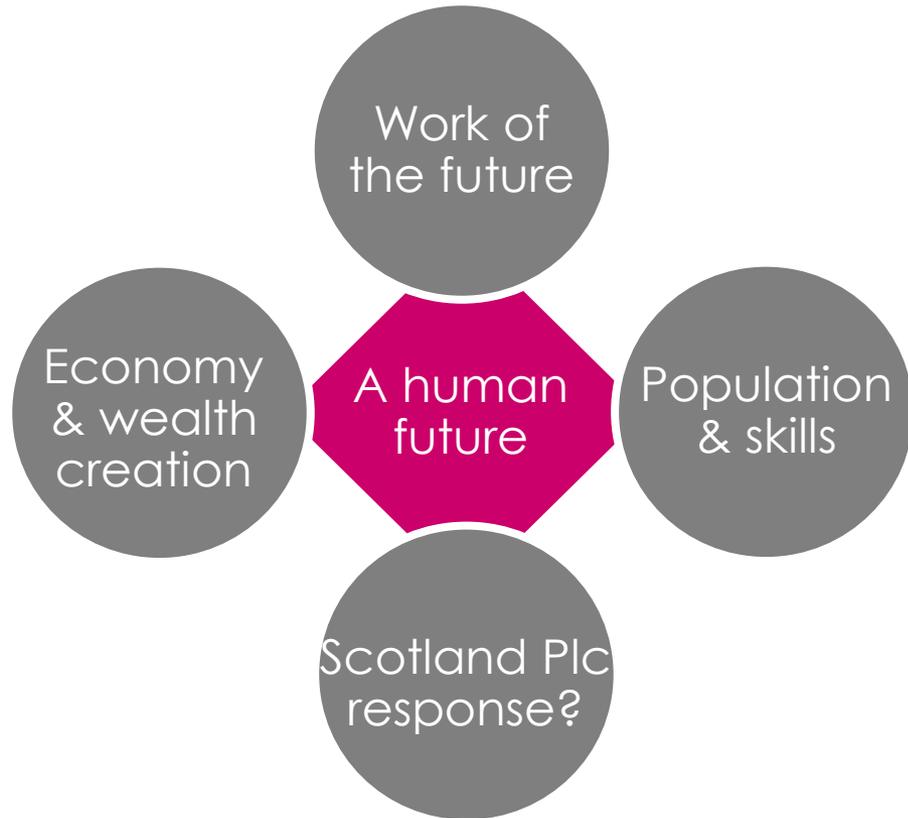


Skills 2035:  
A Human Future

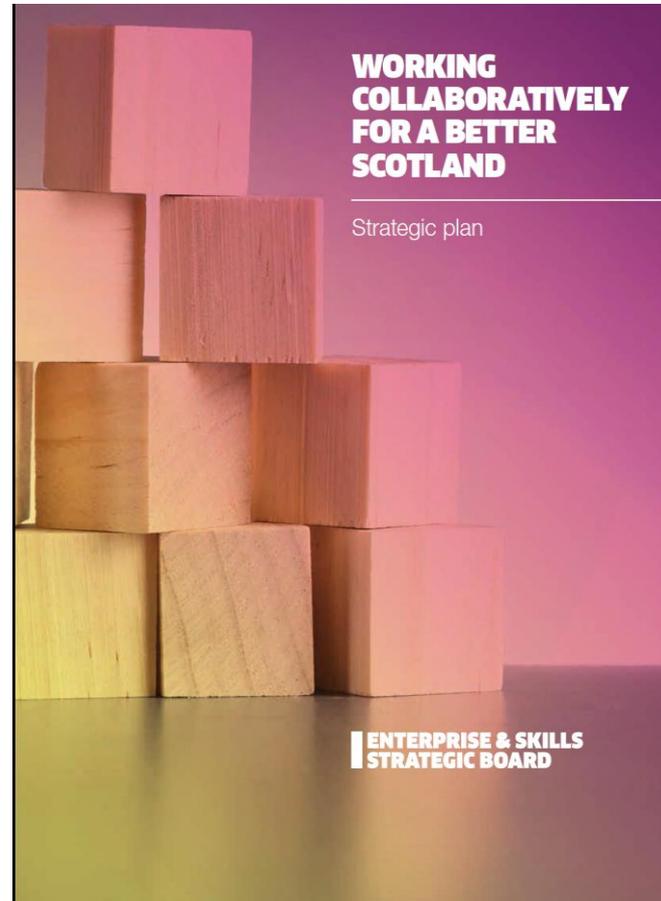
# Purpose

SDS and the Scottish Funding Council are collaboratively developing a 2035 vision and roadmap for the skills and learning ecosystem that will equip people for a thriving future

# Strategic context



# Enterprise and Skills



# Skills Alignment





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## People and Organisational Development Survey

[https://strathbusiness.qualtrics.com/jfe/form/SV\\_e5kRu4eLbIO5u2F](https://strathbusiness.qualtrics.com/jfe/form/SV_e5kRu4eLbIO5u2F)

17 June – 26 July 2019

# Insight into *Our Community*

## *People and Organisational Development Survey*



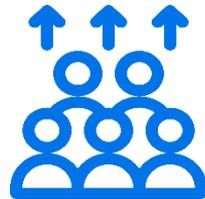
32% response rate;  
23 responses



39% procurement



61% people &  
organisational development



83,000

Extrapolated Indicative Community



50% using national development framework  
23% sometimes use it  
27% Don't use it, or don't know



32% bespoke  
21% sometimes  
47% don't / don't know

# Insight into *Our Community*

## *Funding Decision Making & Sharing Strategies*



### People Development

52% Dept, Line, HR Mgr  
30% Senior Team  
18% Head of Service

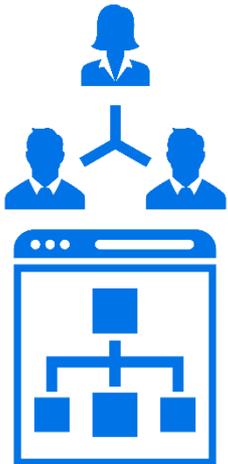
### Organisational Development

44% Senior Team  
33% Dept, Line, HR Mgr  
23% Head of Service

### Workforce Planning

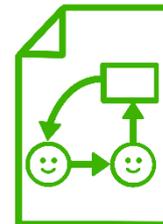
44% Dept, Line, HR Mgr  
33% Senior Team  
23% Head of Service

70% - 74% of people willing to share strategies...



### Organisational Development Strategy

70% interested to share  
13% not wanting to share  
17% don't have one

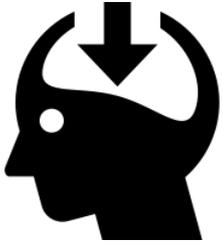


### Workforce Plan

74% interested to share  
13% not wanting to share  
13% don't have one

# Insight into *Our Community*

## People Development & Organisational Development Needs



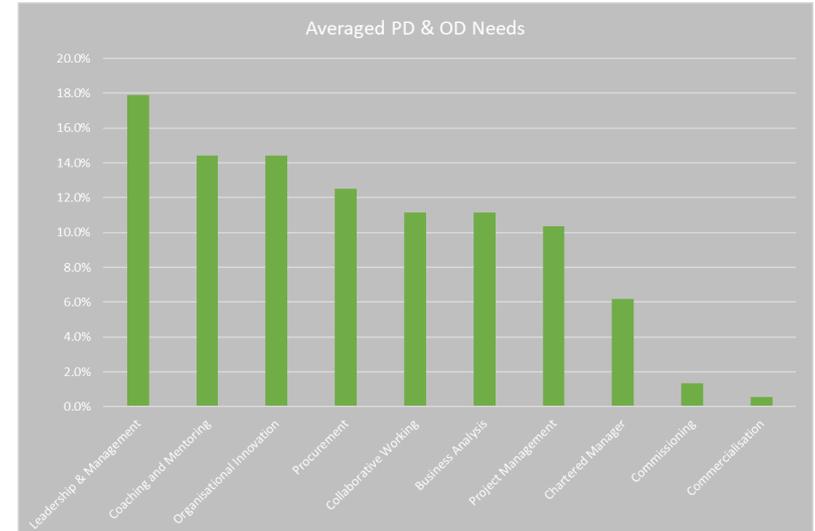
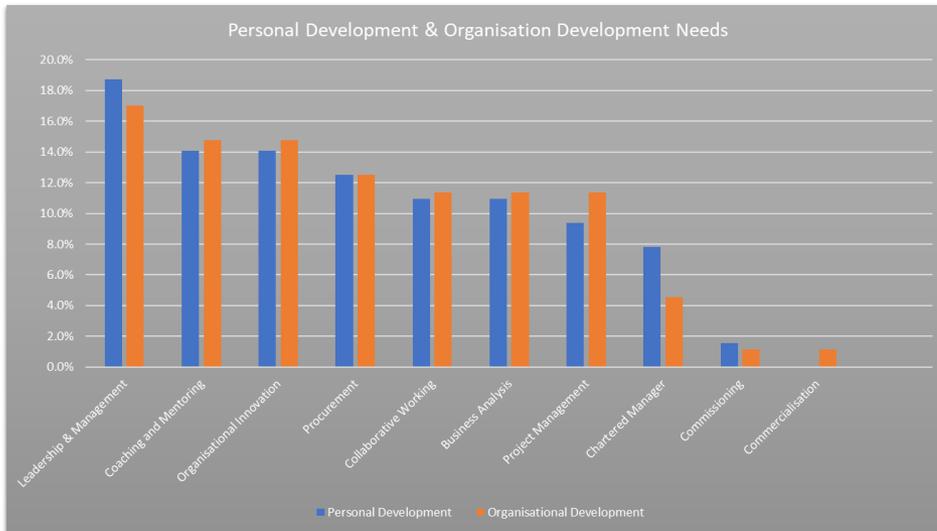
### Personal Development Needs

1. Leadership & Management (19%)
2. Coaching & Mentoring (14%)
3. Organisational Innovation (14%)
4. Procurement (13%)
5. Collaborative Working (11%)
6. Business Analysis (11%)
7. Project Management (9%)
8. Chartered Manager (8%)
9. Commissioning (2%)



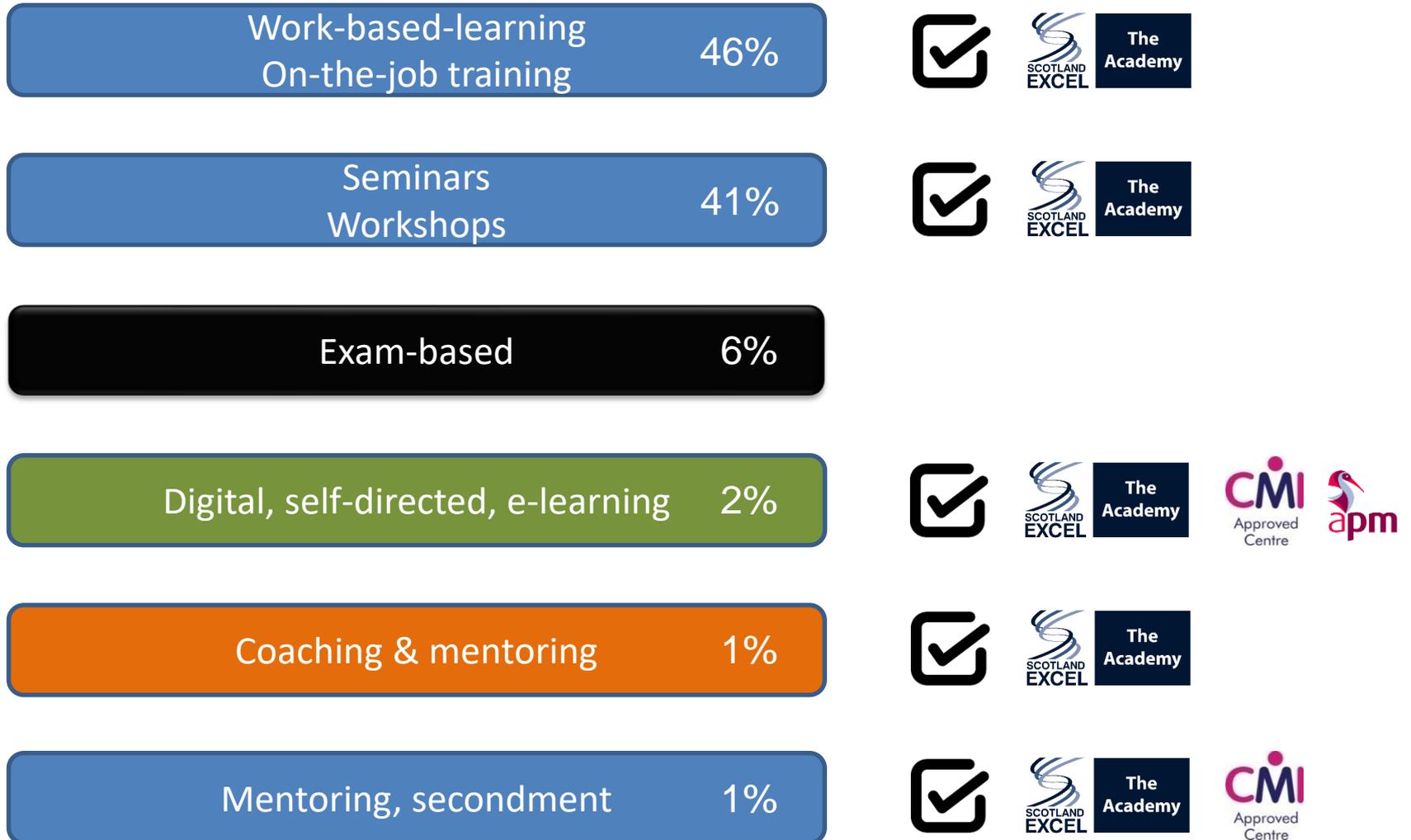
### Organisational Development Needs

1. Leadership & Management (17%)
2. Coaching & Mentoring (15%)
3. Organisational Innovation (15%)
4. Procurement (13%)
5. Collaborative Working (11%)
6. Business Analysis (11%)
7. Project Management (11%)
8. Chartered Manager (5%)
9. Commissioning (1%)
10. Commercialisation (1%)



# Insight into *Our Community*

## *Preferred Method of Learning*



# Insight into *Our Community*

## *Practitioner Workshops & Thought Leadership Masterclasses*

Practitioner Workshops 46%

Organisational Innovation 19%

Specification Writing 18%

Business Analysis 18%

Contract & Supplier Management 16%

Negotiation 13%

Coaching and Mentoring 13%

Commissioning Cycle 2%

Cost and Risk Analysis 2%

Thought Leadership Masterclasses 61%

Collaborative Working 34%

Organisational Innovation 30%

Leadership & Management 30%

Commissioning Models & Option 2%

Procurement Strategy Development 2%

Dynamic Purchasing 1%

Collaborative Ventures 1%

Technical Training on eCommerce e.g. PECOS 1%

## Practitioner Workshop

1. Contract & Supplier Mgt
2. Coaching & Mentoring
3. Project Management
4. Trust-Based Leadership
5. Negotiation
6. Innovation
7. Specification Writing
8. Business Analysis
9. Collaborative Working

## Thought Leadership Masterclass

1. Organisational Innovation
2. Collaborative Working

## Practice Workshop

1. Personal Development
2. Intro Strategic Procurement
3. Leadership Practice
4. CSM Fundamentals



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# The Academy

- Work-based-learning
- Applied learning with quick-return
- Focus on work-practice
- Progressive pathways
- Depth of expertise within discipline
- Breadth of knowledge spanning disciplines
- Underpinned with research
- Contextualised to the Scottish public-sector

# The Academy Portfolio – People and Organisational Development

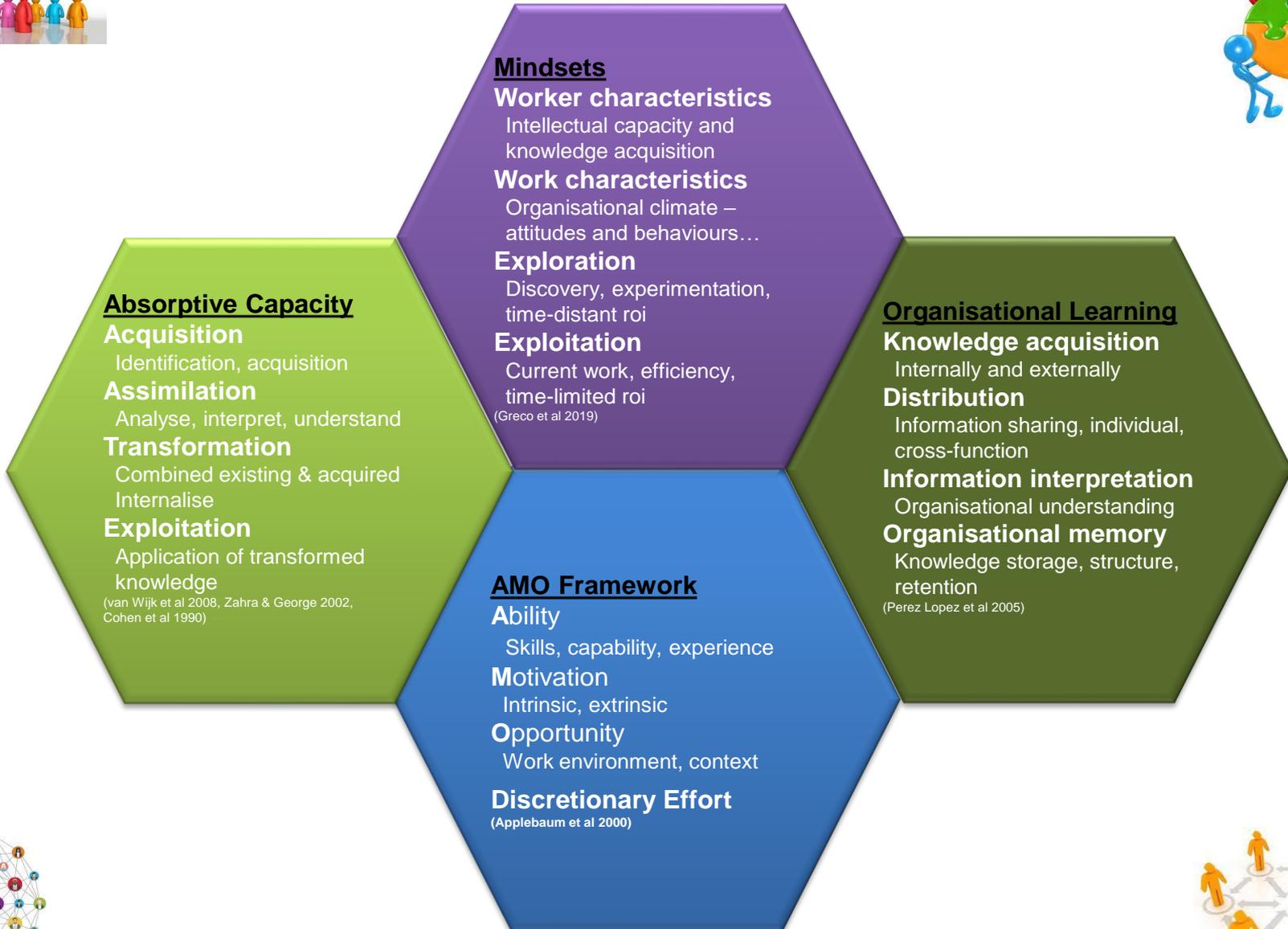


\* Co-delivery  


## Accredited and Non-Accredited



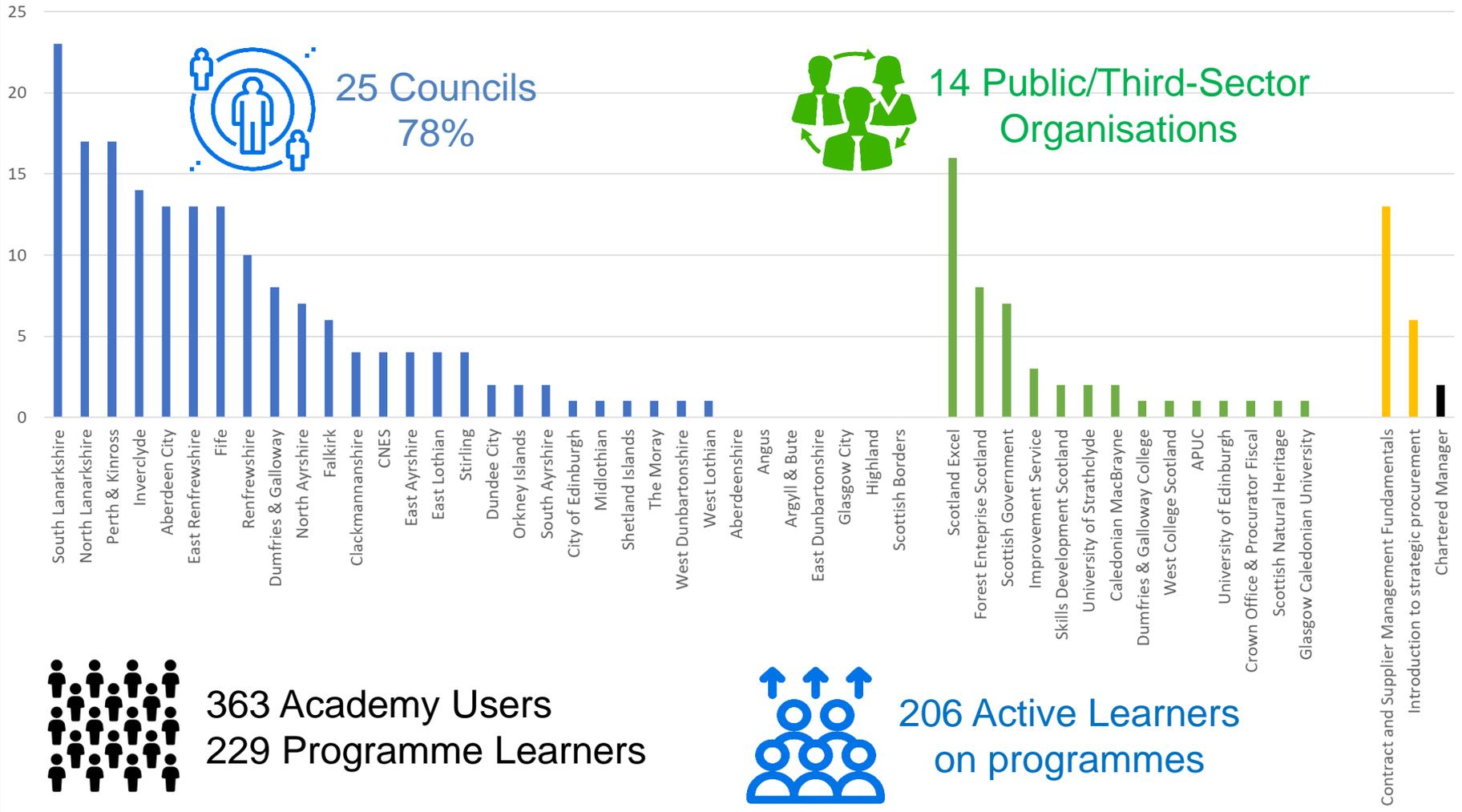
# The Academy Methodology – Underpinned With Research



# The Academy... Coacting-Collaborating-Co-Delivering



The Academy - Councils, Public Organisations, Practice Workshops & CMgr  
30 July 2019





## People Development Organisational Development Working Group

## New Ways of Working



## Collaborative Innovation Working Group

- Invitation to join a PD & OD working group
  - Meet every 6 months
  - Facilitate an evolving development roadmap
  - Implement **our** development roadmap
  - Contact Helene Holden if interested...
- Invitation to join an innovation working group
  - Meet every 6 months
  - Support collaborative working
  - Support innovative new ways of working
  - Contact Helene Holden if interested...



ARE YOU TOO BUSY TO INNOVATE?





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SCOTLAND  
EXCEL

## Leadership & Management Learner Experience

Lorna MacDonald

Manager

Inverclyde Carers Centre

Ian McNaught

Leadership & Management Programme Lead

Scotland Excel Academy



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## Procurement Learner Experience

Amanda Walsh

Procurement Category Officer  
Dundee City Council

Christopher Gibson

Procurement Programme Lead  
Scotland Excel Academy



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## Coaching & Mentoring Learner Experience

Anna Kowalska

Senior Procurement Specialist

Scotland Excel

Donnie MacRae

Coaching & Mentoring Programme Lead

Scotland Excel Academy



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## Project Management Learner Experience

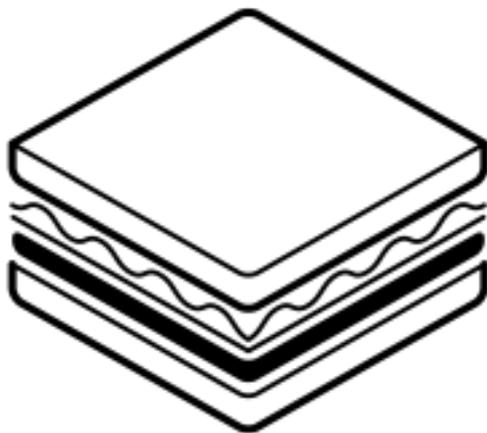
Michelle Milne

HR Business Partner  
South Lanarkshire Council

Clare Sherry

Project Management Programme Lead  
The Improvement Service

Scotland Excel and The Improvement Service **co-deliver** Project Management





# Coaction 2019

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## National Procurement and Commercial Development Framework

Nikki Archer

Deputy Director, Head of Procurement & Commercial Policy  
Scottish Government

Gregor Hutton

Commercial Capability  
Scottish Government

Sharon Griffith

Deputy Head of Procurement  
University of Strathclyde

# Procurement Development Framework

A **free online tool** for using the Scottish  
procurement competency framework

**Gregor Hutton**

Scottish Procurement and Commercial Directorate

[Gregor.Hutton@gov.scot](mailto:Gregor.Hutton@gov.scot)



Scottish Government  
Riaghaltas na h-Alba  
gov.scot

UNIVERSITY OF THE  
WEST OF SCOTLAND  
UWS

SCOTLAND  
EXCEL

CompanyNet  
Collective intelligence  
for better business



# What does it help you do?

- Self-assess your skills and compare them to a job role
- Identify training and development needs
- Help with career planning and personal development
- Aid organisational learning & development



# gov.scot/procurement



The screenshot shows the gov.scot website's 'Public sector procurement' page. It includes a navigation menu, a 'POLICY' section with the title 'Public sector procurement', and an 'Overview' section. The 'Overview' section states that the Scottish public sector spends more than £11 billion a year buying goods, services and works. Below this, there is a 'Latest' section and a 'Policy actions' section. The 'Policy actions' section lists 'Public sector procurement support' and 'Suppliers: procurement guidance'. Under 'Public sector procurement support', there is a link 'for the public sector'. Under 'Suppliers: procurement guidance', there is a link 'for suppliers'.

## Actions

We provide procurement tools, support and guidance:

- [for the public sector](#)

## People and skills development

We are working in partnership with the public and private sector to promote procurement as a career of choice, and support new entrants into procurement.

The [procurement competency and development frameworks](#) have been developed to help public sector procurement staff assess their skills, and identify their training and development needs.

## PUBLICATION - ADVICE AND GUIDANCE

# Procurement competency framework

Published: 22 Oct 2018

Directorate: [Scottish Procurement and Commercial Directorate](#)

Part of: [Public sector](#)

Sets out the skills and competency levels required by public sector staff involved in the procurement process.

The national procurement competency framework and associated online tool - the procurement development framework - can be used to assess skills, identify training needs and support career planning.

It reflects the Scottish procurement context and aligns to the [Chartered Institute of Procurement and Supply \(CIPS\)](#) [global standards](#).

The [Procurement Development Framework](#) [can be used to:](#)

- self-assess skills
- identify training and development needs
- help with career planning and personal development



The screenshot shows the 'National Procurement Development Framework Staff Evaluation Portal'. At the top, there is a blue header with the text 'evaluation' and a small logo for 'Procurement Development Framework'. Below the header, the main title is 'National Procurement Development Framework' and the subtitle is 'Staff Evaluation Portal'. There are three large blue buttons: 'Restart', 'Resume', and 'Enter Code'. At the bottom, there are logos for the Scottish Government, SCOTLAND EXCEL, CompanyNet, and NHS.

Google:

“procurement competency framework”



Scottish Government  
Riaghaltas na h-Alba  
gov.scot

# Procurement Development Framework

## Assessments follow four steps

1 Choose sector



2 Choose competencies



3 Score competencies



4 Get your results



Scottish Government  
Riaghaltas na h-Alba  
gov.scot

# Scorecard results

[Back to Score Competencies](#)
[Email CSV file](#)
[Email Excel file](#)
[Download CSV file](#)
[Download Excel file](#)
[View charts](#)
[View Development](#)

## YOUR SCORECARD

Evaluation Code:  
 Sector: Central Government  
 Group: Scottish Government  
 Organisation: Scottish Government  
 Role: Scottish Government - Delegated Purchasing Officer (Under £50k)  
 Grade: DPO (low)

Infrastructure Foundations		
Procurement Strategy and Policy	Legislation	Standards and Conduct
My Score	My Score	My Score
3	3	4
Benchmark	Benchmark	Benchmark
1	2	1

## Export as Excel file or .csv

Competency	My Score	Benchmark	Comments
Procurement Strategy and Policy	3	1	...
Legislation	3	2	...
Standards and Conduct	4	1	...

## Online graphs and reports with a comment function

[Back to Score Card](#)  
 Your score will be coloured in red  
 If you have selected a job role the benchmark score will be coloured in blue

### Infrastructure Foundations

Powered by ZingChart

### Process Planning - pre-market engagement

Powered by ZingChart

[Back to Scorecard](#)  
 Evaluation Code:  
 Sector: Central Government  
 Group: Scottish Government  
 Organisation: Scottish Government  
 Role: Scottish Government - Delegated Purchasing Officer (Under £50k)  
 Grade: DPO (low)

Infrastructure Foundations				
Competency	My Score	Benchmark	CIPS	Training
Procurement Strategy and Policy	3	1	2.3 (N) 2.4 (S)	CIPS e-Learning: Introducing the Competencies of Supply Chain Management; CIPS e-Learning: Category Management; Procurement Training Framework
Please enter any notes you would like to make				
N/A				
<a href="#">View Notes</a>				
Competency	My Score	Benchmark	CIPS	Training
Legislation	3	2	3.1 (S)	CIPS Open Training: Advancing Procurement Process; Procurement Training Framework



# Procurement Development Framework

Google:  
“procurement competency framework”



<http://gov.scot/procurement>

<https://scottishprocurementdevelopmentframework.azurewebsites.net/>

[Gregor.Hutton@gov.scot](mailto:Gregor.Hutton@gov.scot)



# Experience of the Procurement Development Framework



# Let me take you back.....

*23rd January 2017*



# Our Drivers

• **CHANGE!!! CHANGE!!! CHANGE!!! CHANGE!!! CHANGE!!!  
CHANGE!!!**

- Team and Stakeholder Review

- Culture
- Behaviours
- Balance of Power
- Relationships
- Clarity
- Fairness
- Motivation
- Service Delivery



# Some Context .....



## Job Descriptions

UK Entrepreneurial University  
of the Year 2015/16  
UK University of the Year  
2012/13

### Procurement Officer

Department	Procurement and Print Services ( <a href="http://www.strath.ac.uk/printservices/">www.strath.ac.uk/printservices/</a> )		
Directorate	Estates Services Directorate ( <a href="http://www.strath.ac.uk/estates/">www.strath.ac.uk/estates/</a> )		
Staff Category	Administrative and Professional	Reference No.	37958
Reports To	Deputy Head of Procurement	Grade	6
Salary Range	£26,537-£29,847	Contract Type	Open Contract
FTE	1 (35 hours/week)	Closing Date	Monday, 16 May 2016

**Job Advert**

This post will be based in Estates Services and will be part of the Procurement team within Procurement & Commercial Services. The Procurement Officer will have responsibility for the strategic sourcing and commercial management of designated goods, services and works related commodities and maximisation of cost efficiencies through the implementation of best procurement practice. You will have an HNC/HND in a relevant field, significant experience in supply chain management, a strong working knowledge of contract law and a proven track record in strategic sourcing and supplier management along with excellent interpersonal and negotiation skills and strong attention to detail.

**Job Description**

**Brief Outline of Job**  
Responsible for a defined set of commodities, ensuring Value for Money is being achieved in the University.

**Main Activities/Responsibilities:**

1. Responsible for assigned commodity portfolio and activities.
2. Developing a commodity sourcing strategy development & implementation plans as agreed with Head/Deputy Head of Procurement.
3. Contribute to, and on occasions lead procurement projects as assigned by the Head/Deputy Head of Procurement.
4. Formulation & evaluation of tender documents for the supply of goods, services and works in accordance with the appropriate EU legislation/regulators & University's Financial Regulations.
5. Negotiate with suppliers on behalf of the University of Strathclyde to obtain the best possible purchasing terms and conditions.
6. Contribute to the Supplier Relationship Management process.
7. Maximise collaborative buying opportunities for their commodities with ARUC (Advanced Procurement for Universities & Colleges) & any other National or Regional consortiums or buying groups as applicable, representing the University in collaborative projects.
8. Liaise with academic and service departments & lead cross-functional commodity teams ensuring a consistent approach to strategic sourcing, ensuring stakeholder operational requirements & service objectives are maintained or exceeded.
9. Ensure buy in from academic and service departments & facilitate compliance management through the use of management information reporting and assistance of the commodity team members.
10. Provide advice & guidance to the University staff where required & liaise on market developments, new products & technology.

## Person Specs

### Person Specification

<b>Educational and/or Professional Qualifications</b> (Essential, i.e. a candidate must meet all essential criteria to be considered for selection. D=Desirable)	
E1	HNC/HND in a relevant field
D1	Membership of the Chartered Institute of Purchasing and Supply (HCIPS)/other relevant professional accreditation or evidence of appropriate CPD
<b>Experience</b>	
E2	Significant experience in supply chain or category management including tendering, contracting and negotiation
D2	Strong working knowledge of contract law
D3	Experience within a Public sector environment preferably within the Higher or Further Education sector
D4	Practical working knowledge of both European and UK Public Sector procurement rules and legislation
<b>Job Related Skills and Achievements</b>	
E3	Track record in securing Value for Money through tendering and other initiatives
E4	Experience of working/responding independently and dealing with unforeseen problems and circumstances
E5	Computer literate with a strong working knowledge of MS Office systems (Excel, Word, PowerPoint, Project, Access)
<b>Personal Attributes</b>	
E6	Team Player
E7	Excellent communication (written and spoken skills), negotiation and presentational skills, including an ability to express matters in a clear, user friendly way.
E8	Excellent organisational skills, with the ability to plan own workload

**Application Procedure**

Applicants are required to complete an application form including the name of three referees who will be contacted before interview without further permission, unless you indicate that you would prefer otherwise. Applicants should also submit a Curriculum Vitae and a covering letter detailing the knowledge, skills and experience you think make you the right candidate for the job. Applicants should also complete the Equal Opportunities Monitoring Form.

**Other Information**

Further information on the application process and working at Strathclyde can be found on our website (<http://www.strath.ac.uk/hr/workingforus/>)

Informal enquiries about the post can be directed to Allan Ferguson, Acting Head of Procurement (e-mail: [allan.ferguson@strath.ac.uk](mailto:allan.ferguson@strath.ac.uk); tel no: 0141 548 4310).

**Probation**  
Where applicable, the successful applicant will be required to serve a 9 month probationary period.

**Pension**  
The successful applicant will be eligible to join the Universities' Superannuation Scheme. Further information regarding this scheme is available from [Payroll and Pensions](http://PayrollandPensions).

**Relocation**  
Where applicable, the University offers a relocation package to support new employees who meet the eligibility criteria. The relocation package is offered as a contribution towards costs incurred, and is designed to be flexible, allowing staff to use the financial support available in the way that will be most helpful to them. Further details are outlined in the Relocation Policy.

the place of useful learning
37958

## Job Level Indicators

### Job Level Descriptors

### Administrative and Professional Services Staff

Published: 2006

Contents	
1 Administrative and Professional Services – Grade 3	1
2 Administrative and Professional Services – Grade 4	2
3 Administrative and Professional Services – Grade 5	4
4 Administrative and Professional Services – Grade 6	6
5 Administrative and Professional Services – Grade 7	8
6 Administrative and Professional Services – Grade 8	10
7 Administrative and Professional Services – Grade 9	12
8 Administrative and Professional Services – Grade 10	14
9 Administrative and Professional Services – Director/Equivalent	15

# The review

- Job roles that:
  - aligned with our vision mission and values
  - clearly outlined the expectations of the role
  - supported the annual development review process - *allowed meaningful discussions!!!*
  - evidenced differing responsibilities
  - allowed structured succession planning

# How did the Procurement Development Framework help?

Scottish Procurement Competency Framework						
Aligned to the Government Purpose and CIPS Global Standards - Competency Scorecard version 1.0						
Name						1 Foundation / Awareness
Organisation	University of Strathclyde					2 Working Knowledge
Job Role	Procurement Advisor					3 Practitioner
Grade / Level	5					4 Expert
Grade / Level 2017						
5 Master / Leader						
Infrastructure Foundations (Why)	Corporate Strategy	Procurement Strategy and Policy	Legislation	Governance and Compliance	Technology	Standards & Conduct
	2 or 3	2 or 3	2	2 or 3	2 or 3	2 or 3
Process (How)						
PLANNING - Pre-Market Engagement	Commodity, Supplier & Supply Chain	Spend Analysis	Market & Supply Chain Analysis	Specification Development	Building Tender Documents	
	2	2	2	2 or 3	2 or 3	
IMPLEMENTATION - Tender	Contract Law and Terms & Conditions	EU & Regulated Tender Process	Tender Evaluation	Award & Debrief	Negotiation	Alternative Routes to Market
	2	2 or 3	2 or 3	2 or 3	2	2 or 3
DELIVERY - Post-Contract	Contract Management	Supplier Management	Supply Chain Management	Inventory Management	Distribution, Fleet and Logistics	
	2	2	2	2	2	
Performance (What)	Performance Management and Measurement	Continuous Improvement				
	2	2				
People (Who)	Self Development	Managing High Performance Teams	Leading and Influencing	Stakeholder Relationships	Communications	
	2 or 3	2	2	2 or 3	2 or 3	
Early Engagement & Role of the Intelligent Client (drives better outcomes)						
Commercial and Financial Awareness	Commercial Competence	Commercial Models	Business Cases	Financial Management and Modelling	Budget	
	2 or 3	2 or 3	2 or 3	2	2	
Planning and Risk Management	Programme and Project Management	Risk Management				
	2	2				
Sustainability and Innovation	Sustainable Procurement					
	2 or 3					

every job role assessed against the framework

involvement of the full team

able to easily translate the “standard wording” into expectations and ideal behaviours

allowed an initial focus on the role, not the individual

“made things clearer”

# That was then ..... what happens now?

- UoS job roles are created within the system
- reviewed annually for all team members in line with ADR process, aids and focuses these discussions
- Undertaken by all new members of the team as part of induction
- Supports our funding requests for training
- Allows an “on the job” assessment of training undertaken
- Shows our overall team strengths and areas of weaknesses
- Aids career development and succession planning
- Allows “targeted” recruitment to build the overall strength of the team



# Final Thoughts.....

It doesn't have to be a big !!!!!!!

- The tool offers the ability focus in on particular areas, activities and job roles
- We consider this as one of the most useful “tools” in our “management toolbox”
- Assisted in personal development and knowledge sharing
- Allows us to ensure we have appropriate skills sets across the team and a structured approach to succession planning.

Thank you



# Coaction 2019

*Inform. Learn. Develop.*



## The SCQF – what is it and what can it do?

Sheila Dunn

Head of Quality & International Development

Scottish Credit and Qualifications Framework Partnership

# The SCQF

## – what is it and what can it do?



Sheila Dunn  
Head of Quality and International  
Development  
SCQF Partnership

# What is the SCQF and what does it do?

The SCQF is Scotland's national qualifications framework and it

- helps people **understand** qualifications
- helps people **plan their learning**
- provides **recognition** for learning
- promotes **equality** between vocational and academic qualifications
- supports **recruitment** and **workforce development**

# Framework as a tool

- 12 sets of level descriptors underpinned by characteristics used for all sectors
- Ability to recognise both formal and non formal learning
- Ability for any employer or organisation to produce a new programme or qualification and have that credit rated (much more quickly than institutional qualification development)

# THE SCOTTISH CREDIT AND QUALIFICATIONS FRAMEWORK

This Framework diagram has been produced to show the mainstream Scottish qualifications already credit rated by SQA and HEIs. However, there are a diverse number of learning programmes on the Framework, which, due to the limitations of this format, cannot be represented here. For more information, please visit the SCQF website at [www.scqf.org.uk](http://www.scqf.org.uk) to view the interactive version of the Framework or search the Database.



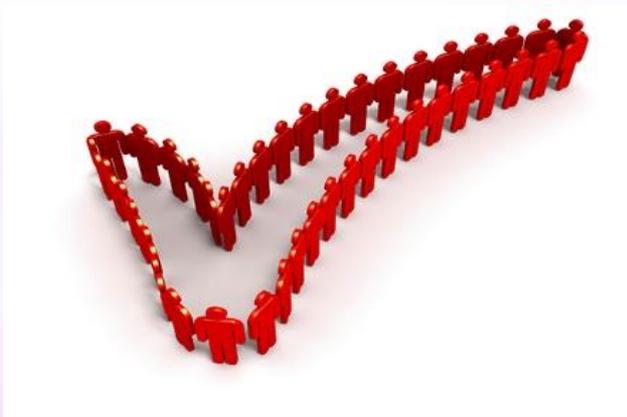
SCQF Levels	SQA Qualifications		Qualifications of Higher Education Institutions	Apprenticeships & SVQs
12			Doctoral Degree	Professional Apprenticeship
11			Masters Degree, Integrated Masters Degree, Post Graduate Diploma, Post Graduate Certificate	Graduate Apprenticeship Professional Apprenticeship SVQ
10			Honours Degree, Graduate Diploma, Graduate Certificate	Graduate Apprenticeship Professional Apprenticeship
9	Professional Development Award		Bachelors / Ordinary Degree, Graduate Diploma, Graduate Certificate	Graduate Apprenticeship Technical Apprenticeship SVQ
8	Higher National Diploma		Diploma Of Higher Education	Higher Apprenticeship Technical Apprenticeship SVQ
7	Advanced Higher, Awards, Scottish Baccalaureate	Higher National Certificate	Certificate Of Higher Education	Modern Apprenticeship SVQ
6	Higher, Awards, Skills for Work Higher			Modern Apprenticeship Foundation Apprenticeship SVQ
5	National 5, Awards, Skills for Work National 5			Modern Apprenticeship SVQ
4	National 4, Awards, Skills for Work National 4	National Certificate	National Progression Award	SVQ
3	National 3, Awards, Skills for Work National 3			
2	National 2, Awards			
1	National 1, Awards			

# The SCQF in numbers



## What can go into the Framework?

### 4 key principles to “admit” a piece of learning to the SCQF



- At least 10 notional learning hours
- Based on learning outcomes
- Formally assessed
- Internally and externally quality assured

irrespective of type of learning

# How does learning get on the SCQF?

## Process of Credit Rating:

- A consistent process
- One set of guidance used by all Credit Rating Bodies

### What do they credit rate?

Their own provision offered in schools, colleges and universities

“Third party” provision owned, developed and awarded by others e.g employers; certificating bodies; professional bodies; voluntary and community organisations

## Credit Rating Bodies:

- Higher Education Institutions
- Further Education Colleges
- Scottish Qualifications Authority (SQA)
- Chartered Institute of Bankers in Scotland
- Scottish Police College - Tulliallan
- City and Guilds
- ICAS (Institute of Chartered Accountants of Scotland)
- Institute of Counselling
- Scottish Fire & Rescue Service - TED
- Scottish Prison Service College
- Opito
- NOT the SCQF Partnership

# SCQF: Benefits for learners and employees

The SCQF can help learners...

- gain **formal recognition** for their learning and skills
- to **understand the level** of their learning
- improve **confidence and self-esteem**
- Help them to plan and progress their chosen **learning pathway**
- avoid **duplication** of learning



# SCQF: Benefits for employers

The SCQF can help employers...

- understand both **academic and vocational qualifications** and the level of employees' skills
- with effective recruitment – '**Degree or Equivalent**'?
- with **job evaluations** and **workforce development**
- gain **recognition** for in-house training
- understand the **level** of their training
- provide their employee with **clear development pathways**
- **compare** their training to others in the UK, Europe and beyond



# Qualifications Can Cross Boundaries

Main stages of education/employment	Framework for higher education qualifications in England, Wales and Northern Ireland www.qaa.ac.uk	Qualifications and Credit Framework/ National Qualifications Framework for England and Northern Ireland www.ofqual.gov.uk www.ccea.org.uk	Credit and Qualifications Framework for Wales www.cqfw.net	National Framework of Qualifications for Ireland www.nqfi.ie	Scottish Credit and Qualifications Framework www.scqf.org.uk
	LEVEL	LEVEL	LEVEL	LEVEL	LEVEL
Professional or postgraduate education, research or employment	8 Doctoral Degrees	8 Vocational Qualifications Level 8	8 Doctoral Degrees	10 Doctoral Degree, Higher Doctorate	12 Doctoral Degrees, Professional Apprenticeship, Professional Development Award (PDA), Award
Higher education Advanced skills training	7 Master's Degrees, Integrated Master's Degrees, Postgraduate Diplomas, Postgraduate Certificate in Education (PGCE), Postgraduate Certificates	7 Vocational Qualifications Level 7	7 Master's Degrees, Integrated Master's Degrees, Postgraduate Diplomas, Postgraduate Certificate in Education (PGCE), Postgraduate Certificates	9 Master's Degree, Postgraduate Diploma	11 Master's Degrees, Integrated Apprenticeship, SVQ 5, PDA, Postgraduate Diplomas, Postgraduate Certificates, Award
Entry to professional graduate employment	6 Bachelor's Degrees with Honours, Bachelor's Degrees, Professional Graduate Certificate in Education (PGCE), Graduate Diplomas, Graduate Certificates	6 Vocational Qualifications Level 6	6 Bachelor's Degrees with Honours, Bachelor's Degrees, Professional Graduate Certificate in Education (PGCE), Graduate Diplomas, Graduate Certificates	8 Honours Bachelor Degree, Higher Diploma	10 Bachelor's Degrees with Honours, Professional Apprenticeship, PDA, Graduate Diplomas, Graduate Certificates, Award
Specialised education and training	5 Foundation Degrees, Diplomas of Higher Education (DipHE), Higher National Diplomas (HND)	5 Vocational Qualifications Level 5, Higher National Diplomas (HND)	5 Foundation Degrees, Diplomas of Higher Education (DipHE), Higher National Diplomas (HND)	7 Ordinary Bachelor Degree	9 Bachelor's/Ordinary Degrees, Technical Apprenticeship, PDA, SVQ 4, Graduate Diplomas, Graduate Certificates, Award
Qualified/Skilled worker Entry to higher education Completion of secondary education	4 Higher National Certificates (HNC), Certificates of Higher Education (CertHE)	4 Vocational Qualifications Level 4, Higher National Certificates (HNC)	4 Higher National Certificates (HNC), Certificates of Higher Education (CertHE), Essential Skills Wales (ESW), Wider Key Skills (WKS)	6 Advanced Certificate, Higher Certificate	8 Higher National Diploma (HND), Diplomas of Higher Education (DipHE), Technical Apprenticeship, PDA, SVQ 4, Award
Progression to skilled employment. Continuation of secondary education.	3 Access to HE Diploma*	3 Vocational Qualifications Level 3, GCE AS and A Level, Advanced Diplomas (England)	3 ESW, WKS, Vocational Qualifications Level 3, GCE AS and A Level, Welsh Baccalaureate Qualification Advanced	5 Level 5 Certificate, Leaving Certificate	7 Higher National Certificate (HNC), Modern Apprenticeship, PDA, SVQ 3, Certificates of Higher Education (CertHE), Scottish Baccalaureate, Advanced Higher, Award
Secondary education. Initial entry into employment or further education	2	Vocational Qualifications Level 2, GCSEs at grade A*-C, ESOL skills for life, Higher Diplomas (England), functional skills Level 2 (England) (English, mathematics & ICT), Essential Skills Qualifications (NI)	2 Vocational Qualifications Level 2, Welsh Baccalaureate Qualification Intermediate, GCSEs at grade A*-C, ESW, WKS	4 Level 4 Certificate, Leaving Certificate	5 National 5, Intermediate 2, Modern Apprenticeship, SVQ 2, NPA, National Certificate, Award
	1	Vocational Qualifications Level 1, GCSEs at grade D-G, ESOL skills for life, Foundation Diplomas (England), functional skills Level 1 (England) (English, mathematics & ICT), Essential Skills Qualifications (NI)	1 ESW, WKS, Vocational Qualifications Level 1, GCSEs at grade D-G, Welsh Baccalaureate Qualification Foundation	3 Level 3 Certificate, Junior Certificate	4 National 4, Intermediate 1, SVQ 1, NPA, National Certificate, Award
	Entry Level	Entry Level Certificates (sub levels 1-3), ESOL skills for life, functional skills Entry Level (England) (English, mathematics & ICT), Essential Skills Qualifications (NI)	Entry Level	2 Level 2 Certificate	3 National 3, Access 3, NPA, National Certificate, Award
				1 Level 1 Certificate	2 National 2, Access 2, NPA, National Certificate, Award
					1 National 1, Access 1, Award

**Qualifications can cross boundaries**  
- a guide to comparing qualifications in the UK and Ireland, September 2014

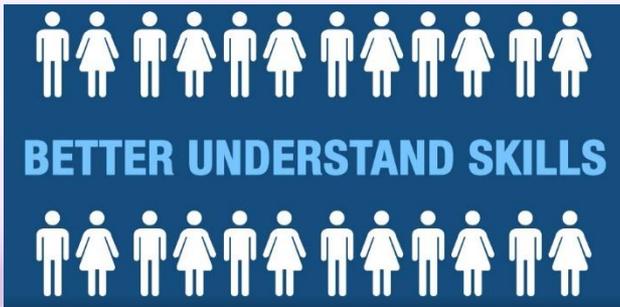


## How the SCQF can help employers





# Inclusive Recruiter



## Benefits:

- Access a diverse talent pool
- Confidence that you can satisfy your skills need
- A better understanding of the broad range of Scottish qualifications and how they compare
- Compliance with government policy e.g. 2010 Equality Act

Many employers have developed rigorous and challenging training that satisfies business need and is highly valued by staff but does not receive any recognition outside of the workplace. By having internal training SCQF credit rated your training will receive national recognition not just in Scotland but throughout the UK, Europe and beyond

*“It is important to recognise the achievement of employees starting out at Aegon as they gather skills and knowledge during their induction programme. We have been working hard to develop the programme and are delighted to be amongst the first financial service companies to have its induction course formally recognised on the Scottish Credit and Qualification Framework.”*

Gill Scott, HR Director at Aegon

*“Aegis Union Learning are proud to have helped Aegon’s training programme receive national recognition. We are delighted that so many of our members are benefitting from having their level of knowledge, skills and understanding formally endorsed. This is a wonderful example of how trade unions and employers can work together.”*

Brian Linn, General Secretary at Aegis



## Citizens Advice and Rights Fife (CARF)

“The chief benefits have been the **successful review and clarity of job descriptions developed**. We now also have a clearer idea of the skills and competencies required along with the knowledge of how we can encourage and **help people to develop their skills** to move through the organisation.”



## HR Bureau

“The SCQF levelling tool is a **comprehensive starting point** for any organisation attempting to create a job evaluation system from scratch, without the need for complicated, expensive off-the-shelf or bespoke systems.”



# Who knew???

- Award in Explosives Foundation Studies SCQF Level 4
- Certificate in data protection compliance SCQF Level 6
- Cryogenics – dry ice cleaning SCQF Level 5
- Lean RCM practitioner SCQF Level 6
- Certified GDPR practitioner SCQF Level 9
- Autism Trainer award SCQF Level 7
- Training in Multiculturalism and Leadership SCQF Level 9



## The SCQF is a very flexible tool which supports lifelong learning by:

- Recognising a wide variety of types of learning programme
- Allowing employers to have their own training credit rated and given national recognition
- Uses characteristics and competences which can be modelled to support specifications for future job roles and skills
- Provides a firm basis for recruitment



# Contact us at...

201 West George Street, Glasgow, G2 2LW

0141 225 2921 | [www.scqf.org.uk](http://www.scqf.org.uk) | [info@scqf.org.uk](mailto:info@scqf.org.uk)

[s.dunn@scqf.org.uk](mailto:s.dunn@scqf.org.uk)

Find us on...





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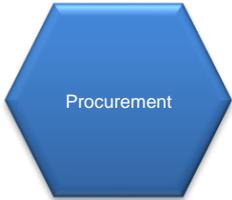
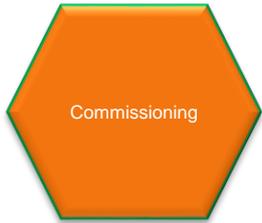
## Building *Our* Coaction Roadmap...

- Working at tables in teams of 4
- Illustrate current delivery
- Capture our current development needs
- Scope our future development needs 2020 - 2021



### New Ways of Working





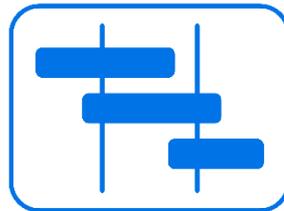


People Development  
Organisational Development  
Working Group

New Ways of Working



Collaborative Innovation  
Working Group



Coact-Collaborate-Co-Deliver  
Scottish Public-Sector  
Development Roadmap



Principal Point of Contact

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