UHI | WEST HIGHLAND GÀIDHEALTACHD AN IAR

Performance Management Policy

ELT manager	Principal & Chief Executive
Responsible Officer	Head of HR & OD
Date first approved by BoM	October 2016
Date review approved by BoM	17 December 2019
Next Review Date	November 2022
Equality impact assessment	18 November 2019
Further information (where relevant)	

Reviewer	Date	Review Action/Impact	BoM
VF	November 2019	Changed document to a policy only. Simplified Performance Management Process	

1.0   Purpose

West Highland College's Performance Management Review scheme provides a formal framework which enables managers (or those appointed by managers) and staff to take an overall view of the work of the employee to assess performance, provide a framework for improvement, and support career aspirations within the context of the College's strategic priorities.

The purpose of the Performance Management Review is to:

1.   Review and recognise past performance against objectives set taking into consideration individual circumstances;

2.   Reflect on personal performance, conduct and responsibilities;

3.   Review learning and development activities undertaken and consider career aspirations;

4.   Reflection on teaching/assessor responsibilities or centre, study area, department or team performance where relevant;

5.   Conduct a role review to agree activities to stop, start, and continue to encourage a continuous improvement approach to all roles within the College;

6.   Agree SMART performance objectives which demonstrate a direct link to supporting the College to deliver its strategic objectives (examples in procedure);

7.   Agree a Personal Development Plan which sets out learning and development needs for mandatory training, role development, and / or career development.

2.0   Scope

This policy applies to all West Highland College (UHI) staff who have passed their probation period (typically those with over 6 months service). Staff who are on probation (i.e. typically those with less than 6 months service) are covered by the College's Probation process.

3.0   The Principles of Performance Management

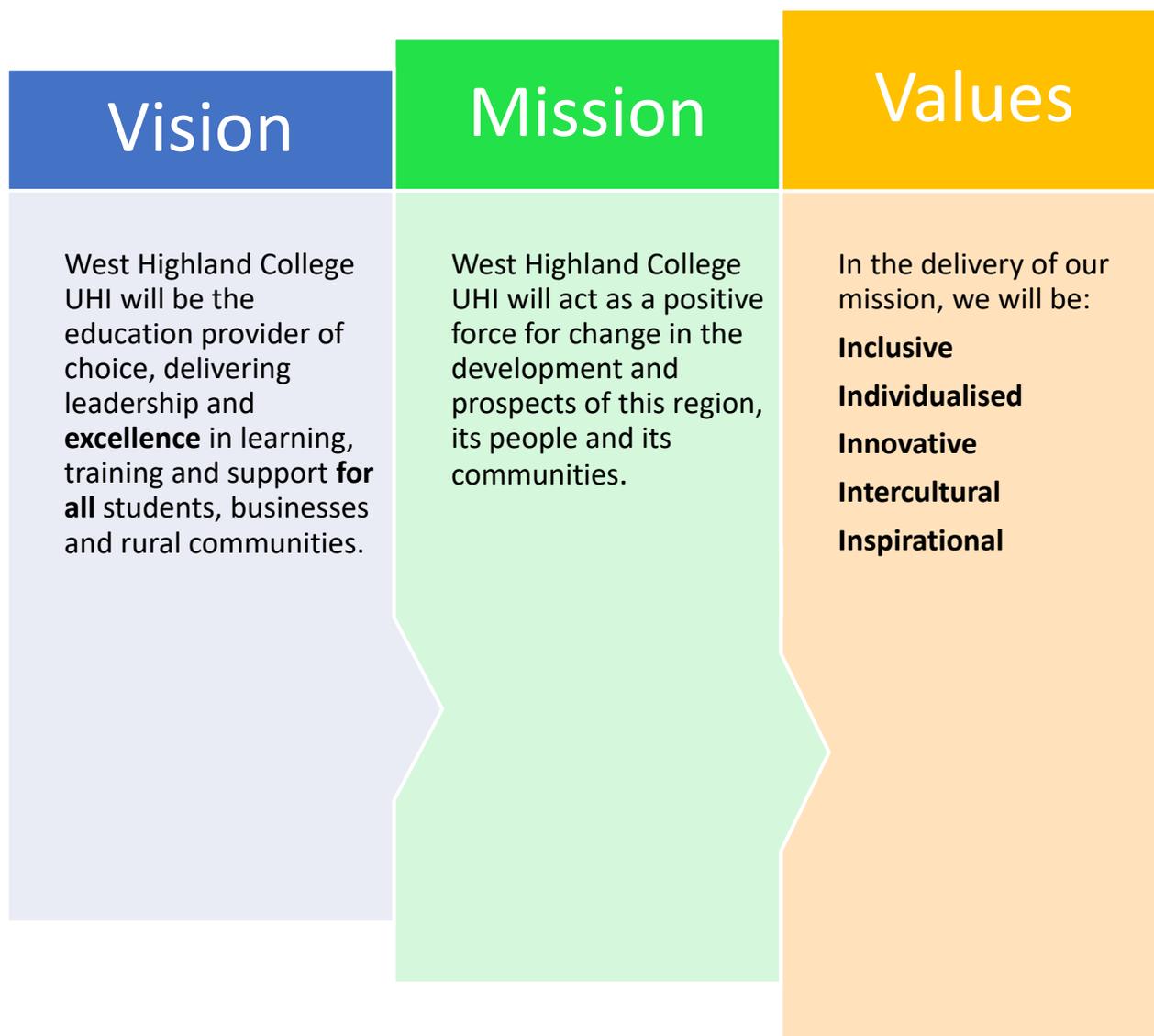**What is performance management?**

West Highland College UHI manages performance through a number of approaches starting with the probation process. The College's Performance Management Review is an annual process which provides the opportunity for all staff and their manager/course or programme leaders to reflect on both performance and development over the last year and to agree objectives and development plans for the forthcoming year.
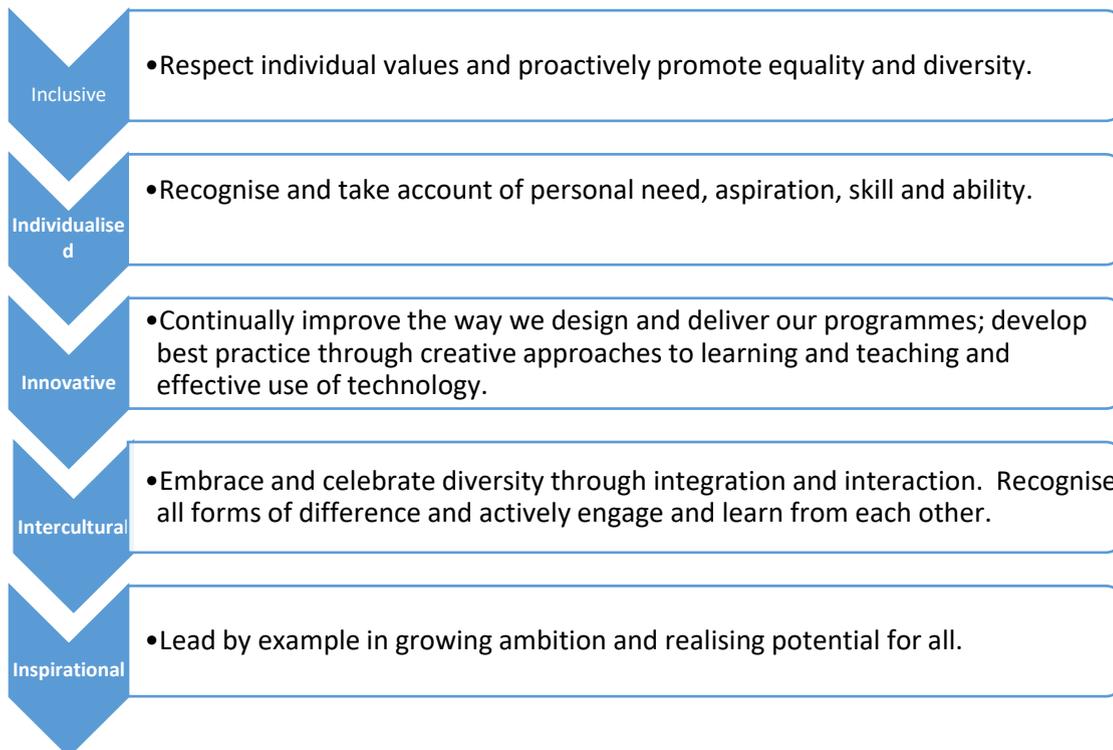
Managing performance is a continuous process. It involves making sure that the work and performance of staff contributes to the goals of teams and the College as a whole to enable the College to achieve its strategic aims and to realise its vision, mission and values. The aim is to continuously improve the performance of individuals and so improve the performance of the College.

All staff have a central role to play in performance appraisal. Staff and teams need to:

- know and understand what is expected of them;
- have the skills and ability to deliver on the expectations;
- be supported by the College in developing the capacity to meet these expectations;
- be given feedback on their performance;
- take responsibility for their own performance, behaviours and contributions to individual and team objectives.

The College objectives are regularly revisited and reviewed, they set the basis of how we will achieve our vision and mission. These are underpinned by our core values as shown in the diagram below. The values determine how things are done within the College, how we treat our customers, how we work with our external partners, and how as individuals we work together (supporting our one College – one team ethos) to achieve our shared objectives. Personal Attributes Framework

Vision	Mission	Values
West Highland College UHI will be the education provider of choice, delivering leadership and **excellence** in learning, training and support **for all** students, businesses and rural communities.	West Highland College UHI will act as a positive force for change in the development and prospects of this region, its people and its communities.	In the delivery of our mission, we will be: **Inclusive** **Individualised** **Innovative** **Intercultural** **Inspirational**

Inclusive	• Respect individual values and proactively promote equality and diversity.
Individualised	• Recognise and take account of personal need, aspiration, skill and ability.
Innovative	• Continually improve the way we design and deliver our programmes; develop best practice through creative approaches to learning and teaching and effective use of technology.
Intercultural	• Embrace and celebrate diversity through integration and interaction. Recognise all forms of difference and actively engage and learn from each other.
Inspirational	• Lead by example in growing ambition and realising potential for all.

The Personal Attributes Framework sets out the individual characteristics expected of College staff that can measure effective performance in the categories of **Leadership**, **Performance** and **Team Working/Communication (Appendix A)**.

Professional Standards for Lecturers in Scotland's Colleges (Appendix A)

The Standards are designed to support and encourage lecturers to develop a clear understanding of their role and how they contribute to wider student outcomes. Underpinning the Standards is the expectation that individual lecturers are expected to commit to and be responsible for their own continuous professional development, ensuring the quality of the student experience.

What are the benefits of Performance Management?

Performance Management can provide the following benefits (which are in no particular order):

For staff:

- Provides clarity and understanding of how everyone contributes to the vision and direction of their department and the College;
- Improves communication and working relationships between managers (or those appointed by managers) and staff. Managers (or those appointed by managers) can facilitate and empower rather than control and restrict their staff, showing appreciation, respect and commitment to developing and rewarding capabilities;
- Increases job satisfaction by clarifying roles, targets and acknowledging achievements;
- Offers opportunity for learning and development.

For our learners and stakeholders:

- Provides a system which allows us to continually improve our service;
- Provides a positive environment and service which meets their needs;
- Makes the College and staff accountable for the service that it provides;
- Provides a basis for effective communication.

For the College:

- Identifies College priorities and ensures everyone is working together and focusing on achieving them;
- Develops an understanding of the development needs of staff;
- Ensures work is achieved on time to agreed standards and with the resources and skills needed;
- Provides evidence of continuous improvement;
- Improves decision making;
- Encourages behaviour which is consistent with College values leading to trust and integrity;
- Improves morale.

Job Descriptions

It is best practice for Job Descriptions to be reviewed on an annual basis to ensure that they are up to date. It should be noted that job descriptions give a broad indication of the variety of tasks the post holder may be asked to undertake and are not an exhaustive list of activities. Staff may be asked to carry out other duties commensurate with the level of the post. The job description may also be amended to take account of changed circumstances, and staff will be consulted when this is necessary.

Timeline

June to September To be complete by the end of September for each academic year.	Managers (or those appointed by managers) have meeting with staff to review performance and set objectives. Any staff learning and development needs which require budget approval need to be fed back to the Staff Learning and Development Team.

4.0   Responsibilities

The Board
The board of management are responsible for approving this policy.

Human Resources Department
The HR department will support line managers in an advisory capacity in the application of the policy to ensure that it is fairly and consistently applied. HR are also available to provide coaching and support to ensure managers (or those appointed by managers) have the knowledge and skills to effectively manage performance and similarly can provide procedural advice, support and guidance to staff. HR will have responsibility for monitoring the process.

Managers (or those appointed by managers)
Will support a high-performance culture by taking proactive steps to communicate realistic and achievable expected standards of performance and will feedback on performance progress. This includes one-to-one or team meetings. Managers (or those appointed by managers) are accountable for the effective application of the Policy. They are expected to approach discussions around performance concerns sensitively and confidentially and will consider any other factors which may be affecting employee performance and consider any requirements for reasonable adjustments or support to be provided. They may seek advice from Human Resources at any stage but must seek advice before progressing to the formal stages.

Staff
Staff are expected to perform their duties to the best of their ability.

Staff will engage with and contribute to objective setting processes to ensure that expectations are clear between both managers (or those appointed by managers) and staff.

Staff should raise any concerns about matters which may impact on their performance with their managers (or those appointed by managers) as early as possible to ensure that support mechanisms or adjustments can be considered at the earliest opportunity. This may include raising a lack of clarity over expectations/objectives or notifying a manager of an underlying medical condition which is affecting (or may affect) performance.

Where underperformance is identified, staff are expected to take part in constructive discussions around performance improvement and to work towards any identified improvements by complying with agreed actions and/or Performance Improvement Plans.

5.0 Linked policies

5.1   This Framework is operated in conjunction with other West Highland College UHI key policies and procedures:
- Staff Induction Procedure
- Probation Procedure
- Disciplinary Policy and Procedure
- Managing Absence Policy and Procedure
- Communications Strategy

- Staff Learning and Development Strategy and Policy
- Equality & Diversity Policy
- Professional Standards for Lecturers

6.0 Review

This policy will be reviewed every 3 years or whenever circumstances change any part of it.
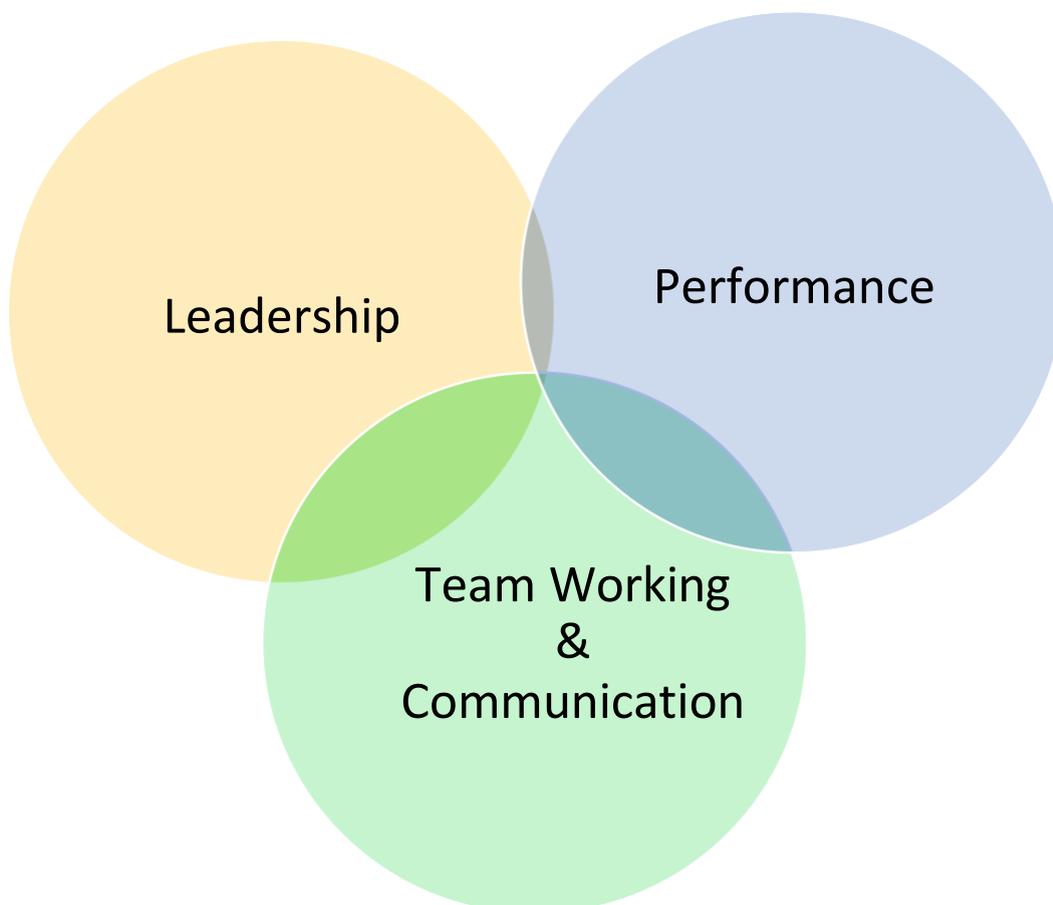
Appendix 1

Culture – Personal Attributes Framework
The Personal Attributes Framework sets out the individual characteristics expected of College staff that can measure effective performance in the categories of **Leadership**, **Performance** and **Team Working/Communication**. It is an inclusive framework that works on the premise that aligned to the strategic plan there is an expectation on all staff, to demonstrate a positive approach to their own work, to work well with others and to reflect on performance and self- development.

The framework further develops from this starting point to define three further levels building on 'all staff' to demonstrate additional/more role specific expectations as individual's progress through the college in to first line management and then into strategic management positions. This doesn't detract or replace the more specific job specific or technical knowledge requirements but should be considered alongside these to provide a common language and framework for recruitment assessment, performance feedback, staff development and career management in light of these behaviours.

Personal Attributes Framework

WHC reserves the right to amend this policy at its discretion. The most up-to-date version can be downloaded from our website.

LEADERSHIP

Providing direction, inspiration and encouragement to others

(A)	(B)	(C)
(A) **All Staff** **Demonstrates a positive approach and attitude to own work and provides leadership to others.**	(A+B) **First Line Managers/Cross-college Managers/Course/Programme Leaders/Supervisors** **Leads a team and/or a specialist function**	(A+B+C) **Senior Managers** **Provides leadership across a number of teams, provides vision and direction**
• Acts with confidence guiding the activities of colleagues, students and/or visitors • Demonstrates a positive attitude to new ways of working and when faced with difficult situations • Understands importance of having a strong sense of purpose and common goal • Understands how own role contributes towards meeting organisational goals • Takes responsibility and is accountable for own actions • Is able to objectively assess own strengths and limitations • Delivers a friendly and professional service to learners, customers and staff • Reflects positively on feedback and responds proactively • Ensures colleagues and line managers are kept informed of activities • Listens effectively and shows empathy to others' needs and feelings	• Provides a sense of direction for the team, helping them to understand their role and value to the college and UHI. • Understands what motivates others and adapts own style as appropriate. • Provides support and guidance when required. • Guides the performance and development of others through empowerment and delegation. • Mentors, and coaches staff. • Delegates tasks that challenge or enhance personal awareness in others. • Motivates others to achieve and overcome obstacles	• Confidently manages varied and complex issues, ensuring that a clear sense of direction is maintained • Demonstrates personal commitment by ensuring involvement in difficult situations • Understands and demonstrates a range of leadership and management styles that help create a high performing culture. • Leads the development of a vision for the future, enabling strategies and plans to achieve it. • Coaches managers to identify and create opportunities for individuals to learn and develop.

TEAM WORKING/COMMUNICATION

Working with others in a constructive and supportive way to achieve goals and manage change.

(A)	(B)	(C)
(A) **All Staff** *Proactively works well with others.*	**(A+B)** **First Line Managers/Cross-college Managers/Course/Programme Leaders/Supervisors** *Leads the team/different teams to work together*	**(A+B+C)** **Senior Managers** *Ensures teams work together to meet strategic goals.*
• Gives guidance and support to colleagues when it is needed. • Asks for and accepts help when needed. • Readily shares information, knowledge and expertise within own teams and across teams. • Establishes effective working relationships inside and outside the college. • Is polite, tolerant and patient, treating all with dignity and respect. • Helps others to learn through encouragement and feedback. • Works collaboratively with team and other functions to achieve a successful outcome. • Listens to and respects others' views and opinions.	• Gives constructive feedback to others • Holds regular team meetings to discuss progress against objectives and overall performance. • Seeks and promotes opportunities for collaborative working • Ensures that staff are fully aware of their responsibilities and have the relevant training and knowledge to enable them to carry out their work effectively. • Clearly articulates the vision and keeps the focus on change and inspires others to deliver service improvements. • Gains commitment from others by consulting and involving them • Is open to discuss/explore change.	• Delivers complex information in an effective way using a range of methods. • Demonstrates a commitment to creating and maintaining an open environment, built on trust. • Leads change with commitment and tenacity, encouraging a culture of continuous improvement and contribution from all staff. • Takes the lead in integrating and mainstreaming diversity considerations into all activities. • Supports and encourages first line managers

PERFORMANCE

Commitment to deliver excellence and take responsibility to improve through learning and development

(A)	(B)	(C)
(A) **All Staff** **Reflecting on performance and self-development.**	**(A+B)** **First Line Managers/Cross-college Managers/Course/Programme Leaders/Supervisors** **Managing/Enabling performance of team/coaching team to succeed.**	**(A+B+C)** **Senior Managers** **Managing performance of teams across the college and creating development opportunities.**
- Seeks ways to improve own learning and self-development - Takes responsibility for managing own time and area of work. - Seeks clarity when uncertain about information/instruction. - Prioritises workload and is able to deal with changing requirements. - Takes personal responsibility to ensure continuous professional development of skills and knowledge. - Seeks and analyses feedback and takes positive action. - Keeps customers updated on progress - Aims to deliver agreed targets to timescale - Manages customer expectations diplomatically and tactfully - Pursues service excellence in line with college vision, commitments and standards - Takes responsibility for following through on customer enquiries - Supports and promotes a customer focused culture.	- Provides ongoing constructive performance feedback. - Encourages team members to review their strengths and development needs in line with their role and the personal skills. - Constructively challenges unacceptable behaviour - Objectively assesses job knowledge and challenges areas of under-performance - Agrees performance objectives and service priorities. - Scopes, plans and manages projects/ resources to deliver to time, quality and cost. - Sets self and others stretching goals, standards and targets where these will help to improve service. - Acknowledges, recognises and rewards excellent service. - Establishes a positive learning environment for staff and students. - Leading on team self-evaluation and planning for continuous improvement and enhancement.	- Accepts a high level of accountability, ensures action is taken to manage issues. - Reviews college performance on a regular basis taking action where necessary. - Fosters a culture of excellence where high standards and performance are valued and respected. - Keeps connected to internal and external environment to ensure college is positioned to succeed. - Understand the wider organisational issues (environment, context, challenges) faced by customers/stakeholders. - Create a climate where customer/stakeholder feedback is viewed as an essential source of data that influences quality improvement, innovation and different ways of thinking.

Professional Standards for Lecturers in Scotland's Colleges

1. PROFESSIONAL VALUES

1.1 Students at the centre	❯ Understands student needs, the context in which they are living and studying, and the impact of these on learning. ❯ Values the contribution students as learning partners can make individually and through systems of representation to the delivery and enhancement of the learning experience. ❯ Develops learning relationships based on mutual respect and integrity. ❯ Commits to equality and diversity, and promotes inclusiveness, trust and fairness. ❯ Commits to the safety and wellbeing of all students.
1.2 Leadership of learning	❯ Promotes collaborative and collective leadership of learning. ❯ Creates innovative learning opportunities for students through active enquiry. ❯ Promotes, enables and empowers students to engage and achieve in learning in order to maximise their potential. ❯ Supports and encourages students to take personal responsibility for leading their own learning. ❯ Embraces and embeds sustainability in learning and teaching.
1.3 Continuous professional improvement	❯ **Reflects critically on, and evaluates professional values, practice and contribution** to student success. ❯ Collaborates with students, colleagues and external partners, including employers, to deliver excellence in learning. ❯ Participates actively in continuous career long development of professional knowledge, understanding and practice. ❯ Embraces change and emerging practices and developments. ❯ Promotes and supports a culture of quality improvement.

2. PROFESSIONAL KNOWLEDGE AND UNDERSTANDING

2.1 Political, social and economic drivers	» **Understands the breadth of political, social and economic drivers influencing** educational policy and strategy. » **Understands the political, social and economic profile of their communities** and the potential impact of these on education and employment. » Understands regional, community and college strategic priorities and operational plans and can link these to college context. » Adheres to all current and applicable legislation and statutory duties.
2.2 Learning, teaching and assessment theory and approaches	» Engages with current theories of learning, teaching and assessment and how **these are applied to specific subject or curricular areas for student learning.** » Understands the rationale for, and how to design, plan, develop, deliver the **curriculum effectively and efficiently as an individual and in collaboration** with others. » Understands the rationale for and how to design, plan, develop and deliver appropriate assessment and feedback approaches. » Understands the nature of student engagement strategies and how these contribute to the development of effective and positive learning relationships. » Understands how to encourage students to work in partnership and collaborate in their own learning and the enhancement/development of learning. » Understands how to meet the diverse needs of students. » Understands the strategies required to support learning in a range of learning environments. » Understands how to evaluate critically the breadth of resources in the delivery and assessment of the curriculum to meet student needs. » Understands how to embed a range of digital technologies to enhance learning and teaching and assessment. » Understands how to interpret and share data to inform learning, teaching and assessment. » Continuously evaluates the curriculum with others, to ensure it meets the needs of students, industry stakeholders and national priorities. » Understands how to collaborate effectively with internal and external partners to enhance inclusive learning, support student choice, positive health and wellbeing and essential skills.

2.3 Technologies and resources for learning, teaching and work	≫ Understands and evaluates critically the use of technologies in optimising students' ability to learn and their relevance to the world of work. ≫ **Understands how to keep up to date with emerging industry/subject** technological advances. ≫ Understands how to embed appropriate digital technology. ≫ Understands the safe use of technology and the necessity for cyber resilience and security. ≫ Understands the nature and agenda for sustainability, and works in partnership **to ensure the most effective, efficient and inclusive development and use of** learning resources.
2.4 Student pathways and transitions within the wider education community	≫ **Understands the ethos and aims of the Scottish Credit and Qualifications Framework (SCQF), the range of Scottish and other qualifications and how the different types of qualifications relate to each other.** ≫ Understands how to support a student to take the next steps in their learning **journey.** ≫ Understands how and when to signpost students at key points in learning to appropriate and impartial advice, support, and guidance.
2.5 The principles, processes and purposes of quality assurance and improvement	≫ Understands the purpose and impact of self-evaluation as part of quality processes. ≫ Understands applicable internal and external quality assurance and quality improvement systems along with processes and how these apply to different contexts. ≫ **Understands how to reflect critically on their own learning, and the application** of this knowledge to student learning and experiences. ≫ Understands their responsibility for the quality of learning, teaching, assessment, and attainment within a local and national context. ≫ Understands how to analyse and engage with qualitative and quantitative information and data to support professional dialogue and improvements to learning, teaching, assessment and support. ≫ Understands and recognises the importance of students as partners in the continuous improvement process. ≫ Understands and recognises the contribution of partners, including employers, in the continuous improvement process.

3. PROFESSIONAL PRACTICE

3.1 Ongoing professional learning	» Uses the Professional Standards to inform practice and ongoing professional learning and development. » **Reflects critically on own practice and engages in professional dialogue** with others. » Continuously and actively engages with up to date research and developments in learning, teaching and assessment to inform practice. » Engages in collaborative professional enquiry to develop knowledge and practice to enhance the student experience and outcomes. » Engages with technology and digital literacies to enhance opportunities for collaborative practice and professional learning.
3.2 Effective and inclusive practice and engagement with students and partners	» Purposefully builds constructive and respectful learning relationships with students and partners. » Plans, develops and uses a range of learning, teaching and assessment strategies to meet the different needs and learning preferences of students. » Applies a range of inclusive practices to promote and support engagement with students and partners. » Actively nurtures, encourages and responds to the student's views and opinions individually and through systems of representation. » Applies a critical understanding of the nature, purposes, principles and stages of guidance. » Collaborates and works in partnership with others to ensure that all guidance, advice and support sustains learning and maintains the positive health and wellbeing and safety of all students.
3.3 Creates innovative curriculum design and learning and teaching	» Designs, delivers and evaluates a demand led curriculum which prepares the students for a dynamic labour market. » Works in partnership with colleagues, students and partners including employers, to design and create innovative learning and teaching activities and environments. » Collaborates with and empowers students to co-design their learning. » Creatively engages students and motivates them to gain and continue to develop the essential skills required for learning, life and work. » Adopts creative approaches to the embedding of appropriate digital technologies for effective planning, delivery and assessment of learning.

3.4 Effective application of digital technologies to learning, life and work	❯❯ Promotes and supports the safe and respectful use of digital technologies and the impact on others. ❯❯ Engages with, and evaluates critically, the use of technologies and their impact on meeting student needs, and supporting learning, teaching and assessment. ❯❯ Promotes and facilitates wider access to learning and teaching and assessment through the effective application of digital technologies.
3.5 Critical reflective and collaborative practice in learning and teaching	❯❯ **Uses critical reflection to manage self, relationships and work demands to** promote personal, emotional and physical wellbeing. ❯❯ **Develops the skills and attributes of critical reflection and collaborative** practice and uses them to enhance the quality of the learning experience. ❯❯ Proactively engages in professional dialogue with colleagues and peers to share learning and innovative practice. ❯❯ Facilitates and engages in the use of local and global digital learning communities to enhance opportunities for collaborative practice.