



Performance Management Policy and Procedure

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|--------------------------------------|----------------|
| ELT manager | Principal |
| Responsible officer | HR Manager |
| Date first approved by BoM | 5 October 2016 |
| First Review Date | October 2019 |
| Date review approved by BoM | |
| Next Review Date | |
| Equality impact assessment | |
| | |
| Further information (where relevant) | |

| Reviewer | Date | Review Action/Impact | BoM |
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Performance Management

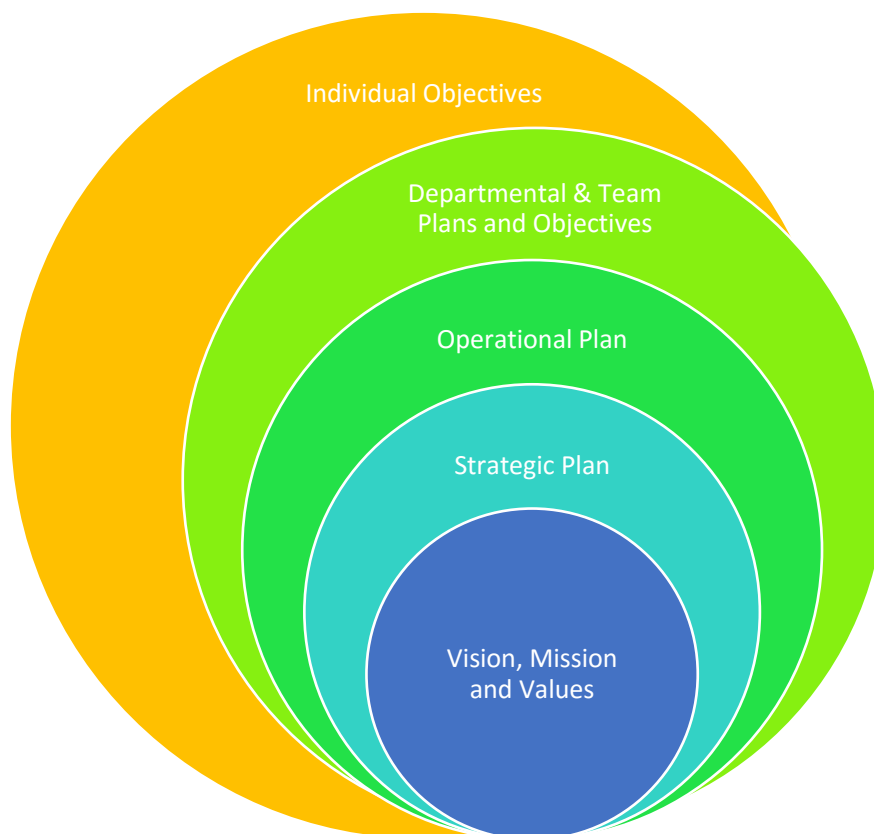
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1.0 Purpose

This policy sets out the Performance Management Framework for West Highland College (UHI). The overall framework consists of the following key elements:

- A planning framework
- A performance measurement framework
- A performance review system which links the planning framework and individual and team targets for all staff and includes continuous improvement and development
- A monitoring framework to ensure that all targets and action plans are delivered effectively

The diagram below summarises the framework and the inter relationship between the various elements.



There are various methods used to measure and evaluate performance against objectives and to ensure continuous improvement, these include setting and measuring objectives against key performance indicators (KPI's), a risk management system that identifies business risks and actions to manage and mitigate risks, audits and team self-evaluation which ensure that we are continuously reviewing and improving our performance.

2.0 Scope

This policy applies to all West Highland College (UHI) employees.

3.0 The Principles of Performance Management

What is performance management?

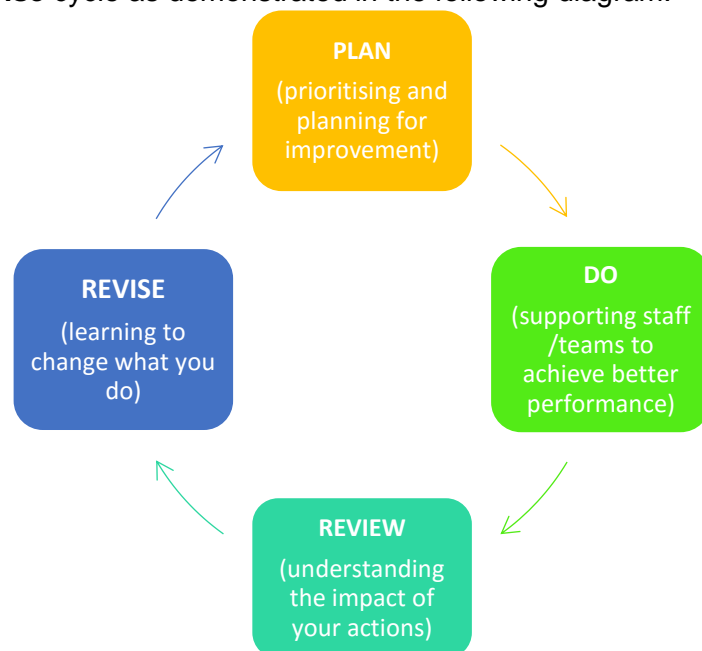
Managing performance is a continuous process. It involves making sure that the work and performance of staff contributes to the goals of teams and the College as a whole to enable the College to achieve its strategic aims and to realise its vision, mission and values. The aim is to continuously improve the performance of individuals and so improve the performance of the College.

Performance management is not about managing poor performance. Essentially it is about line managers, team leaders and staff being clear about expectations and objectives and how their performance contributes to College objectives, performance and success. It is also about being clear on how progress on objectives will be measured, agreeing on specific actions to achieve the objectives, implementing these and regularly reviewing progress and the result of impact.

The key stages to our approach are:

1. **Agreeing our aims and objectives**
2. **Planning** what needs to be done
3. **Doing it**
4. **Checking and monitoring** performance information and identifying opportunities for improvement;
5. **Reviewing** what has gone well, and not so well;
6. **Acting** on the information and making any necessary changes;
7. **Reporting** progress and outcomes.

Performance management is a process and operates in a **continuous cycle of improvement** or **plan-do-review-revise** cycle as demonstrated in the following diagram.



Performance Management

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All staff (and line managers in particular) have a central role to play in performance management. 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.

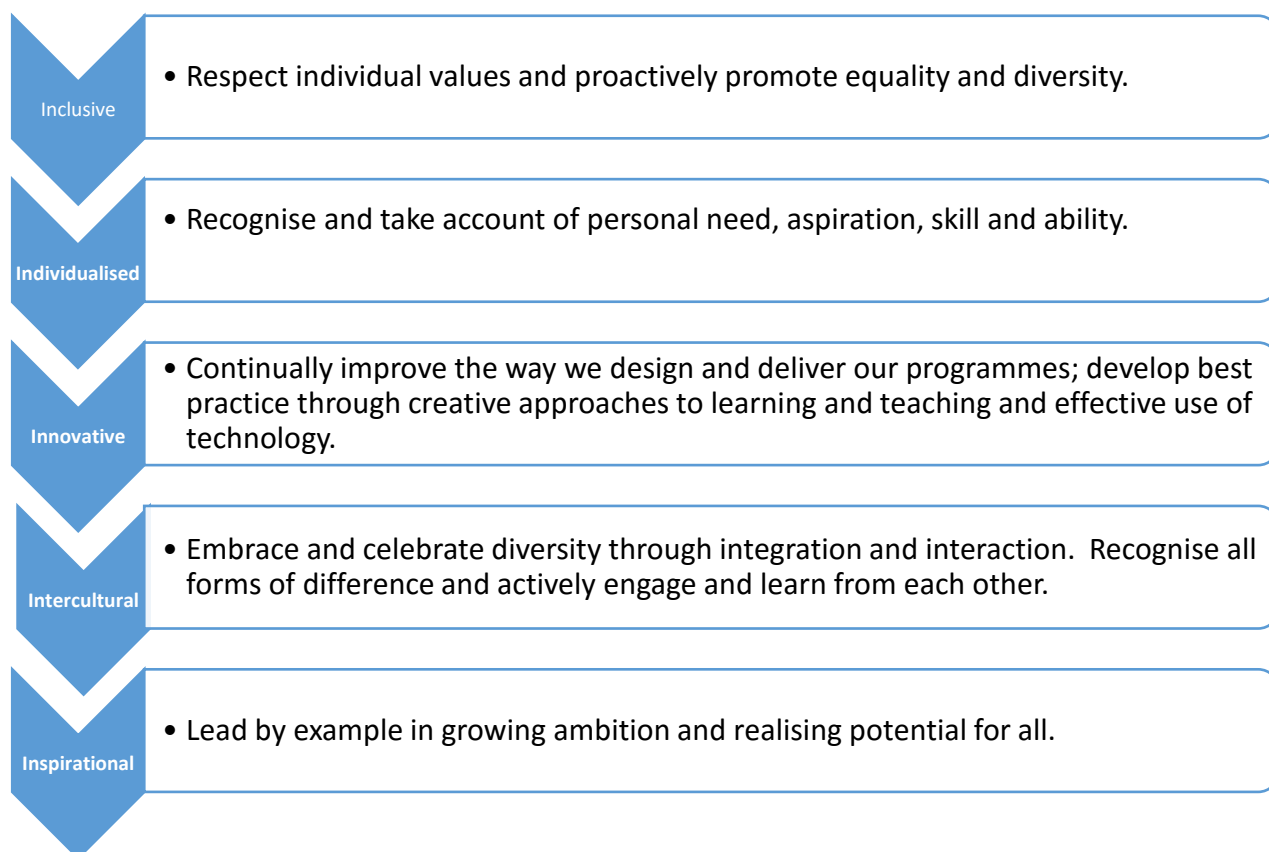
Our College strategic aims and objectives provide the starting point for departmental goals as part of the performance management approach, followed by agreement on performance and development priorities. This leads to drawing up of plans between individuals and managers, with **continuous** performance monitoring and feedback, supported by regular reviews.



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Values



Systems and Culture

There are two main elements of performance management:

Systems

The framework that supports performance management on a regular, on-going basis including elements such as objectives, plans, strategies, reviews.

Culture

Establishing an environment in which individuals and groups take responsibility for the continuous improvement of their own skills, behaviour and contributions.

The on-going enhancement of culture supporting continuing professional development is laid out in the *Staff Learning and Development Strategy and Policy*.

In addition characteristics and behaviours displayed by staff will determine the culture of an organisation and so the *Personal Attributes Framework which reflects our five "I" Values, (in section 4.0)* will assist us with creating a working culture that we aspire to.

Systems – The Planning Framework

The Strategic Plan

The Strategic Plan (at Appendix A) which was formulated by the College's Board, management team and student representatives sets out the colleges ambitions, presenting key priorities within a framework of three strategic aims and accompanying objectives. There are also three cross-cutting themes. These are themed enablers which support the achievement of our strategic aims and our vision. Key performance indicators are used to reinforce our commitment to improving performance and realising our vision.

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Operational Plans

Achievement of the strategic aims and objectives will be underpinned by the College operational plan which is developed alongside departmental operational plans each year. Progress is reviewed by the College management team and the Board of Management. The college will use key performance indicators (KPIs) to measure performance and progress against goals and targets.

Individual Objectives/Development Plan

Departmental plans and objectives are then filtered down to create individual plans and objectives which allow individuals to directly contribute to the achievement of College objectives and targets. Individual objectives and targets are therefore aligned to College and departmental objectives. Objectives will also include reference to individual behaviours and characteristics measured against the *Personal Attributes Framework*. In addition, support and development needs are identified and addressed.

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 each individual contributes to the vision and direction of their department and the College;
- Improves communication and working relationships between line managers and staff. 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:

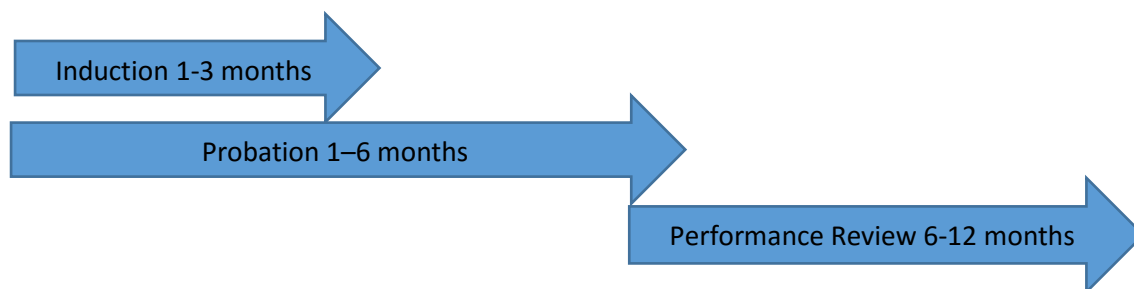
- Provides a system which allows us to continually improve our service;
- Provides a positive environment and service which meets their needs;
- Makes the College and staff accountable for the service that it provides;
- Provides a basis for effective communication.

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.

How does the Performance Review System work for staff?

Performance Management Processes



Thereafter the continuous performance review cycle continues:

Plan – Do – Review – Revise

Staff Induction

In the first instance all staff must receive a comprehensive, informative, consistent and enjoyable induction to the College and their new job so that they become effective in their role as quickly as possible in line with the College's [Induction Procedure](#).

Probation/Appointment Support

All newly appointed staff will have a probation period (or appointment support for internal appointments), whereby they are provided with guidance, support, feedback and training to allow them to be successful in their new role. Probation runs alongside induction and will continue for a period of 6 months in line with the College's [Probation Procedure](#).

Performance Review Process

The Performance Review Process will be instigated following completion of a successful probation period for new staff. When College and departmental plans and objectives have been set these will be communicated to staff through their line managers.

Phase I

Managers will arrange a meeting with their direct line reports to review performance and outcomes against the previous year's objectives. They will also agree individual development plans and objectives for the coming year. Reference should also be made to the staff member's Job Description. Managers should ensure that staff have sufficient support and resources to achieve these objectives. Where there are large teams managers may delegate aspects of this process to team leaders. However, as a minimum managers should meet with all of their staff at the beginning of employment and are accountable for ensuring good communication and oversight of the process. Guidance on setting objectives can be found in the document: *Managing Performance Guidance Notes* which are available from the HR Department.

Phase II

Managers should have regular meetings with staff to review progress against objectives, refine and adjust objectives if appropriate. Identify any barriers which may prevent the objectives being achieved and put support in place to enable successful completion. The expectation is that there will be a minimum of 2 meetings during this phase. It is good practice for managers to have regular one-to-one meetings with direct reports and so it is envisaged that these review meetings would be incorporated into regular one-to-one meetings.

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Phase III

This phase involves managers and staff reviewing the past year's objectives and discussing and recognising what has and has not been achieved. Managers and staff should identify potential objectives for the following year whilst learning from the previous year.

The [Performance Review Form](#) should be completed for all three phases of the review process and at the end of the review cycle it should be returned to the HR Department.

Staff Learning and Development needs may be considered at any time and during any of the three phases.

Each year there will be a central but limited budget available to support professional development. You can apply for Staff Learning and Development (SLD) funding for professional development which is relevant to your post and which has been endorsed by your line manager. This includes professional qualifications, one off training needs and one off conferences.

All SLD Funding Request Forms must be sent to SLD. Funding Request Forms of more than £600 should be sent to SLD by the end of January. This would normally be for professional development opportunities which would start in the next academic year. There are always exceptions, therefore it is recommended to apply sooner rather than later.

SLD Funding Request Forms for conferences, events and similar activity will also be considered, throughout the academic year.

Panel decisions made on the level of funding to be offered will be communicated to the member of staff and their line manager.

Some of the annual budget will already be ring fenced for the normal mandatory training and CPD, which includes IOSH and teaching qualifications. You do not need to request funding for normal mandatory training and CPD. However, you will need consent from your line manager.

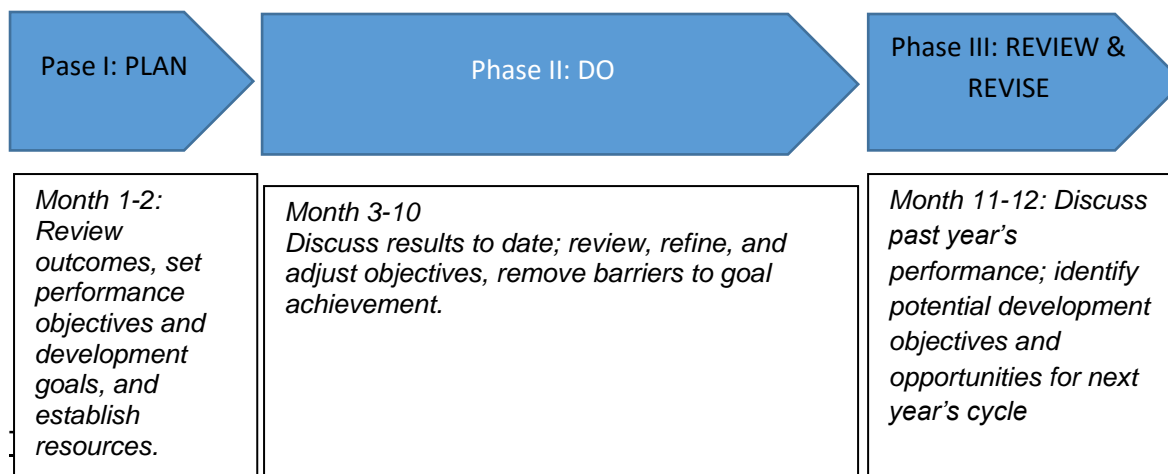
Please refer to the *Staff Learning and Development Policy*.

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.

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The following diagram sets out how the review process will operate for staff as explained above:



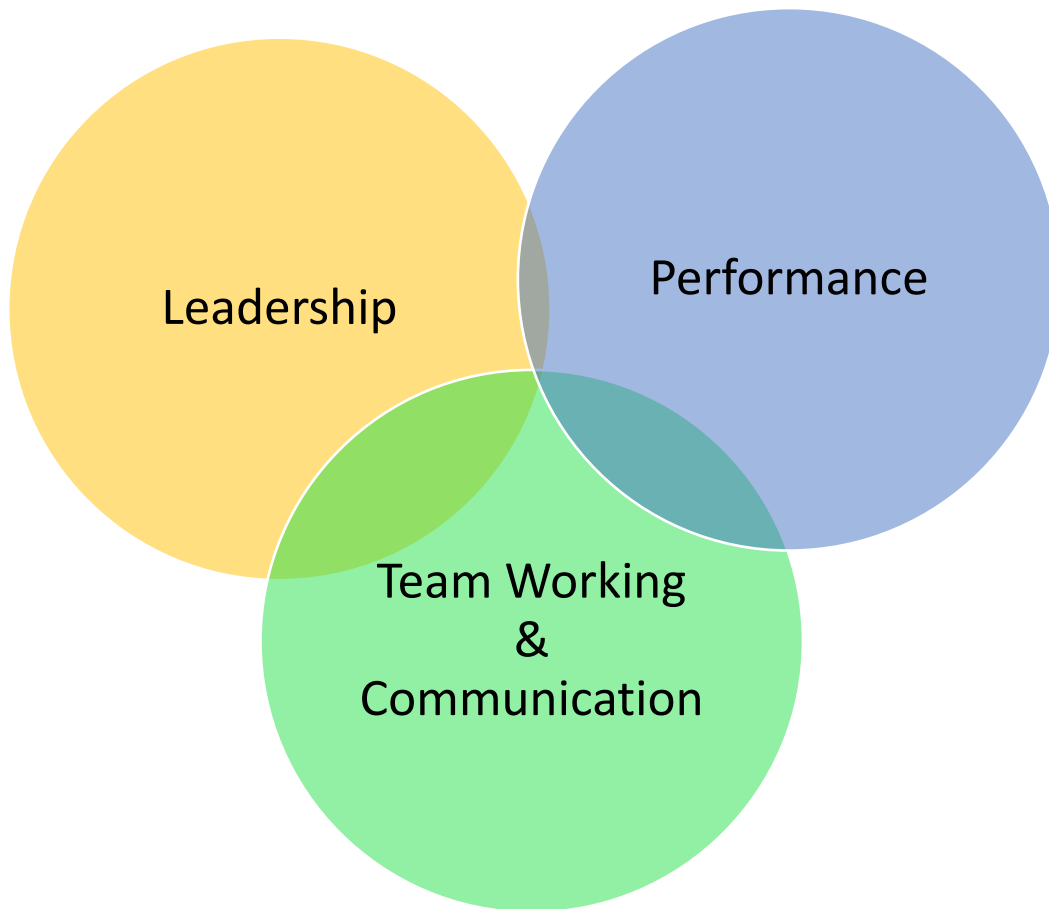
| | |
|------------------|--|
| June/July | College and departmental objectives are set |
| August/September | Phase I: Managers have Phase I meetings with staff |
| October to May | Phase II: Action and regularly review objectives |
| End of January | Any staff learning and development needs which require budget approval need to be fed back to the Staff Learning and Development Team. |
| May/June | Phase III: Review performance and look forward to next year's cycle |

4.0 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



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LEADERSHIP

Providing direction, inspiration and encouragement to others

| (A) | (B) | (C) |
|--|---|--|
| <p style="text-align: center;">(A) All Staff</p> <p style="text-align: center;">Demonstrates a positive approach and attitude to own work and provides leadership to others.</p> | <p style="text-align: center;">(A+B) First Line Managers/Cross-college Managers/Team-Leaders/Supervisors</p> <p style="text-align: center;">Leads a team and/or a specialist function</p> | <p style="text-align: center;">(A+B+C) Senior Managers</p> <p style="text-align: center;">Provides leadership across a number of teams, provides vision and direction</p> |
| <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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) |
|---|---|---|
| <p style="text-align: center;">(A)</p> <p style="text-align: center;">All Staff</p> <p style="text-align: center;"><i>Proactively works well with others.</i></p> | <p style="text-align: center;">(A+B)</p> <p style="text-align: center;">First Line Managers/Cross-college Managers/Team Leaders/Supervisors</p> <p style="text-align: center;"><i>Leads the team/different teams to work together</i></p> | <p style="text-align: center;">(A+B+C)</p> <p style="text-align: center;">Senior Managers</p> <p style="text-align: center;"><i>Ensures teams work together to meet strategic goals.</i></p> |
| <ul style="list-style-type: none"> • 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. | <ul style="list-style-type: none"> • 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. | <ul style="list-style-type: none"> • 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) |
|--|---|---|
| <p style="text-align: center;">(A)</p> <p style="text-align: center;">All Staff</p> <p style="text-align: center; color: blue;">Reflecting on performance and self-development.</p> | <p style="text-align: center;">(A+B)</p> <p style="text-align: center;">First Line Managers/Cross-college Managers/Team-Leaders/Supervisors</p> <p style="text-align: center; color: blue;">Managing/Enabling performance of team/coaching team to succeed.</p> | <p style="text-align: center;">(A+B+C)</p> <p style="text-align: center;">Senior Managers</p> <p style="text-align: center; color: blue;">Managing performance of teams across the college and creating development opportunities.</p> |
| <ul style="list-style-type: none"> • 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. | <ul style="list-style-type: none"> • 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. | <ul style="list-style-type: none"> • 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. |

Appendix A

Our strategic aims are of equal importance and are numbered only for referencing purposes.

| Strategic Aims | | |
|---|---|--|
| <u>To have the right learning in the right place</u> | <u>To deliver excellent and sustainable learning for all</u> | <u>To contribute to economically and socially sustainable communities by developing the skills of the area's workforce</u> |
| <p>1.1 enhance equity of access to locally relevant options for further and higher education and training by developing and maintaining a broad portfolio of accessible and inclusive programmes of learning</p> <p>1.2 create a flexible portfolio based on market research which responds to changes in demand and has the capacity to optimise new opportunities</p> <p>1.3 develop learning programmes which provide progression opportunities into employment, further and higher education up to postgraduate levels and research</p> <p>1.4 develop programmes with regional, national and international reach which maximise the college's unique location, environment and culture</p> <p>1.5 maximise local opportunities to work collaboratively with our partners in the Highlands and Islands region and beyond to support the delivery of regional and national priorities for further and higher education and vocational skills</p> | <p>2.1 ensure that the student voice is central to our decision making processes in governance and management.</p> <p>2.2 develop resilient, innovative approaches to learning and teaching which ensure consistency in the quality of learning for all students at all times</p> <p>2.3 provide the best possible student experience and support irrespective of mode, location or method of study</p> <p>2.4. equip our learners with the skills and knowledge required to succeed in learning, life and work</p> <p>2.5. increase student retention, attainment and progression rates to meet and exceed regional and national benchmarks</p> <p>2.6 provide learning which facilitates critical enquiry and research skills, enterprise ability and an entrepreneurial mind-set</p> | <p>3.1 implement the Scottish Government's employability policies through our education and training activities.</p> <p>3.2 develop effective relationships with schools, employers, skills and economic development agencies to deliver Developing the Young Workforce for regional and local labour market needs</p> <p>3.3 work with employers in developing our curriculum to provide opportunities for work placements, work experience and work-related learning</p> <p>3.4 enable those furthest from the labour market to progress into training, education and employment</p> <p>3.5 develop knowledge transfer research activities to help businesses to develop and grow</p> <p>3.6 provide high quality market intelligence and academic output which supports students, staff, community and business growth</p> <p>3.7 ensure engagement with potential students, parents, guardians, employers and alumni</p> |
| People | | |
| <ul style="list-style-type: none"> • support all staff in professional development so they can effectively contribute to college goals and the delivery of excellent learning & research • sustain a culture which promotes equality, diversity and inclusion for all • ensure a positive working environment of well-being, reward and recognition, dignity and respect | | |
| Estates and Infrastructure | | |
| <ul style="list-style-type: none"> • provide high quality learning and working environment which enhances the student experience and meets the needs of staff. • Provide a resilient ICT infrastructure which supports the needs of students, curriculum delivery and a distributed workforce • Develop a whole college approach to deliver a sustainable estate which is fit for purpose and reduces our carbon footprint. | | |
| Financial Sustainability | | |
| <ul style="list-style-type: none"> • grow income streams from sources other than the Scottish Funding Council • ensure financial sustainability of the college working in partnership to maximise local and regional opportunities • encourage staff to be proactive in developing new enterprise initiatives and commercial revenue generation | | |

5.0 Links to other policies

This Framework should be operated in conjunction with other West Highland College UHI key policies and procedures:

- Staff Induction Procedure
- Staff Probation and Appointment Support Procedure and Process
- Capability Procedure (to follow)
- Disciplinary Policy and Procedure
- Sickness Absence Policy, Procedure and Guidance
- People Strategy
- Communications Strategy
- Staff Learning and Development Strategy and Policy
- Equality & Diversity Policy
- Mentoring & Coaching process (to follow)



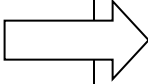
Staff Performance Review Record

STRICTLY CONFIDENTIAL

| | |
|------------------------------|--|
| Staff Member's Name | |
| Job title | |
| Manager | |
| Team Leader | |
| Date of planning meeting | |
| Date of check-in meeting | |
| Date of check-in meeting | |
| Date of final review meeting | |

Both the staff member, line manager (and team leader) should retain copies of this document. It is a working document which should be used throughout the performance review cycle.

Performance Expectations

| PHASE 1: | | | |
|--|------------------------------|--|----------|
| College/Team Objectives | | Individual Role | |
| <i>Discussion of College and team objectives</i> | | <i>How does this role contribute to the College/Team objectives?</i> | |
|  | | | |
| What specific actions/objectives will I undertake to help achieve these goals? What will be achieved? | | | |
| I/S – Individual or Shared objective | | | |
| I/S | Required Outcomes/Objectives | Time Frame | Progress |
| | | | |
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Comments:

Confirm discussion of key behaviours expected in achieving the outcomes listed above

| Behaviours | Strengths | Areas for Development |
|-----------------------------------|------------------|------------------------------|
| Leadership | | |
| Performance | | |
| Team-working/Communication | | |
| Other | | |

Comments

| Management Support | What can your manager do more to support the delivery of the outlined objectives? |
|---------------------------|--|
| | |

| Personal Development | Review of coaching, training, development undertaken in the last year? |
|---|--|
| | |
| PHASE II: Summary of discussion of 1st Check in Meeting | |
| | |
| PHASE II: Summary of discussion of 2nd check-in meeting | |
| | |
| PHASE III: Performance Evaluation summary against objectives | |
| | |

PHASE III: Performance Evaluation summary against Personal Attributes Framework

Staff member's comments

Development Plan

Staff member's Signature : _____ **Date :** _____

Manager Signature : _____ **Date :** _____

Review Manager's Signature : _____ **Date:** _____

Please note: You may use additional sheets if required. All forms must be completed, signed by the line manager/team leader and the review manager by the end of the end of the review cycle and returned to the HR Department.