



University College  
of Osteopathy

# Encouraging Performance Policy



Core Documentation Cover Page

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V1.0	Jan 2013 SMT	To encouraging each member of staff and faculty to achieve their best potential within their working careers.	Corporate Services Director HR Officer	All master versions will be held in: J:\0 Quality Team - Core Documentation Intranet	Jan 2015
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Equality Impact					
Positive equality impact (i.e. the policy/procedure/guideline significantly reduces inequalities)					
Neutral equality impact (i.e. no significant effect)					X
Negative equality impact (i.e. increasing inequalities)					
<p><b>If you have any feedback or suggestions for enhancing this policy, please email your comments to: <a href="mailto:quality@uco.ac.uk">quality@uco.ac.uk</a></b></p>					

## ENCOURAGING PERFORMANCE POLICY

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## 1. SCOPE

- 1.1 The University College of Osteopathy (UCO) is committed to encouraging each member of staff and faculty to achieve their best potential within their working careers. In this way, the standards of learning and clinical care provided to students and customers can continue to be improved each year.
- 1.2 All members of staff, whether providing a direct service to students or an indirect service to the building or the UCO's resources, are valued and will be encouraged to develop appropriately. Responsibility for learning and improvement is shared between the individual and the company.

## 2. NEW EMPLOYEES

### A) RECRUITMENT

- 2.1 From the start of the recruitment process, the UCO seeks to target the potential for high performance from new members of staff. This is elicited through testing skills and abilities, asking questions that directly relate to the personal criteria necessary to fulfil the job, and providing feedback after the selection process.

### B) INDUCTION

- 2.2 Induction provides new starters with a range of information about the UCO, its history and current priorities, information about the team and role, and information relevant to the employment contract. A member of the HR team provides general induction to new starters, and the relevant senior manager develops this with the team and role priorities.
- 2.3 An induction pack is provided to new starters with more detailed information, and all relevant documentation relating to their employment with the UCO.
- 2.4 An induction programme for osteopaths and other specialists new to teaching has been devised to give a broad introduction to student learning, teaching skills and student assessment. This short course will be run at the beginning of the academic year, and successful completion will be a condition of the probationary period. New starters at other times of the year will be offered the course at the earliest possible opportunity.

### C) PROBATION

- 2.5 All new starters are subject to at least six months of probation at the start of their contracts. During this time, their manager will meet with them regularly to communicate job standards required, set appropriate targets for development and to talk through any problems that the new employee is having.
- 2.6 Training and development identified at the selection or early probation stage will be provided as soon as possible to help the new employee achieve high standards of performance. In particular, teaching skills will be provided to osteopaths seeking to

work in the academic or clinical teaching areas, to help support their technical knowledge with appropriate learning tools.

- 2.7 The probationary period is also a time when the manager will be closely observing the new employee, to ensure they measure up to the demands of the job. Where this is not achieved within the first six months, this probationary period may be extended for up to six additional months to allow the individual to gain the standards required. Support that is needed will be given, including training, coaching, mentoring with more senior staff and learning resources, to support each new member of staff.

### 3. LONGER SERVING STAFF

#### A) MANAGEMENT

- 3.1 The UCO is committed to providing managers with the support they need to motivate, manage and get high standards of performance from their teams.
- 3.2 As an organisation committed to high quality, it is essential that problems with service delivery are identified and dealt with at an early stage. Service or other problems may be identified through student, customer or peer feedback or manager observation. Problems will always be dealt with supportively, and where appropriate will use the disciplinary policy to ensure that a fair, agreed process is followed. The HR team will provide support and advice to managers and staff in these circumstances.
- 3.3 There can be difficulties inherent in the make-up of the UCO staff – in that the majority of staff work part-time, so meetings between managers and their teams can be hard to organise. However there is commitment from the senior management team down to make this a priority for the UCO.

### 4. APPRAISAL

- 4.1 The UCO has introduced appraisal for all members of staff. For administrative staff this has been in place for some time – for academic and clinic faculty this is a relatively new system.
- 4.2 The appraisal system is designed to:
- a) Review individual performance against agreed objectives
  - b) Resolve outstanding problems
  - c) Provide a formal opportunity to communicate and discuss job performance and content, and agree objectives which can be reviewed in the future
  - d) Improve job satisfaction by recognising and supporting the individual's need for development within the job
  - e) Identify aspects of performance which could be improved, and agree methods of improvement
  - f) Agree development plans

- g) Identify strengths and areas of interest which could be built upon to improve opportunity for the individual to reach full potential
- 4.3 In addition, the appraisal for faculty involves peer observation of lessons and clinic sessions, so that direct feedback can be provided and areas where quality can be improved (or best practice shared) can be identified.
- 4.4 The outcome of the appraisal is an action plan, with 'milestones' for action on key projects, which is agreed with the line manager and implemented by the individual.
- 4.5 A guidance programme for managers conducting appraisals is available from the HR team. All existing and newly-appointed managers will be provided with this guidance, and 1:1 training provided by the HR team where appropriate.

## 5. TRAINING AND DEVELOPMENT

- 5.1 Improvements to the quality of the UCO's teaching and learning must come about through the development of individual members of staff. The UCO's commitment to training and development encompasses needs analysis, delivery and implementation of learning, and evaluation of its success. In addition the UCO has an important research function, where faculty investigate issues relating to osteopathy and health care as part of personal postgraduate study, as well as supporting dissertation investigations of students at the UCO.
- 5.2 Training needs identified by managers, either as part of the appraisal cycle or during 1:1 meetings, can be met in a variety of ways – through on-the-job training, external courses, self-directed learning, coaching, counselling, mentoring or through study for formal qualifications. The UCO runs short courses in particular that may be of benefit to the continuous personal development of osteopathic faculty.
- 5.3 Managers are advised by the HR team about appropriate learning methods, and they are responsible for booking and budgeting for all external training costs.
- 5.4 All staff are encouraged to devise a personal development plan to help them succeed in their current roles, and to ensure they meet their personal goals for the future. More information on personal development plans is available from the HR team.
- 5.5 Study leading to formal qualifications is encouraged and supported for all staff – both those in the Research team, and those who are seeking to improve their skills and knowledge in other areas. Where it can be afforded, the UCO will fully or part-sponsor relevant qualifications and give set time off for study. This commitment is usually balanced by the commitment from the individual to stay with the UCO for a set period post-qualification.
- 5.6 Personal research and enquiry is also very much encouraged. The UCO has a range of resources to support this, including the largest library of osteopathic texts in Europe. Internet provision is given across the building, so that students and staff can use this powerful resource in their work. The new First Class IT system will also stimulate learning and knowledge management opportunities through discussion

groups relevant to learning, and this will be accessible to staff from external locations, with the appropriate passwords.

- 5.7 Training and learning is evaluated as part of the appraisal process, and feedback is required after all external training, in the first instance to the manager and subsequently if useful to other members of the team as a presentation, paper or e-mail.

## 6. COMMUNICATION

- 6.1 Sharing information about the course and the progress of the UCO is an important aspect of the way that excellent performance is encouraged. A variety of information-sharing systems are in place to support communication across the UCO – this is particularly important given the part-time nature of the majority of the staff.
- 6.2 Notice Boards are used to communicate quickly with staff, and these should be regularly reviewed for updates. Pigeon holes are allocated to all staff who have no fixed 'in-tray', and these are used to hold letters and information until these staff are next in the UCO. The Principal's monthly Update is used to give important information about the UCO's strategic development, as well as knowledge about new starters and those who have left the UCO.
- 6.3 The keystone in communication and development activities at the UCO are the regular Faculty/Staff Weekends. These events are organised annually, when all staff are invited to a hotel for the weekend to learn about strategy and policy for the future, and to contribute to development planning.

## 7. UCO BRAND GUIDE

- 7.1 It is important for all our outgoing communications to reflect that we are a professional, vibrant and coherent organisation aiming for the highest standards in everything we do.
- 7.2 As a public health care provider and a higher education institution, we need, for example, to ensure that we are complying with best practice guidelines on how best to communicate with people with disabilities such as dyslexia or visual impairments.
- 7.3 Potential partners, students and patients will judge the UCO on how it communicates with them, and as a registered charity constantly seeking funding, we need to keep a basic consistency to all our outgoing communications – everything from posters, presentations and reports to everyday emails, letters and faxes.
- 7.4 That's why the UCO has a "Brand Guidelines" for staff. It explains how each of us can help keep UCO communications consistent and accessible to everyone – whether it's ensuring that your emails and letters use our standard font and type, or advice on writing about osteopathy and the UCO, or how and when to use the UCO's colour or black and white logos.

7.5 Copies are also available on the All Staff Share computer drive (J drive), in the folder called “UCO Brand”. This folder also contains a series of templates for you to use – it includes templates for letters, reports, posters, leaflets and presentations and more.

7.6 Please do take a moment to read through the “Brand Guidelines”.

## 8. RESOURCES

8.1 With a small budget for training activities, it is important that all training and learning activities are targeted towards specific improvements for the UCO and the staff working there. The budget for external courses is set against predicted and agreed priorities for training, and it is important that this is used as efficiently as possible. Successful development is achieved through a shared responsibility between the UCO and its staff.

8.2 Within the UCO there are many resources to support individual development. As well as the library and multi-media resources, many experts within their field are employed to share their knowledge. These experts (in many different areas of specialism – from IT skills to academic research to cranial osteopathy) are available to support students and staff alike in their personal development.