

# HR Policy: Probation

## Contents

- 1. Introduction .....2
- 2. Purpose and scope.....2
- 3. Arrangements.....2
- 4. Responsibilities .....3
- 5. Length of probation period.....4
- 6. Procedure.....5
- 7. Managing poor performance .....6
- 8. Formal review meeting .....7
- 9. Appeals against dismissal.....7
- 10. Notice periods .....8
- 11. Equality issues .....8

Appendix 1 - Additional information for academic and academic related staff

Appendix 2 - Teaching observation record

Appendix 3 - Performance standards

Appendix 4 - Mentoring

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## **1. Introduction**

- 1.1 All new staff to UWE Bristol, including senior staff and individuals on fixed term contracts, are appointed subject to satisfactory completion of a probation period. Different arrangements exist for temporary staff.
- 1.2 The probation process is an important means of ensuring that new appointees settle in to their roles, and are able to confirm their ability to satisfy their role requirements. The probation process is therefore extremely important for both the University and the new employee, and successful completion of the probation period is required in order to confirm continuing employment.
- 1.3 The probation guidance should be read in the context of the University's values and mission.

## **2. Purpose and scope**

- 2.1 The purpose of this process is to:
  - a) provide guidance to new employees and managers on the standards expected
  - b) provide support to individuals to help them to meet those standards;
  - c) confirm the appointment of individuals in post who meet the required standards;
  - d) identify those individuals who have not met the required standards in order that their contract can be reviewed under this procedure.

## **3. Arrangements**

- 3.1 The following arrangements will apply during the probationary process:

### Assessment process

- 3.2 An assessment process will be used to enable managers to monitor progress and therefore assess competence in the role. Performance expectations will be made clear by the line manager at the start of the probation period; these will be related to the role requirements and other relevant standards, as below: (these documents are available on the Human Resources intranet):
  - UWE manager
  - UWE competency framework
  - National academic role profiles
  - UWE role descriptions
- 3.3 Regular meetings will take place throughout the probation period between the line manager and probationer. The line manager would normally be a person at grade E and above for professional service staff and at grade I and above for academic staff. When a more junior manager is implementing the probation process they should seek support from their manager. Line managers are responsible for arranging meetings, recording and retaining the main points of the discussion.
- 3.4 Probation records will be completed by the manager; passed to the probationer for comment and signed off by both the manager and the probationer at each stage of the process. The line manager's manager or a more senior manager (who will be at grade H or above), will also sign off each probation report.
- 3.5 Human Resources will advise managers when probation reports are due for completion. Managers will then ensure that reports are completed by the due date.

- 3.6 Managers are required to keep probation reports in a secure place and in accordance with the UWE Data Protection Policy. Managers should send the completed initial and interim reports to Human Resources at the point at which the interim report is due. When the final report is completed, this should also be returned to Human Resources within the deadline advised.
- 3.7 If performance issues arise during the probationary period, then the manager should raise these with the probationer at the earliest opportunity in order to enable them to be addressed within the probation period. The manager should also contact Human Resources for guidance.

#### Provision of support

- 3.8 Probationers will be provided with appropriate levels of support to assist them to successfully complete the probation period. This will include discussion and agreement of a development plan at the start of the probation period.

#### Incremental progression

- 3.9 Individuals will only be eligible to be considered for incremental progression on the successful completion of probation.

#### Appointment of existing UWE staff

- 3.10 Existing staff who are regraded, promoted or transferred to a different role and who have already completed probation will not be subject to a second probation period, except where the role is significantly different, for example, a member of professional service staff moving into an academic role. Performance for these staff will be monitored through the normal performance and development review process, although managers will need to confirm the standards expected of the individual in their new role.
- 3.11 Temporary staff who are appointed to a permanent role will be subject to these probation procedures.

#### Academic staff

- 3.12 Additional information about the probation process for academic staff is given in Appendix 1.
- 3.13 Staff appointed into management roles are required to attend and complete the [UWE Manager development programme](#) during their probation period. This programme consists of a series of modules which offer support to new managers so that they are able to fulfil the role requirements. Human Resources will liaise with managers to book them onto the relevant training courses.

## **4. Responsibilities**

- 4.1 During the probation period new appointees are responsible for:

- a) demonstrating their suitability for the post that they have been appointed to;
- b) meeting reasonable objectives and performance standards within set deadlines;
- c) participating in the regular review meetings held during the probation period;
- d) participating in the induction process and any training and development that has been identified.
- e) raising with their manager, at the earliest opportunity, any difficulties they are experiencing and identify training or support they believe to be necessary to help them fulfil the requirements of the role.

4.2 During the probation period managers are responsible for:

- a) ensuring that the new appointee has a local induction to the role in line with the standard UWE process (a checklist is provided by Human Resources);
- b) establishing and communicating standards of performance, responsibilities and objectives required for the post;
- c) ensuring appropriate training and development opportunities are made available;
- d) holding regular one to one meetings with the new appointee to provide constructive and positive feedback on achievements, and where appropriate, identifying areas for improvement. Meetings should be held weekly during the first month and then at least monthly during the remainder of the probation period;
- e) arranging a mentor or buddy.
- f) ensuring that relevant documentation is completed and provided to Human Resources within required timescales;
- g) raising issues with Human Resources at the earliest opportunity where performance issues or concerns arise.

4.3 During the probation period Human Resources are responsible for:

- a) providing advice and guidance on the probation review ;
- b) reminding managers when the interim report is due for completion;
- c) requesting completion of the final probation report;
- d) receiving the completed documentation at the end of the probation period;
- e) confirming in writing the outcome of the probation period to the member of staff.
- f) briefing managers on the probation policy and procedures

## **5. Length of probation period**

5.1 The period of probation will normally be as below;

Grades A – F                    6 months

Grades G and above   12 months

5.2 Probation periods will not normally exceed 12 months but may be longer in particular circumstances, examples include where there has been extended sickness or maternity leave.

5.3 Where specific roles are related to the completion of the academic cycle and it is, therefore not possible to complete a full review performance by the end of the 6 month probation period, an extension beyond 6 months may be considered with the individual.

- 5.4 Associate Lecturers working 110 hours or more will have a probation period of 12 months. The probation arrangements may also apply to other Associate Lecturers. This will be determined on a case by case basis.
- 5.5 Temporary staff are reviewed during a one week trial period which occurs following appointment to each assignment. Further information about temporary staff is available on the human resources web site.

## **6. Procedure**

### Initial probation meeting – to take place during the first week of employment

- 6.1 The manager should arrange to welcome the new employee to the department on the first day of their employment and ensure local induction is completed.
- 6.2 The manager should then arrange a meeting with the new appointee within the first week of them starting in the post. The purpose of this meeting will be to:
- a) Discuss and clarify job expectations, and the standards expected of the individual in their role. These will include reference to the individual's responsibilities as outlined in the job description and their expected level of competence as outlined in the person specification, competency framework, UWE standards or other relevant documents.
  - b) Agree the work and development objectives to be achieved during probation
  - c) Identify development and support required; this may include attendance at the Postgraduate Certificate in Academic Practice and/or UWE Manager programme. The manager should also consider whether any development needs were identified during the appointment interview and, if so, include these in the training and development action plan.
  - d) Identify a mentor/buddy, where appropriate. Please see Appendix 4 for further information on mentoring and buddying.
  - e) Reference should also be made to the discussion at the appointment interview if development support was discussed.

- 6.3 The initial probation review form (form 1) should be completed following the meeting and retained in the faculty/service

### Interim probation review meeting – to take place at 3 or 6 months depending on the grade of the probationer

- 6.4 The manager should arrange to meet the probationer and review the progress made in relation to the standards and objectives identified at the initial meeting.
- 6.5 The manager should normally complete the interim review form (form 2) within five working days of the meeting. This should be passed to the probationer for comment and signature. The form should also be passed to Human Resources, if there are concerns about performance Human Resources will arrange a follow up discussion with the manager to agree any appropriate action, see section 7.

### Final probation meeting – to take place 4 weeks before the end of the probation period

- 6.6 Human Resources will request completion of the final probation form, form 3. The manager should arrange to meet with the probationer and review achievements in relation to the standards and objectives set at the initial meeting. The review form should be completed within five working days of the meeting and should be passed to the probationer for comment and signature. This should be sent to Human Resources who will confirm successful confirmation of probation to the probationer, providing probation

requirements have been successfully achieved. The completed final report form should be returned to Human Resources no later than two weeks before the date on which the probation period ends.

#### Extension of the probation period

- 6.7 The line manager may recommend an extension of the probation period. Extensions will need to be agreed by Human Resources. Extensions will normally be agreed in a relatively limited number of cases, for example, where:
- a) The individual has demonstrated progress however they do not yet fully meet the role requirements. However there is confidence they will be able to fully meet these requirements within the extension period.
  - b) When there has not been an opportunity to fully consider the role requirements within the standard probation period, for example, because the individual has had a lengthy absence.
  - c) Where some elements of the role responsibilities have not been undertaken within the standard probation period e.g. where the full academic cycle has not taken place
  - d) Where the full academic cycle has been undertaken but the individual has not had the opportunity to demonstrate their performance across the range of role responsibilities
- 6.8 Where the probation period is extended the reason(s) and length of the extension will be explained to the employee and confirmation will be provided in writing. The probationer will sign the report to agree the extension and actions to be taken. Where appropriate additional support tailored to the circumstances will be arranged by the manager.
- 6.9 Before the end of the extension period a final report will be requested by Human Resources. The manager will complete the report and will recommend confirmation or non confirmation of appointment. A further extension of probation will not normally be an option.
- 6.10 No incremental progression will be permitted where there has been a decision to extend probation, and until satisfactory completion of probation requirements.

## **7. Managing poor performance**

- 7.1 If performance issues arise during the probationary period, then the manager should raise these with the probationer at the earliest opportunity in order to enable them to be addressed within the probation period. The manager should also contact Human Resources for guidance.
- 7.2 Managers should meet with the person to make them aware of their concerns, discuss the reasons for the lack of progress, and ensure that appropriate support is available. The purpose of this meeting is to try to ensure that the individual is able to improve their performance so that they are subsequently able to meet the probation requirements.
- 7.3 This meeting should take place as soon as possible during the probation period. A record of the meeting should be written by the manager and copied to the member of staff. This should make clear the performance required, where the individual is falling short, and the actions that are needed to address the issues identified.
- 7.4 Monitoring of progress will take place through the regular one to one, and probation meetings (see paragraphs 4.2d). The manager will provide feedback to the individual so that they are clear whether adequate progress is being made. Additional support and/or development will also be provided as appropriate. A written record of all meetings should be retained by the manager and copied to the individual.

## **8. Formal review meeting**

- 8.1 If it becomes clear that the member of staff is unlikely to meet probation requirements then the manager should contact Human Resources to discuss the action that should be taken. The manager will make a recommendation for action. This action will include requiring the member of staff to attend a formal review meeting to discuss their performance.
- 8.2 Where a formal review meeting is held, the individual will be advised in writing that this meeting constitutes a formal review and will be informed of the areas of performance where they are not meeting the required level. The individual will also be informed of their right to be accompanied by a work colleague or trade union representative, and that the outcome of the review meeting could be the termination of the contract of employment.
- 8.3 The Vice-Chancellor (or nominee) or the Director of Human Resources and Organisational Development (or nominee) will chair the meeting, subject to the chair not having been previously involved with this matter.
- 8.4 At the meeting the manager will be asked to present their case, and confirm their recommendation for action. The individual will be given an opportunity to respond.
- 8.5 At the end of the meeting the Chair will make a decision to either:
  - a) Take no further action; in this case satisfactory completion of probation would be confirmed;
  - b) An extension of the probationary period to allow more time for the required standards to be met.
  - c) Action short of dismissal; this can include transfer, redeployment or demotion to an alternative role
  - d) Dismiss the employee.
- 8.6 If the decision is to dismiss the employee, then the individual will be given pay in lieu of notice, and the dismissal will be effective immediately. If the employee appeals, and is subsequently reinstated, then pay and service will be restored and backdated to the date of termination.
- 8.7 At any time during the probation period there may be a decision to dismiss the employee, on an exceptional basis. This is subject to there being a clear documented evidence that the probationer's performance within their role is significantly below the required standards
  - a) Evidence that meetings have taken place with the probationer, issues relating to poor performance have been raised, and relevant support has been provided.
  - b) Evidence that the probationer fails to show necessary improvement in the level of their performance, despite review and support.
- 8.8 A formal review meeting (as outlined above) will always be held prior to any decision to dismiss.

## **9. Appeals against dismissal**

- 9.1 Individuals will have the right of appeal against dismissal. A decision to dismiss will be confirmed in writing to the individual, and this will set out their right of appeal.
- 9.2 If the individual wishes to appeal against the decision they must confirm this in writing stating the grounds of the appeal to the Director of Human Resources and Organisational

Development. The letter should be received within ten working days of the date of the letter confirming the decision to dismiss.

- 9.3 The appeal will be heard by the Vice-Chancellor (or nominee) or the Director of Human Resources and Organisational Development (or nominee), subject to this person not having been previously involved with this matter. The decision of the person hearing the appeal will be final.

## **10. Notice periods**

- 10.1 During the probation period, the probationer's appointment may be terminated by the University by giving the appropriate notice period as outlined in the relevant employment contract. Payment in lieu of notice may be made and any outstanding leave will be made as appropriate.

## **11. Equality issues**

- 11.1 The University recognises the value of a truly diverse workforce and the contribution that every individual can make. It therefore aims to create an environment that respects the diversity of staff. To achieve this it is important that managers are proactive about ensuring staff in their teams are treated fairly and they can achieve their full potential regardless of age, disability status, gender identity, marriage and civil partnership, race, religion or belief, sex or sexual orientation.
- 11.2 Hence in addition to the support identified in paragraph 4.2 above, managers should consider whether other support is appropriate for a new member of staff who may have specific needs. The following are some of examples of scenarios that should be considered, as appropriate;
- a) Disabled staff may need reasonable adjustments made to the working environment in order for them to be fully effective in the role. Also they may be eligible for additional funding to support them in the workplace through the Access to Work scheme. Human Resources will be able to provide further advice.
  - b) Female or male staff who are prime carers may need additional flexibility in their working hours.
  - c) Young staff who may be new to the workplace may value support to help them settle into working life. A mentor or buddy would also support them to do this.
  - d) People who have religious/faith commitments may seek additional flexibility in their working hours, for example, to attend Friday prayers.
  - e) Staff from different cultures, especially internationally recruited staff may need extra time to adjust to UWE's working ethos and also to adjust to their new home/city etc.
  - f) Starting a job with new people may affect lesbian, gay, bisexual and transgender (LGBT) staff who are 'out' and not 'out' at work. It could add a further level of stress in having to join a new team and additional support may be valuable.
- 11.3 In addition to the support that a manager and mentor/buddy may be able to offer, the [equality staff networks](#) may be a further source of support.
- 11.4 If a manager requires additional guidance in supporting a new member of staff on equality issues, Human Resources will be able to discuss this.

## **Appendix 1**

### **Additional information for academic and academic related staff**

#### **1. Probation criteria**

- 1.1 The performance of academic staff will be considered in relation to the criteria 'Academic Probation Performance Standards'. This document is attached at Appendix 2.
- 1.2 Performance will be considered in four key areas:
  - knowledge of academic subject area including feedback from student monitoring and evaluation
  - teaching and learning
  - contribution to research, consultancy/professional practice and scholarly activity (as appropriate)
  - professional conduct
- 1.3 In addition, consideration will be given to how the probationer is progressing in relation to decision making, communication skills, flexibility of approach, attitude and level of attendance.

#### **2. Probation process**

- 2.1 2.1 The process for academic staff will be the same as that outlined in the main part of this document, i.e. completion of an initial and interim report prior to the final report.

#### **3. Final report**

- 3.1 Human Resources will ask the faculty to complete a final probation report, towards the end of the probation period. This will be completed by the line manager and will include a recommendation from the Executive Dean in relation to confirmation of employment. The employee will also sign the probation report which will then be forwarded to Human Resources.
- 3.2 In addition to the final report the following documents will be provided:
  - A copy of the probationer's work programme for the year
  - A copy of one of the teaching observations that has taken place in the faculty (at least two observations should take place during the year)
  - The probationer will provide a short self evaluation report which will include progress made during the probation period, the support received, together with any other comments they wish to make
  - Indicative future objectives applicable after the probation period has been completed

#### **4. Observation of teaching**

- 4.1 At least two teaching observations should take place during the probation period. At least one of these observations will be undertaken by a member of the faculty management team. The attached form should be completed and discussed with the probationer following the observed session. One of these completed teaching observation forms should be submitted with the final probation report to Human Resources.
- 4.2 These forms should also be used by mentors when they are observing teaching.
- 4.3 Teaching observation may be applicable to academic related staff depending on the role.

## **5. Postgraduate Certificate in Academic Practice (PCAP)**

- 5.1 All new academic staff who do not have the appropriate higher education teaching qualification are required to complete the PCAP. Completing the first module of the PCAP is a requirement of academic probation. The decision about whether or not a person is required to attend the programme is made by relevant senior manager in conjunction with Human Resources at the time of the appointment. A 20% reduction in workload will be given to those full-time staff who are required to attend the PCAP (pro-rata for part-time staff).
- 5.2 The PCAP has been granted accreditation by the Higher Education Academy and completion will lead to recognition by the HEA. The PCAP is also accredited by the Nursing Midwifery Council (NMC) and successful completion of the programme leads to an NMC approved teacher qualification. The PCAP modules are fully integrated with the modular programme and hence completion can also be used as credit towards further awards (such as Postgraduate Diploma and Masters).
- 5.3 The Education Department will advise Human Resources whether the first module has been successfully completed so that probation can be confirmed and the increment paid (assuming other performance is satisfactory). If staff fail to successfully complete the first module of the PCAP (Higher education theory and practice) by the end of the probation period, then the appointment will not normally be confirmed until the module is completed.
- 5.4 The PCAP normally runs on two occasions during the year - commencing in September/October and January. Staff who commence employment at or near the start of the academic year, and who are required to attend, would normally be expected to join the first cohort. Where a September start is difficult and a decision is made to defer starting the programme until January the individual should be made aware, by the faculty, that this will lead to the probation period being extended to enable completion of the PCAP. As a consequence this will also result in a delay to the payment of their first salary increment.

## **6. Mentoring**

- 6.1 The University has a mentoring scheme for all new academic staff and the faculty will arrange for a mentor to be identified.
- 6.2 The mentor should not be the individual's line manager and should not be involved in the assessment process of the PCAP or in formal procedures leading to a decision on the outcome of probation.
- 6.3 The person identified as the mentor should be a committed academic who is a good listener, who is able to ask questions, offer tentative suggestions and generally talk issues through rather than provide quick solutions and 'expert' advice. A shared subject specialism may be an advantage however personal qualities and a knowledge of departmental procedures are more important.
- 6.4 It is not essential for the mentor to be an academic of long standing, as someone who has recently had the experience of being a 'new lecturer' and undergoing a training programme may be well qualified to understand the situation faced by a new colleague. The attributes identified above are of greater importance than long experience or seniority.
- 6.5 The responsibilities of the mentor are to:

- a) provide a programme of planned and regular meetings
  - b) discuss teaching sessions, course planning and design (if appropriate to the role)
  - c) undertake at least two observations of teaching sessions each teaching block (if appropriate to the role)
  - d) offer a supportive and non-critical exploration of the sessions observed with an appreciation of innovative approaches to teaching and learning
  - e) help in identifying teaching resources
  - f) help the probationer to understand and meet the requirements of the UWE academic
  - g) participate in three way discussions between the new teacher and the line manager who is preparing the probation report
  - h) take part in briefing and review sessions with other mentors.
- 6.6 The mentor might also invite the new member of staff to observe their own teaching.
- 6.7 Where a faculty has a number of probationers, it may be advantageous for a single mentor to be identified and for group as well as individual meetings to be held.
- 6.8 Mentoring duties will be taken into account in determining the total work programmes of individual mentors.
- 6.9 Queries about the mentoring scheme should be raised with the Executive Dean or manager.

## Appendix 2

### Teaching observation record (to be attached to final probation report)

This form should be completed by the observer in conjunction with the probationer. NB The observer will normally be a more senior member of academic staff with management responsibility.

<b>Name of observer</b>	<b>Name of probationer</b>	<b>Date</b>
<b>Session Observed</b>	<b>Level/Year</b>	<b>Number of students</b>

**What are the learning objectives planned for this session?**

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### PART 2

This part of the form should be completed by the observer and discussed with the probationer. Comment on strengths and areas for improvement in relation to the learning objectives.

<b>Prompts</b>	<b>Strengths</b>	<b>Areas for improvement</b>
<b>Clarity of objectives</b>		
<b>Planning and organisation</b>		

<b>Methods/approach</b>		
<b>Delivery and pace</b>		
<b>Content (accuracy, relevance, use of examples, match to student needs)</b>		
<b>Student participation</b>		
<b>Use of accommodation and learning resources</b>		

**PART 3**

**Please summarise the sessions' overall quality in relation to the learning objectives:**

**Signed Observer.....Date.....**

**Name (please print).....**

**Signed Probationer.....Date.....**

**Name (please print).....**

## Appendix 3

### PERFORMANCE STANDARDS

1. Knowledge of academic subject area	Evidenced by:
<ul style="list-style-type: none"> <li>• You must have appropriately up-to-date knowledge of your subject/discipline and this knowledge must be of an appropriate breadth and depth.</li> <li>• You must have appropriate knowledge of current good practice/literature in relation to teaching and learning.</li> <li>• You must have appropriate knowledge of the relevant award/regulatory framework across an appropriate range of programmes.</li> </ul>	<p>Demonstrated through contribution to subject group/faculty debate on subject/discipline/interdisciplinary developments. Evidenced by CPD activity and content of teaching materials.</p> <p>Demonstrated through contribution to subject group/faculty debate on teaching and learning strategies. Evidenced by appropriateness of teaching materials to student group and ability to clearly articulate the application of sound teaching and learning strategies in relation to these.</p> <p>Demonstrated through ability to identify relevant documentation and appropriate familiarity with content. Evidenced by application of regulatory frameworks to practice and the ability to clearly articulate the application of regulatory</p>
2. Teaching and Learning	Evidenced by:
<ul style="list-style-type: none"> <li>• <u>Planning</u>. You must demonstrate competence in programme planning (modules, units, series of teaching sessions, short courses, as appropriate). Planning must clearly relate to appropriate teaching and learning outcomes.</li> <li>• <u>Conducting Teaching and Learning</u>. You must demonstrate competence in: the conduct of an appropriate variety of teaching and learning sessions; the provision of appropriate academic and pastoral guidance; the use of teaching and learning methods appropriate to the subject/discipline and the students (including</li> </ul>	<p>Evidenced by examples of appropriate programme planning documentation covering: intended teaching and learning outcomes; teaching and learning methods; assessment criteria.</p> <p>Demonstrated through the observation of a variety of teaching and learning sessions. Evidenced by examples of teaching materials, student feedback, peer review.</p>

<p>designing, selecting and using appropriate learning resources and CandIT.</p> <ul style="list-style-type: none"> <li>• <b>Assessment.</b> You must demonstrate competence in: the design, implementation and interpretation of assessment schemes and methods for appropriate programmes; the giving of feedback to students in relation to a range of work; the appropriate marking against assessment criteria of submitted work.</li> <li>• <b>Review:</b> You must demonstrate the ability to reflect critically on your teaching performance and improve your practice. You must be able to adapt to external changes, opportunities and constraints and to adopt appropriate innovations.</li> </ul>	<p>Demonstrated by the ability to clearly explain: the application of assessment criteria to actual marks/feedback given; the relationship between assessment criteria and assessment regulations. Evidenced by: inclusion of clearly articulated assessment criteria in programme planning documentation that are appropriate to the student profile, programme level and mode of study; examples of consistent and rigorous marking; peer review, external examiners comments.</p> <p>Demonstrated by the ability to explain: the development of your current practice in relation to outcomes from critical reflection; plans for future development. Evidence by: personal development plan, examples of the use of student feedback/peer review to guide and develop practice; examples of programme modification in response to external influences.</p>
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3. Research and Scholarship	Evidenced by:
<ul style="list-style-type: none"> <li>• <u>Planning</u>. You must be able to develop appropriate plans for research and/or scholarly activity that will, where appropriate, raise the profile of the Faculty, contribute to teaching and learning, generate income and contribute to RAE.</li> <li>• <u>Conducting Research and Scholarship</u>. You must be able to demonstrate competence in the conduct of appropriate research and/or scholarly activity.</li> <li>• <u>Evaluation</u>. You must demonstrate an appropriate willingness to subject your research/scholarly activity to critical review and to use such feedback to guide and inform planning and the development of research/scholarly practice.</li> <li>• <u>Consultancy/ professional practice</u>.</li> </ul>	<p>Demonstrated by the ability to clearly explain the relationship between and relevance of planned activity to personal/subject/discipline/interdisciplinary/faculty context. Evidenced by: appropriately detailed research/scholarly activity plans including appropriate and realistic timescales; successful identification/negotiation of necessary resources and support.</p> <p>Evidenced by: the successful completion of all or parts of planned activity within appropriate timescales and to a standard that enhances the profile of the individual and faculty; the achievement of planned income targets, where appropriate, and achievement of agreed publication or other outputs.</p> <p>Demonstrated by the ability to clearly explain the development of plans/practice in relation to feedback/peer review.</p> <p>Evidenced by: the successful gaining and delivery of contracts, client feedback etc.</p>

4. Professional Conduct	Evidenced by:
<ul style="list-style-type: none"> <li>• Interpersonal Relationships. You must demonstrate the skills and ability to: build and maintain effective working relationships with others (eg. staff of the faculty and University, students, clients, representatives of external bodies/organisations); establish yourself as an effective team member; influence and negotiate with colleagues in an effective and appropriate manner in order to achieve objectives.</li>   <li>• Personal Organisation and Effectiveness. You must demonstrate the skills and ability: to organise your time effectively to meet reasonable deadlines; to prioritise tasks/activities appropriately; to organise and provide information in an appropriate way; to use and manage resources appropriately to fulfil your role effectively (e.g. ICT, Library resources, other staff); to participate effectively in meetings and, where appropriate, to be able to chair meetings successfully.</li>   <li>• Leadership (as appropriate to role, and normally of particular significance for research staff). You</li> </ul>	<p>Demonstrated through informal observation of contribution to meetings, debate, and discussions. Evidence by: examples of feedback from students/peers/clients/external contact; achievement of successful outcomes following a need to influence/negotiate with others; the absence of inappropriate and unacceptable incidents of interpersonal conflict.</p> <p>Evidenced by: consistently meeting deadlines through effective time management; feedback from peers/academic leaders; examples of effective information provision; examples of the appropriate and effective use of CandIT resources, feedback from the relevant Subject Librarian in relation to personal use and application of library resources in relation to personal development, research and scholarly activity, teaching and learning.</p> <p>Evidenced by: feedback from team members/peers/senior managers; achievement of team objectives; examples of successful management processes</p>

<p>and develop your team successfully.</p> <ul style="list-style-type: none"> <li>• Professional and ethical behaviour.</li> <li>• Personal Development. You must demonstrate the ability to take responsibility for your personal and professional development.</li> <li>• Flexibility. You must be able to demonstrate a flexible attitude to work appropriate to the degree of change inherent in the HE environment.</li> <li>• Equal Opportunities. You must be able to demonstrate that you recognise and accept the diversity of society and act to foster and maintain dignity at work in relation to all.</li> <li>• Safety, Health and Welfare. You must be able to demonstrate appropriate knowledge of relevant faculty and University Health, Safety and Welfare requirements, codes of practice and regulations. You must use this knowledge to adopt safe methods of working in relation to yourself and others. You must have an appropriate knowledge</li> </ul>	<p>resolution, development plans).</p> <p>Evidenced by: absence of problems, feedback from peers etc.</p> <p>Evidenced by: the identification of personal and professional development needs based on a process of self critical appraisal; appropriate development planning; achievement of development objectives; undertaking development activities.</p> <p>Evidenced by examples of: making a positive contribution to debates on change; personal adjustment to meet changing demands; leading by example; supporting others through change; demonstration of personal resilience when managing the consequences of change.</p> <p>Demonstrated by the ability to clearly articulate the implications of diversity in relation to interpersonal relationships and teaching and learning. Evidence by: formal observation of teaching and learning sessions; programme documentation; teaching materials; feedback from students/peers; examples of appropriate use of language and terminology. Absence of complaints/problems.</p> <p>Demonstrated by ability to identify relevant documentation and appropriate familiarity with content. Evidenced by behaviour compliant with Safety, Health and Welfare and security requirements.</p>
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## **Appendix 4**

### **Mentoring**

A mentor is a person, who is not the probationer's line manager, but who is likely to be a more experienced person who can offer guidance, advice and support to the new employee. S/he can be from within the same work area though this may not be possible or preferred. In fact there may be benefits in the mentor being identified from another department or service.

The mentor should be a good listener who is able to ask questions, offer suggestions and advice, and generally talk issues through.

The probationer's manager will identify a potential mentor and agree this with the probationer. This agreement is important as mentoring relationships will only be successful if both parties feel that the pairing is appropriate.

When the mentoring relationship is set up the mentor has a number of responsibilities to ensure that it works effectively and provides the probationer with the appropriate level of support. These include:

- Arranging regular meetings
- Structuring the meetings so that they are effective for both people Providing informal advice and guidance
- Exploring any issues with the probationer including options and potential solutions
- Supporting the probationer to develop an action plan, where appropriate

The mentoring relationship is confidential to the mentor and probationer. The mentor does not provide any feedback from the meetings to the manager or into the probation process.

Mentors are encouraged to attend the mentoring development workshop before setting up a mentoring relationship.

Where a mentor may is not appropriate a buddy should be identified.

### **Buddying**

Having a 'buddy' at work can make a difference to the speed with which new recruits manage to settle into a new organisation. Just knowing that somebody is there to listen and is genuinely interested in helping can make staff feel very supported.

A buddy should be a peer/colleague who offers support and guidance to a new member of staff but this relationship is less formal and/or structured than a mentoring relationship.

A buddy will be identified by the manager and agreed with the probationer. S/he will meet with the probationer in the first week of employment. They have a role, which could include some or all of the following;

- Introducing the probationer to other members of the department/service
- Showing the probationer UWE facilities, campus etc.

- Providing an informal 'sounding board' for the probationer
- Helping with practical day to day issues