

SKH's key process

Process description for Skills Development

Description of key processes at SKH

The description of key processes is part of our systematic quality improvement activities. The purpose is to ensure the quality of education, research and academic support/administration by having clear processes that define the different steps and specify which functions and organisational units are involved in the process. Linked to the key processes are procedure descriptions that specify in more detail what, for example, a department, subject unit or administrative department should do in relation to the event in question. The procedure descriptions are developed by those involved in the process.

Each key process has an associated matrix. The purpose of the matrix is to clarify in general terms how a process is followed up and developed. The matrix states which process is covered, the objective of the process, the data used for follow-up, where the results of the follow-up are checked and analysed, and who is/are responsible for ensuring that measures are taken based on the follow-up carried out. The matrix also states the governing and support documents that can be linked to the process.

Disclaimer: In case of a discrepancy between the Swedish and the English version of the decision, the Swedish version will prevail.

Process matrix

Process	Overall responsibility for action	Objective(s)	Governing and support documents	Verification and follow-up	Input for follow-up
Systematic and strategic skills development	Vice-Chancellor, Heads of Department, Heads of Subject, Vice-Rector for Research, Director of Administration	Ensure the systematic/strategic skills development in the short and long term, based on the current and future needs of the organisation	Strategic plan Operational plans including skills and competences plan Template Work Task Plan	Operational dialogues	Skills Development plan (included in the operational plans) Planning and appraisal meetings

Process description including procedures

This means that, based on the strategic plan, a plan is made for which competences are needed, recruited, retained, developed, or phased out. In accordance with processes for operational planning, systematic work environment management, etc. the departments make an annual skills supply plan to ensure the supply of skills in the short and long term based on the current and future needs of the organisation.

Functions and organisational units involved in the process

All Departments (including subject areas), Research Centre and the Administration draw up skills management plans with the support of HR.

ESG/other national standards and guidelines

ESG 2:1 The higher education institution ensures that the competences of the teaching staff meet the needs of the educational activities.

Governing documents

Strategic plan, operational plans

Support documents

Skills development plan (included in the Operational Plans), Template Work Task Plan, Planning and Appraisal meetings (PU meetings)

External parties

Not applicable

Support systems

Not applicable

Prerequisites and related processes and procedures

Operational planning, the budget process and recruitment processes.

How social equality (incl. gender equality) is taken into account in the process

Equality and gender equality must be taken into account in the process, an analysis of gender equality must be made before new operational plans are drawn up, and proposals for measures must be added to the plan if the distribution is outside the 40-60% range. Women and men must be given equal opportunities for research and skills development.

How sustainable development is taken into account in the process

Good talent management planning provides better conditions for a sustainable organization, economy and individuals.

How student and doctoral student perspectives are taken into account in the process

Not applicable

Employment (Co-Determination in the Workplace) Act

The employer is obliged to conduct negotiations with the employee organizations before decisions are made on major changes in the business or if the working and employment conditions of one or more employees are changed. Continuous information is provided to the employee organizations on how the business is developing (in accordance with the Co-determination Act [known by its Swedish abbreviation MBL] and procedures for information and negotiation at SKH). The skills development plan is included in the operational plans that undergo MBL negotiation.

Events in the process based on governing and supporting documents and procedures for the functions and organisational units involved in the process

1. The responsible manager asks HR for documentation for the plan in accordance with the template for strategic skills development:

Activities:

- Statistics from HR to the responsible manager (distribution of professors/assistant professors/assistant lecturers, distribution of permanent and fixed-term positions, distribution of full-time/part-time, gender distribution, positions ending during the year, retirements within a ten-year period)
- Planning and appraisal meetings (PU meetings)
- Follow-up of the previous year's skills development plan (recruitments and planned competence development)
- Higher Education Pedagogical Education (HPU)
- Assignments in boards etc.
- Temporary staff
- Programme and course evaluations
- Any secondary occupations
- According to routine established by the responsible manager

2. The responsible manager draws up a new skills management plan

Activities:

- Describes the desired situation based on operational planning

- Based on the desired situation, description of staffing needs and skills development needs for the next three to five years.

3. Analysis of skills development and recruitment needs

Activities:

- Skills development needs are compiled by HR and, if necessary, proposals are made for university-wide skills development programmes.
- Recruitment needs are presented to management for possible coordination
- Based on the desired situation, description of staffing needs and skills development needs for the next three to five years.

4. Follow-up of skills development plans

Activities:

- Followed up in operational dialogues
- Skills supply plan is followed up for next year's operational planning
- Individual skills development plans are followed up in Planning and appraisal meetings (PU meetings)
- Follow-up of the process
- Followed up in accordance with process for operational plans, operational dialogues in Leadership group

Process arrow for the key process

