



# STRATEGIC PLAN 2019-2022 Judicial Institute for Scotland



*'Supporting justice in Scotland through the provision of the highest standard of judicial training and education.'*





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<sup>1</sup> The Judicial Institute has a number of supplementary policies including the Justices of the Peace Education & Training Policy, Tribunal Judicial Office Holders Education & Training Policy and Evaluation Policy.



## Lord President's Foreword

As the head of the judiciary, The Lord President is responsible for providing education and training to judges. In 2013, in order to discharge this responsibility, the Judicial Institute was created with the purpose of **supporting justice in Scotland through the provision of the highest standard of judicial training and education.** The appointment to the Board of the Institute of four members of the judiciary will ensure that the Institute's strategic direction, and the education, training and knowledge provided by it is judge-led. The current Board members are:

- Lady Stacey, Chair;
- Lord Armstrong, Vice Chair;
- Sheriff Alistair Duff, Director and full-time appointee to the Institute;
- Sheriff Susan Craig, Deputy Director and part-time appointee to the Institute, retaining sitting duties in Livingston Sheriff Court.



I am pleased to endorse the strategy. It has been carefully prepared by the Board, with the support of the Institute's Advisory Council which is comprised of additional judicial members as well as Government representative and a lay member. It will address the learning needs of all judicial office holders in an ever changing world.

Lord Carloway  
The Lord President



## Chair's Foreword

As a Senator of the College of Justice, the education made available to me by the Judicial Institute supports me in my role and on the bench every day. What the Institute provides is topical and tailored to my needs covering law, non-legal knowledge, skills, social context, equal treatment and values and ethics. In the last two months alone senators have enjoyed fully tailored training on Preliminary Hearings, Inner House issues and Evidence on Commission. The Judicial Institute provides judicial education in many different forms, including formal face to face programmes, online learning and blended learning, and online knowledge resources that I can access on the bench such as the Jury Manual, Equal Treatment Bench Book, and Civil and Criminal Benchbooks. All learning is hosted through the Institute's award-winning Judicial Hub, which is a combined Virtual Learning Environment, Learning Management System and intranet for judges.



I was delighted to be appointed Vice-Chair of the Institute in 2015 and Chair in 2018 . I work with my colleagues on the Board to **support justice in Scotland through the provision of the highest standard of judicial training and education.** Under my Chairmanship, the Board has further strengthened its position and I am delighted to publish our strategic plan for the first time. This covers the period April 2019-2022, and we also commit to publishing a copy of our current business plan.

My fellow Board members Sheriff Alistair Duff and Sheriff Susan Craig are appointed to the Institute. Lord Armstrong and I are grateful for their work overseeing the execution of the strategy and business plan day to day, and upholding our philosophy that judicial education in Scotland is judge-led.

Lady Stacey  
Chair of the Judicial Institute for Scotland



## Director's Foreword

I have been the Director of the Institute since 2014.

We are measured on the quality of what we design and deliver for Scottish judges and I always say that we are only as good as our last course. During my time as Director the Institute has established a reputation not only for meeting the educational needs of the judiciary, but for being innovative, creative and forward thinking in fulfilling its purpose and executing its functions. Whilst we know that we have always sought to drive standards higher, I am delighted that we have clearly committed to placing the quality of what we deliver at the heart of this strategic plan.

The Institute has established itself firmly at the heart of civic Scotland and is fully engaged with justice developments and the third sector. The range of activities we undertake ultimately enhances the education we offer. In our first six years we have also developed a strong international reputation, and I am regularly approached by other jurisdictions looking to enhance judicial learning programmes. We learn from this also.

I must acknowledge the team of 14 professional and creative officials who support Sheriff Craig and me every day, under the guidance of our Head of Education Collette Paterson. Our current team are, without a doubt, the most innovative education, digital and events experts I have had the pleasure to work with in my five years as Director. We are here to **support justice in Scotland through the provision of the highest standard of judicial training and education** and that means that what we are working on matters, can be time-pressured, and is often sensitive in nature. I could not fulfil my role as Director without their specialist advice and professionalism, support for me personally, and good humour.

Sheriff Alistair Duff  
Director of the Judicial Institute for Scotland





## Executive Summary

The Lord President is responsible for making arrangements in respect of the training and education of Scotland's judiciary.<sup>2</sup> The Judicial Institute for Scotland (*'the Institute' or 'JI'*) is the body to which the Lord President delegates his responsibilities, as set out in the Institute's [Governance Framework](#).

The JI Board sets out the strategic direction of the Institute on behalf of the Lord President and a team of 14 officials execute the Board's requirements under the leadership of a Head of Education. This document sets out the Institute's purpose, and also four strategic priorities and associated strategic objectives for the period April 2019 - March 2022. We also set out our operating model, how we will manage risk, and how we will monitor our progress and measure our performance.

[Appendix A](#) is the JI's core Education and Training Policy. [Appendix B](#) is our annual business plan which commits us to specific actions and key deliverables in that year. [Appendix C](#) includes a number of operational tools, the use of which are crucial to ensuring the quality of what we deliver and therefore fulfilling our purpose.

## Our Purpose

Our purpose is **to support justice in Scotland through the provision of the highest standard of judicial training and education.**

Article 3 of our Governance framework states that the JI shall be committed to and governed by the following guiding principles regarding judicial training and education:

*"Judicial training and education*

- (a) Shall be directed to promoting and fostering the highest standard of judicial conduct, performance and public service;*
- (b) Shall promote and engender the highest level of judicial awareness of cultural, sexual and ethnic diversity, ethical sensitivity and pride in judicial excellence;*
- (c) Shall be directed to promoting and improving the administration and delivery of justice."*

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2. As set out in the Criminal Proceedings etc (Reform) (Scotland) Act 2007 (as amended), the Judiciary and Courts (Scotland) Act 2008, and the Tribunals (Scotland) Act 2014.



## The Judicial Landscape in Scotland

Civil and criminal justice reforms are priorities for the Scottish Courts and Tribunal Service, as outlined in its own [Corporate Plan](#). This means they are also priorities for the Institute in its role supporting justice through the provision of the highest standard of judicial training and education.

The merger of courts and tribunals administration in 2015 created the SCTS. In terms of the Tribunals (*Scotland*) Act 2014, the Lord President assumed responsibility for the training of tribunal judicial office holders operating within the devolved tribunals administration. This increased the number of judicial office holders, for whom the JI provides education, from 546 to 1000<sup>3</sup> and required the Institute to develop a judicial education policy for those tribunal judicial office holders. As part of our strategy, the Institute will engage with the wider tribunals reform programme of the SCTS and will respond to developments in respect of the future devolution of the presently reserved tribunals.

<sup>3</sup>. Figures taken from the Institute's [Annual Report for FY 18/19](#)

<sup>4</sup>. A full list of organisations the Institute has engaged with since its inception, which list continues to develop as our work matures, is maintained by the Institute.

## Judicial Education in Scotland

Judicial education in Scotland is judge-led ([Appendix A](#)) and in everything we design and deliver we protect the fundamental principle of judicial independence. In delivering judicial education, it is important that the Institute engages with wider civic society, ensuring that judicial training benefits from our own understanding of the wider social context. Parties we have engaged with include Scottish Government, Community Justice Scotland, COPFS, the Law Society of Scotland, the Faculty of Advocates, Police Scotland, Scottish Women's Aid, Rape Crisis Scotland, Epilepsy Scotland, the Scottish Autism Society, the Caledonian Project, Families Need Fathers, and Positive Prisons? Positive Futures! We also work with a number of third party experts from many disciplines, including from the fields of academia and psychology. We are grateful that we benefit from the knowledge gained from strong relationships across civic Scotland, and call upon external parties to inform us or contribute to our programmes, while ensuring that judicial education remains judge-led.<sup>4</sup> All of our content contributed by third parties is approved by our Director and Deputy Director, who are both Sheriffs appointed to the Institute with the objective of ensuring our judge-led judicial educational philosophy is upheld on a daily basis.





The Institute was established in 2013, and after three years an education strategy for the period 2016-2018 was produced. Our first six years were focussed on establishing the foundations of the Institute, identifying a suitable judge-led judicial educational philosophy, positioning technology-enhanced learning as a key aspect of how the JI would deliver judicial education (*though the new Judicial Hub*), and flexibly piloting and trialling new initiatives. The priority was to facilitate the JI's creative freedom and flexible exploration of what a judicial institute in Scotland could and should deliver.<sup>5</sup>

To a certain extent, this was a successful strategy for the new Institute in its first years and it allowed us to display clear ambition from the outset. We piloted and established a number of highly successful initiatives. These include online resources and a full range of online, blended and face to face learning. All learning is now managed through our online learning platform,<sup>6</sup> the award-winning Judicial Hub, and we continue to build on these initiatives. The judiciary are content with our offering. However, as more fully outlined later in this document, we believe it is important at this stage of the Institute's existence to more formally explore their views on all aspects of the Institute and their learning experience, through the 2019 and 2021 Judicial Attitudes Surveys.



*(Judicial Hub 2015, Winner of the Council of Europe Crystal Scales of Justice Award)*

<sup>5</sup>. See the section entitled 'commitment to excellence' in that strategy and objectives including 'To become a model of excellence in judicial education' and 'to pursue a path of continuous improvement and innovation'.

<sup>6</sup>. Combined Virtual Learning Environment (VLE) and Learning Management System (LMS).



However, the corollary of this creative and flexible approach was that in our first years we did not have clear standards and working practices. The quality of what we delivered was inconsistent.<sup>7</sup> In 2015 we commissioned an independent academic review of the Institute and the Genn Report was delivered and responded to in 2016.<sup>8</sup> It identified that whilst our judicial education model was highly commendable, there were a number of areas relating to the quality of what we actually deliver, particularly through our face to face provision, where we needed to improve.<sup>9</sup> We are well placed to enhance our provision using the traditional and technology-enhanced learning tools available to us in our dedicated, purpose-built learning suite in Parliament House.



*(The learning suite at Parliament House set up for a course).*

A key theme of this strategic plan is to place the quality of what we actually deliver at the centre of what we are going to do. We have made significant strides in this area in the last two years whilst this strategy was under development. This includes the 2017 creation of four new education and digital adviser posts, which are attached to each course or project we deliver, the 2017 launch of what is now an annual Train the Trainer programme,<sup>10</sup> and the 2018 creation of a Head of Programmes post which is a hands-on senior post overseeing the quality of our portfolio.

7. Additionally, various stated objectives, including effective datacapture that would have supported our ability to evaluate our efficacy in our first years, were not achieved.

8. The JI's response to the Genn Review (December 2016) is superseded by this strategy.

9. At para 51: 'It is in actual methods of judicial training delivery where Scotland to some extent lags behind best practice in other capable jurisdictions'.

10. Following a 2016 pilot. Our thanks go to the Judicial College of England and Wales whose 'Train the Trainer' courses were observed as part of our course development, in an example of sharing good practice.



In the period covered by this strategy, we will continue to develop our bank of operational tools and will explicitly set out the Institute's own training and facilitation standards and methods ([Appendix C](#)). Taking these steps allows us to improve how we assure the quality of what we deliver and therefore fulfil our purpose.

## What We Will Deliver

Figure 1 lists the core elements of what the Institute delivers for the judiciary annually, either on an ongoing basis or at specified times. As these are now well established, we do not include a description of them here as we did in our 2016 strategy.

In addition:

- A number of one-off online resources are routinely added to the searchable Judicial Hub.
- We undertake national and international engagement which is key to us achieving our purpose.

Our [Annual Report](#) provides an example of a business year for the JI.

The screenshot displays the Judicial Hub dashboard. At the top, there is a navigation bar with the logo and menu items: MY LEARNING, COURSES, NEWS, E-LIBRARY, JUSTICES, TRIBUNALS, JI, GUIDANCE & POLICY, and SEARCH. Below the navigation bar, there is a 'KEEP UP-TO-DATE' section with a timestamp and a link to a memo from the Lord President. The main content area is divided into several sections: 'CONSEJO GENERAL DEL PODER JUDICIAL' with a 'VIEW NEWS' button; 'Judicial Institute for Scotland Courses 2019' with a 'VIEW NOW' button; 'Search the Hub' with a search bar and a 'Try our advanced search' link; 'Hub Help Portal' with a 'Go to Help Portal' button and 'SCTS IT Support' link; 'JI Latest Brief Notes' with a list of legal updates; 'New Resources' with a list of documents; and 'Upcoming events' with a list of dates and times.

(The Judicial Hub dashboard as seen by the user).



**Figure 1 - Judicial Institute Core Training and Education Programme**

**Hub Resources**

Briefing papers, Brief Notes, Jury Manual, Equal Treatment Benchbook, Criminal Bench book, Civil Bench book, JP e-resources  
A number of JI committees and working groups oversee the production of these resources and a new Publications Committee will quality assure all content produced by those groups as part of this strategy.

**Ongoing**

**Induction for New Judicial Office Holders**

Since 2016, induction for Sheriffs and JPs have been blended learning programmes. In March 2019 we delivered the first refresher course for those who had taken up the new judicial office of Summary Sheriff since 2016, and introduced a new induction programme for Temporary High Court Judges. We deliver bespoke inductions for newly appointed Sheriffs Principal and Appeal Sheriffs.

**As required**

**Training for New Mentors**

**As required**



**Figure 1 continued - Judicial Institute Core Training and Education Programme**

**Core curriculum for lay and professional court judiciary January-December<sup>11</sup>**

The core curriculum comprises of one day courses tailored to sheriffs and JPs and delivered in our purpose-built learning suite. Each course we deliver is designed by a dedicated ‘course team’ which includes a blend of legal/subject matter, education, digital and events expertise, and administrative support. A judicial Course Director is responsible for the course overall. As part of our quality control processes, each course has a supporting course outline following our standard template ([Appendix C](#)). Courses often involve pre-work or pre-reading which is hosted on the Judicial Hub. Having previously only blended induction, in 2018 we launched the first core curriculum blended programme which was also for the entire professional court judiciary, in the area of domestic abuse.

Our current policy is to respond to senator training needs as they arise, usually upon direction of the Lord President or the Lord Justice Clerk, or upon request from senators. Examples have included training on preliminary hearings, taking evidence on commission, and arbitration.

**Core curriculum - launched in two stages to support flexibility in curriculum planning process and court scheduling. Launch in August for January - June & Launch in December for September - December.**

**Senator training - ongoing**

**Quality Assurance**

The Institute quality assures JP and tribunal training, most of which is de-centralised for delivery by local JP training committees and chambers respectively (*see relevant education policies in [Appendix A](#)*).

**Ongoing**

**Judicial Institute Lecture**

**2020 & 2022**

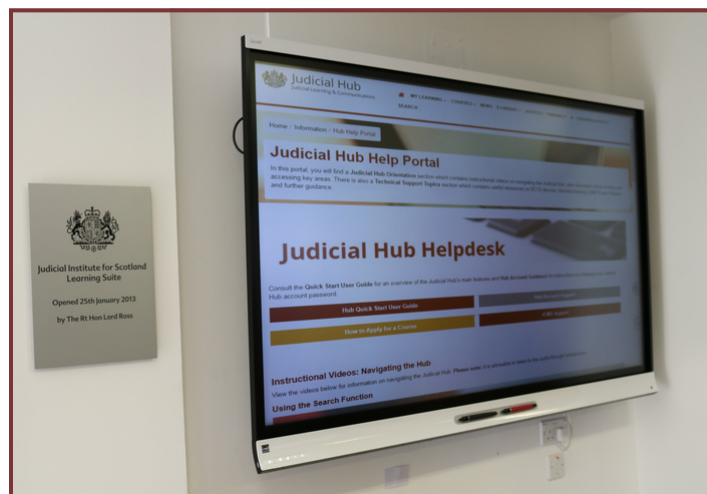
<sup>11</sup> Following a drop in course provision in 2018 as part of a transitional period, from September-December 2019 course provision has returned to 2017 levels. Levels of provision always remain under review in light of learner feedback and the volume of requests the Institute receives for senator training, induction training, and the JI’s involvement in broader projects which involve the use of the Institute’s learning suite (*see strategic priority 2*).



## Strategic Priorities and Objectives

Reflecting on the judicial landscape as well as our successes and lessons learned, we have identified **four key strategic priorities**. By focusing our efforts on these we will be able to achieve our purpose over the coming three years. For each of these priorities, we have set out what we aim to achieve, by detailing the *main strategic objectives (1.1-4.2)* that will be delivered. These are, in turn, broken down into greater detail in our annual business plan ([Appendix B](#)).

In Figure 2, our strategy map details how our **four strategic priorities** are broken down into the main strategic objectives (*1.1-4.2*.)



(The learning suite smartboard display bringing interactive presentation).

We are confident that these are the correct strategic priorities at this time and represent an appropriate and proportionate use of the funds provided to us by the Judicial Office for Scotland. We are confident because we have been operating in the spirit of this strategy whilst it has been under development over the course of 2017 and 2018 and, as highlighted earlier, we have had a number of successes in 2018 which represent significant advancements both in our educational design and delivery and our ability to work collaboratively within the Institute and with others. Further examples are: the launch of the first ever blended learning programme for the entire professional court judiciary, on domestic abuse;<sup>12</sup> a collaborative learning project with the SCTS on the roll-out of the ICMS/Civil Online integrated case management system (*which supports more effective simple procedure claims in Scotland*); and collaborative learning projects with SCTS IT on the roll-out of their new unified communications and Windows 10 tools which improve the digital administration of the courts. All of the projects we have completed in the lead up to this strategy taking effect are noted in our business plan for FY 19/20 in the 'completed FY 18/19' column ([Appendix B](#)).

<sup>12</sup>. And associated press release, the first in our history.



**Figure 2 - Judicial Institute Strategy Map**

The Delivery of Justice	Judicial Education Model	Excellence and Relevance in Course Provision	Excellence and Relevance in our Online Provision
<p><b>Strategic priority 1 – we will promote developments in the efficient and effective delivery of justice through appropriate learning interventions.</b></p>	<p><b>Strategic priority 2 - we will assure the viability of our model for judicial training and education.</b></p>	<p><b>Strategic priority 3 - we will consolidate and innovate and offer meaningful, stimulating, modern and relevant blended and face to face courses.</b></p>	<p><b>Strategic priority 4 - we will consolidate and innovate and offer meaningful, stimulating, modern and relevant information, knowledge and learning on the Judicial Hub.</b></p>

- 1.1 Engage with relevant change projects and programmes;*
- 1.2 Embed opportunities for learning around court and digital reform into our portfolio;*
- 1.3 Collaborate where there are synergies between staff and judicial training.*

- 2.1 Ensure our judicial education policies remain world class and based on rigorous evidence;*
- 2.2 Maintain the JI's profile and reputation.*

- 3.1 Deliver fit for purpose inductions;*
- 3.2 Be responsive and deliver the most valuable courses;*
- 3.3 Ensure we offer choice;*
- 3.4 Develop the quality of our course provision.*

- 4.1 Continuously improve the Judicial Hub platform and content;*
- 4.2 Develop our capacity to design quality online learning products.*



There are areas of focus within each strategic priority and the supporting strategic objectives. Additionally, our business plan ([Appendix B](#)) commits us to specific actions and key deliverables in that year. Given the nature of our work, our strategy is to remain agile as a new learning needs and priority projects will emerge over the course of a financial year, which may require us to revisit our business plan and review priorities.

## The Delivery of Justice.

**Strategic priority 1 – we will promote developments in the efficient and effective delivery of justice through appropriate learning interventions.**

*1.1 Engage with relevant change projects and programmes;*

*1.2 Embed opportunities for learning around court and digital reform into our portfolio;*

*1.3 Collaborate where there are synergies between staff and judicial training.*

### Areas of focus:

- Engage proactively with SCTS and wider justice sector change projects and work collaboratively following project management principles;
- Undertake long-range planning in respect of the devolution of the presently reserved tribunals;
- Embed learning around court reform into existing programmes or design one-off learning interventions;
- Undertake a short term project-based pilot of collaboration with the ELU<sup>13</sup> and establish a permanent strategy;
- Support the Judicial Office for Scotland with a judicial leadership initiative;
- Collaborate on wider justice sector projects and host them in the Learning Suite, as appropriate;
- Execute our business plan while remaining agile and responding to new learning needs and priority projects as they arise.

<sup>13</sup>. Education and Learning Unit of the SCTS, established in 2018





## Judicial Education Model

**Strategic priority 2 - we will assure the viability of our model for judicial training and education.**

*2.1 Ensure our judicial education policies remain world class and based on rigorous evidence;*

*2.2 Maintain the JI's profile and reputation.*

Areas of focus:

- Maintain our national and international networks;
- Contribute to judicial education conferences and undertake study visits and benchmarking activities;
- Engage with the wider education sector;
- Have a clear stakeholder engagement plan;
- Report on our progress and performance in our Annual Report and publicise it widely.



## Excellence and Relevance in Course Provision

**Strategic priority 3 - we will consolidate and innovate and offer meaningful, stimulating, modern and relevant blended and face to face courses.**

*3.1 Deliver fit for purpose inductions*

*3.2 Be responsive and deliver the most valuable courses*

*3.3 Ensure we offer choice*

*3.4 Develop the quality of our course provision*

### Areas of focus:

- Prioritise the quality and continuing relevance of our courses and course material;
- Put our learners first when we innovate;
- Conduct five year review of shrieval induction;
- Keep temporary high court judge and senator induction under review;
- Undertake formal needs analysis and survey learners on their experiences and our provision through the Judicial Attitudes Survey;
- Design and implement an enhanced evaluation policy;
- Evaluate individual courses (*micro-level, using data on courses*) as well as our overall efficacy (*macro-level, using compiled data set*);
- Ensure that digital pervades everything we do and maintain a focus on digital literacy for the judiciary;
- Keep levels of provision under review and maintain flexibility in scheduling senator learning;
- Maintain feedback loop with Sheriffs Principal, and Sheriffs and Summary Sheriffs Associations;
- Maintain JP training portfolio;
- Continue to implement the JP training quality assurance framework for training delivered by Sheriffdoms;
- Implement first years of tribunal judicial office holders training portfolio;
- Introduce and embed the tribunal training quality assurance framework for de-centralised training for chambers;
- Execute our business plan while remaining agile and responding to new learning needs and priority projects as they arise.



## Excellence and Relevance in our Online Provision

**Strategic priority 4 - we will consolidate and innovate and offer meaningful, stimulating, modern and relevant information, knowledge and learning on the Judicial Hub.**

*4.1 Continuously improve the Judicial Hub platform and content*

*4.2 Develop our capacity to design quality technology enhanced learning products*

Areas of focus:

- Ensure the Hub is always developed to provide the optimum learner experience in respect of aesthetics, navigation and search functionality;
- Produce a revised Equal Treatment Bench Book;
- Prioritise the annual continuous improvement and quality assurance of Hub content;
- Continue to populate the Hub with the Institute's content as well as curate third party content as appropriate;
- Support the wider Judicial Office for Scotland with their use of the Hub in their work supporting the judiciary (*Sentencing Council, Library Services, Scottish Civil Justice Council*);
- Upskill our education and digital leads so that they can collaborate on innovative digital learning approaches;
- Robustly manage our external suppliers through service level agreements, ensuring our online provision is not compromised;
- Execute our business plan while remaining agile and responding to new learning needs and priority projects as they arise.



**Operating Model**

The Head of Education supports the Director and Deputy Director day to day and oversees a team of 14 officials to execute the Board’s requirements. We commenced a restructure of the Institute in 2016. We created four specialist job roles in education and digital areas, which allows us to attach a hands-on education and digital adviser to each of our face to face courses and more generally ensure the right levels of expertise are correctly deployed in all of our projects. We created a Head of Programmes post in 2018, which is a hands-on senior post which oversees the quality of our portfolio.

**Figure 3 – Operational structure (Judicial Institute Board not represented)**





The restructure also involved the introduction of operational policies which set out clear standards and working practices, on which we continue to build and launch operational and quality assurance tools. We also continue to build on our use of programme, project and matrix management approaches suitable for our specialist education and digital work. Operational excellence and collaborative working are crucial to our ability to produce high quality materials that meet the needs of the judiciary, often within short timeframes. Our organisational structure represents a line management structure only and does not represent our agile approach to work.

In terms of our model for operating with the SCTS:

- The Institute has always been represented on the ICT Committee of the SCTS, chaired by Lord Woolman, to assist us in our work. We have increasingly worked in collaboration with different parts of the SCTS in order to be able to deliver, and we anticipate doing more of this during the period covered this by strategy. Whilst we have worked effectively with the project leads in SCTS corporate change projects around court and digital reform, we identify that to do our job effectively we need to be represented on the project boards of SCTS corporate projects, which has not previously been the case.
- Similarly, we will work with the new Education and Learning Unit of the SCTS where there are synergies between judicial and staff training. Obvious areas for collaboration are in relation to court and digital reform. We will embrace any new ways of working.

In terms of our model for operating externally, we have a number of external networks which provide a means to share best practice, benchmark against equivalent organisations, develop our reputation nationally and internationally and keep up to date with developments in judicial education:

- A formal partnership agreement with the National Judicial Institute (*NJI*) in Canada. When the Institute was established this included, among other things, staff exchanges and support from *NJI* staff and Canadian judges in delivering training. We plan to reignite this relationship in the period covered by this strategy.
- The Judicial Institute is a member of the International Organisation for Judicial Training (*IOJT*). We plan to reignite this relationship in the period covered by this strategy.
- Post-Brexit, the Judicial Institute will retain observer status of European Judicial Training Network (*EJTN*) as part of the wider UK observer status. This network will still offer judicial exchanges, although they will be non-funded. The Institute is hopeful that it will continue to host visits from European judges post-Brexit.
- We are members of the UK & Ireland Judicial Studies Council, together with the judicial training bodies of England & Wales, Ireland and Northern Ireland.



## Success Criteria and Monitoring Progress and Performance

Overall responsibility for the delivery of this Strategic Plan rests with the Board, which meets four times a year and which will review an internal report on the Institute's performance annually as well as commission an external facing [Annual Report](#).

Delivery of the specific annual actions in our business plan ([Appendix B](#)) and monitoring of performance is the responsibility of the Director and Deputy Director of the Institute, who are supported in this day to day by the Head of Education. Officials maintain a formal register of risks to our service and performance and the risks that we manage are subject to regular review. The responsibility for management of the individual risks is delegated to specific risk owners, identified in the risk register. Our main areas of risk and areas of dependency are summarised in our business plan.

In order to measure whether we are achieving what we have set out in this document and in our business plan, we have identified the success criteria and key performance indicators in Figure 4. In Q1 2020, we will also commission a further academic audit of the Institute and an independent review of our digital provision, for delivery by 2021. This will be five years after the 2016 Genn Review and A6 Consultancy review of blended learning induction, and will take the first years of this strategy into account. The results will support the Institute in planning for the next period.



*(Pictures depicting some of the former leaders of the Judicial Institute).*



**Figure 4 – success criteria and KPIs**

Success Criteria	Key Performance Indicators	Data Source
<p>New judicial office holders are considered by Sheriffs Principal and the Lord President to have been supported for judicial office by induction.</p>	<p>We design and deliver an induction tailored to the needs of a new judge on day 1 on the bench.</p>	<p>Feedback from Sheriffs Principal; Feedback from judicial manager; Feedback from Summary; Sheriffs Association/Scottish Justices Association; Judicial Attitudes Survey; Unsolicited feedback email and phone calls.</p>
<p>Learning needs for judicial office holders are timeously identified.</p>	<p>We deliver training sufficiently in advance of any statutory deadlines or implementation dates.</p>	<p>Commencement or implementation dates.</p>
<p>Learners value the Judicial Hub overall and consider that online and blended learning products are used proportionately to meet their needs.</p>	<p>Judicial Attitudes Survey supports the proposition; We receive positive/do not receive negative feedback on newly introduced online and blended learning products; Hub Helpdesk calls are low whilst Hub engagement levels are high.</p>	<p>Our project debrief meetings (<i>team expertise</i>); Judicial Attitudes Survey; Hub engagement statistics/ Google analytics/learner journeys; Hub helpdesk queries; Unsolicited feedback email and phone calls.</p>



**Figure 4 – success criteria and KPIs continued**

Success Criteria	Key Performance Indicators	Data Source
<p>Learners consider that the Institute’s content, choice and methods of face to face training delivery (<i>traditional or technology-enhanced</i>) meet their needs.</p>	<p>Quality is consistent across our portfolio; Judicial Attitudes Survey responses support the proposition; We have evidence of a portfolio of ambitious sessions, including technology-enhanced sessions through which we routinely use learning technologies in the learning suite; Learners consider the course learning objectives are met after course; Learners consider that their personal aspirations for learning are met after course; Learners reflect later that learning has had an impact on their practice; Learners refer to particular sessions based on particular educational/digital training methods as having had an impact; Learners consider the entire JI experience to contribute to their learning; Attendance levels and drop-outs.</p>	<p>Consistent use of key operational tools; Our course debrief meetings (<i>team expertise</i>); Our evaluation of our overall data set (<i>team expertise</i>); Stage 1 and Stage 2 evaluation data for courses; Targeted one to one interviews/samples; Discussion and verbal feedback at courses; Judicial Attitudes Survey; Unsolicited feedback email and phone calls; Booking system attendance statistics for types of course and overall.</p>





**Figure 4 – success criteria and KPIs continued**

Success Criteria	Key Performance Indicators	Data Source
<p>Sheriffs Principal and the Lord President consider that the Institute’s provision supports their requirements.</p>	<p>Our business model is aligned with court programming and we take pressures of court business into account in our planning.</p>	<p>Feedback loop with Sheriffs Principal; Feedback from Lord President.</p>
<p>The Institute is working collaboratively with its key stakeholders.</p>	<p>We have evidence of a portfolio of products which evidence sharing of good practice in education; Our performance, proportionately, at least matches other judicial institutes in the UK and internationally.</p>	<p>SCTS change project outcomes for judiciary; Memorandum of understanding with ELU; Number of third party contributors to courses and other learning interventions; Learning from events like EJTN &amp; UKIJSC, benchmarking &amp; study visits.</p>



**Core education policies:**

Educational philosophy and pedagogical principles <sup>14</sup>

**Operational tools:**

Business plan (*updated annually*)

Judicial Institute training and facilitation standards and methods (*under development*)

<sup>14</sup>. The Institute has a number of supplementary policies including the Justices of the Peace Education & Training Policy, Tribunal Judicial Office Holders Education & Training Policy and Evaluation Policy.



## Educational Philosophy and Pedagogical Principles

### Educational Philosophy

The Judicial Institute's guiding philosophy was established in 2013 and is explicit; judicial education will be judge-led, judge-devised and judge-delivered. However, accompanying this is the Judicial Institute's educational philosophy which follows a social constructivist approach to learning with transformative and experiential learning underpinning our pedagogic model.

Social constructivism is fundamental to our educational goals and two specific principles inform our practice.

First, learners:

*“interpret new information using knowledge that they have already acquired [and] activate prior knowledge and try to relate new information to knowledge they already possess.”<sup>1</sup>*

This embeds deeper learning by ensuring learners are actively creating and reshaping knowledge rather than passively acquiring information.

Second, learners share knowledge, experience and understanding to construct a broader, shared knowledge base from which to synthesise information, negotiate realities and critically analyse theories and assumptions. We recognise that our learners bring their own experiences and understanding to the table and it is our duty as the educational provider to harness this.

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1. S M M Loyens and D Gijbels, 'Understanding the effects of constructivist learning environments: introducing a multi-directional approach' in *Instructional Science* 36:5/6:2008, p. 352



Two pedagogic models inform the educational philosophy. Mezirow's '*rational approach*' to transformative learning plays a key role in our course and programme design. In brief the theory of transformative learning can be explained thus:

*"Transformative learning is defined as the process by which we transform problematic frames of reference (mindsets, habits of mind, meaning perspectives) – sets of assumption and expectation – to make them more inclusive, discriminating, open, reflective and emotionally able to change. Such frames are better because they are more likely to generate beliefs and opinions that will prove more true or justified to guide action".<sup>2</sup>*

When combined with the principles of social constructivism learners take the lead in the transformation. It is neither intended nor practised that the 'teacher' generates changes in beliefs or opinions; their role is to facilitate the reflective processes that may or may not transform the learners' understanding of a concept. This is a critical distinction to make in upholding judicial independence. Transformative learning combines instrumental (*task-orientated*) and communicative (*dialogical*) learning which means the education can use practical and theoretical frameworks at once. This is particularly appropriate for our learners who demand both real-world application and intellectual rigour in their curriculum.

The second pedagogic model that informs JI course design is Kolb's theory of experiential learning.<sup>3</sup> The experiential learning theory, like the transformative learning theory, is complex and multifaceted but the JI focuses on two key aspects. First, that learning is a process not an outcome and second, that learning is a continuous process grounded in experience. The two concepts are interlinked and propose that knowledge and learning do not occur at a single point in time or in isolation. Instead knowledge develops over time, with experience and through continuous associations and reflections made by the learner. The learner interacts with their surroundings and their ideas are formed and reformed through experience. Learning occurs when experiences or perceived knowledge is tested and challenged by new experiences.

<sup>2</sup> J Mezirow, '*An overview on transformative learning*' in Contemporary Theories of Learning: Learning theorists...in their own words K Illeris, (ed), Routledge, Oxon, 2008 p. 92

<sup>3</sup> D Kolb, *Experiential Learning: Experience as The Source of Learning and Development* Prentice Hall: New Jersey.



## Pedagogical Principles

The educational philosophy translates into clear pedagogic principles that the Judicial Institute is committed to delivering through its education.

### Course descriptors and learning objectives

All courses are set out in our prospectus. Each course in it has a clear description of what topics, themes, legislation or area of the law are covered in the course and what the overall aim of the course is. Within each course description are clearly defined learning objectives. The learning objectives are not SMART<sup>4</sup> since judicial performance is not measured, however, the objectives indicate clearly what knowledge or skill is to be developed and are written in such a way that participants can self-reflect on whether the objectives have been met or not. To facilitate this, the learning objectives are repeated in the evaluation form.

### Active lecturing

We recognise that lectures and presentations still have a role to play in our courses, particularly in terms of providing context and background knowledge to, for example, changes in legislation or a particular area of research in the field. Where a lecture or presentation is prescribed the Judicial Institute is committed to ensuring that it is, as far as possible, an interactive lecture or presentation and there are a number of ways to approach this. The presenter may embed problem-based scenarios in the body of the lecture to provide a break for discussion. The presenter may use Turning Point technology which allows the presenter to field opinion through an electronic voting system which can be displayed immediately or at another point during the presentation. This provides an opportunity for discussion. A presenter may also choose to embed different media, such as interviews, CCTV footage or audio recordings, into the lecture which act as a 'breaker' or can facilitate group or plenary discussion. Our commitment to active lecturing is founded on educational research showing adults are able to concentrate on passive transmission for 20 minutes at the most before their attention lapses. These lapses in concentration and attention are significantly reduced when interaction is built into a lecture.

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4. SMART objectives refer to specific, measurable, attainable, relevant and time-bound learning objectives used primarily in performance-based training and development interventions.



### **Problem-based learning**

The Judicial Institute uses real and fictional case studies to simulate work and role related problems encountered by judicial office holders. The case studies are designed to help participants reflect on their own practice and to give participants the opportunity to discuss the problems with colleagues in order to gain new perspectives on a given topic and possibly challenge any fixed ideas or practices. Participants have the opportunity to work on problems independently as part of pre-course assignments or as part of a group during the course.

### **Learning democracies**

Where appropriate the Judicial Institute tries to incorporate learner-driven topics into a course which means that we provide an opportunity for participants to choose specific topics within the broader theme of the course. This can be done in advance through a voting system of the Judicial Hub or in situ through the Turning Point voting system. The pedagogic motivation behind this is to allow the driving force behind the learning objectives to be the participants' interests and motivations. This increases engagement but also ensures that the course is targeting desirable and required learning objectives by allowing participants to take further ownership of their own learning paths.

### **Blended learning**

While it is not intended that online learning replaces the face to face learning experience we recognise the potential it has to enhance that experience and therefore the Judicial Institute is committed to delivering a blended learning model. The Judicial Hub will be the conduit for blended learning as the Institute starts to provide pre-recorded lectures and presentations (*flipped lectures*) allowing participants to gain the background knowledge and context to the course at home in advance thereby freeing up time in the Learning Suite for deeper, learner-centred activities such as problem based learning and group discussions.

We have had a number of successes with blended learning and will continue to build on these through this strategy:

- Induction for Sheriffs and Summary Sheriffs (*since 2016*);
- Domestic Abuse Training for Justices of the Peace (*2017*);
- Domestic Abuse Training for Senators, Sheriffs and Summary Sheriffs (*2019*).



The Hub also provides the opportunity for pre and post course online discussion and for facilitating the learning democracy described above and this is something we will explore in this strategy.

#### Training methods

Within the context of our educational philosophy the above pedagogical principles, we adhere to the [IOJT Declaration of Judicial Training Principles](#) and we endorse the [EJTN Handbook for Judicial Trainers](#).

We also embed law, non-legal knowledge, skills, social context and equal treatment, values and ethics, as appropriate, into all of our training, from stand-alone sessions to their inclusion in individual scenarios.

However, in order to ensure the quality and consistency of our provision, we now recognise the need to more explicitly set out the specific standards we uphold in respect of training and facilitation in the Institute's learning suite. Guidance and operational tools for our own course teams, and third party contributors, on Judicial Institute training and facilitation standards and methods have started to be produced and remain under development. We will also be producing best practice exemplars highlighting past examples of innovative, participative and interactive design, including where we have used technology-enhanced learning tools ([Appendix C](#)).



We have identified **four key strategic priorities**. By focusing our efforts on these we will be able to achieve our purpose over the coming three years. For each of these priorities, we have set out what we aim to achieve, by detailing the main strategic objectives (1.1-4.2) that will be delivered over the course of the period. These are, in turn, broken down into greater detail in this annual business plan (*Figure 1*). In *Figure 2*, we set out our main areas of risk and dependency in FY 19/20.

Our performance will be measured against the evidence that we delivered what we set out in this business plan, as well the overall success criteria and key performance indicators in our strategy.

**Figure 1 – FY 19/20 business deliverables**

**The Delivery of Justice  
Strategic Priority 1**

**We will promote developments in the efficient and effective delivery of justice through appropriate learning interventions.**

Main Strategic Objectives	Completed FY 18/19 <sup>1</sup>	Deliverables FY 19/20	Future Projects FY 20/21 & 21/22 <sup>2</sup>
<p>1.1 <i>Engage with relevant change projects and programmes and respond.</i></p>	<p>Improved engagement with relevant SCTS project leads at a practical level to inform design of learning interventions. Hosted: Justice Committee; Media Training for senior judiciary and SCTS Executive Team; meeting of Victim’s Task Force.</p>	<p>Participate in SCTS Directors’ Group meetings to discuss SCTS projects at pre-scoping stage; Ensure JI is co-opted on to &amp; participates in relevant SCTS project teams so that we have notice we need to start designing high quality products; Engage with wider tribunals reform programme to ensure our understanding of future changes to the business of the JI. Engage with wider justice sector projects &amp; host supporting events in the learning suite as appropriate, as may be directed by the LP or Chief Executive; Establish clear policies &amp; processes including the introduction of clear written &amp; practical workflows/operating rhythm on work reception &amp; convening project teams to manage the JI’s involvement in projects or programmes.</p>	<p>As projects are scoped. Respond to developments in respect of devolution of the presently reserved tribunals.</p> <p style="text-align: right;"><b>1</b></p>

1. Where work has been undertaken whilst this strategy was under development and supported the direction of travel, we have noted it here.

2. In 2020 the JI will commission its third, full-scale independent academic audit of its provision by Professors Genn and Thomas for delivery to the JI in 2021 (*five years after the 2016 Genn Review*).





The Delivery of Justice  
Strategic Priority 1

We will promote developments in the efficient and effective delivery of justice through appropriate learning interventions.

Main Strategic Objectives	Completed FY 18/19	Deliverables FY 19/20	Future Projects FY 20/21 & 21/22
<p><i>1.2 Embed opportunities for learning around court and digital reform into our portfolio</i></p>	<p>Delivered real-time learning simulation on ICMS/Civil Online as part of the Civil Case Management Course; Launched Unified Communications online learning package as a blue-print for how the JI can support technical/instructional learning for the judiciary.</p>	<p>In association with the Faculty of Advocates &amp; Law Society design &amp; film a joint resource on evidence on commission(s) <b>(Strategic objectives 2 &amp; 4);</b>                      Scope, design and deliver blended learning programme for jury sheriffs and senators in respect of Evidence on Commission, which can also act as a stand-alone online resource <b>(Strategic priorities 3 &amp; 4);</b>                      Scope, design and deliver Case Management and Judging in a Digital World programmes for judiciary which also support the court reform agenda <b>(Strategic priority 3);</b>                      Scope, design and deliver online screencast resource in respect of ICMS/Civil Online 2 &amp; anything else that may be required in this area <b>(Strategic priority 4);</b>                      Launch Windows 10 online learning package <b>(Strategic priority 4);</b>                      DEAL Manager post to manage all educationalist and digital staff in the JI as ‘one team’. Upskill and cross-train them to meet modern demands in education and in respect of court reform and digitisation through innovation in learning and development, digitally-enhanced where appropriate, &amp; managing business continuity risks associated with loss of specialist staff. <b>(Strategic priority 4).</b></p>	<p>As may be identified</p>



**The Delivery of Justice  
Strategic Priority 1**

**We will promote developments in the efficient and effective delivery of justice through appropriate learning interventions.**

<b>Main Strategic Objectives</b>	<b>Completed FY 18/19</b>	<b>Deliverables FY 19/20</b>	<b>Future Projects FY 20/21 &amp; 21/22</b>
<p><i>1.3 Collaborate where there are synergies between staff and judicial training.</i></p>	<p>Opened dialogue with ELU in respect of possible synergies and collaboration.</p>	<p>Deliver pilots of collaborative work together with the ELU.</p>	<p>Establish a permanent strategy on collaboration.</p>



Judicial Education  
Model  
Strategic Priority 2

We will assure the viability of our model for judicial training and education.

Main Strategic Objectives	Completed FY 18/19	Deliverables FY 19/20	Future Projects FY 20/21 & 21/22
<p>2.1 Ensure our judicial education policies remain world class &amp; based on rigorous evidence.</p>	<p>Head of Education held a meeting with Judicial College opposite numbers &amp; a number of meetings with Professors Genn &amp; Thomas to discuss the JI's strategic direction in line with their 2016 Review; Head of Education solicited paper for ACJI from Head of Digital Education at Edinburgh University to outline trends in digital education to inform future planning; Deputy Director &amp; Head of Education attended EJTN General Assembly &amp; Director attended EJTN Directors' Conference; Chairman, Deputy Director &amp; Head of Education attended UK &amp; Ireland Judicial Studies Council annual meeting; Digital Education &amp; Learning Manager &amp; Learning Support Officer attended ALT Conference; Head of Programmes &amp; Head of Tribunal Training attended Judicial College Senior Trainers' Conference.</p>	<p>Undertake benchmarking activities, pursue cross-border cooperation and share best practice:</p> <ul style="list-style-type: none"> <li>• Head of Programmes &amp; Head of Tribunal Training to attend Judicial College Senior Trainers' Conference;</li> <li>• Chair, Vice-Chair, Director, Deputy Director &amp; Head of Education attend EJTN General Assembly EJTN Directors' Conference &amp; UKIJSJ;</li> <li>• Explore exchange with National Judicial Institute in Canada;</li> <li>• Continue dialogue with the Judicial College of England &amp; Wales;</li> <li>• Reignite relationship with International Organisation for Judicial Training, Head of Education to attend 2019 conference? (IOJT);</li> <li>• Digital Education and Learning Manager &amp; team member(s) to attend ALT conference.</li> </ul> <p>Learn from &amp; contribute to the wider legal education (<i>Law Society, Faculty, COPFS</i>) &amp; education (<i>universities, professional education</i>) sectors. Look for opportunities to engage with contribute to education or digital education papers &amp; conferences or submit the JI's work for awards. <b>(Strategic objective 1);</b> Host EJTN and international visitors and delegations.</p>	<p>Head of Education to undertake a study visit through EJTN; Consider opportunities for Scotland to contribute to EJTN activities; As may be identified.</p>



**Judicial Education  
Model  
Strategic Priority 2**

**We will assure the viability of our model for judicial training and education.**

<b>Main Strategic Objectives</b>	<b>Completed FY 18/19</b>	<b>Deliverables FY 19/20</b>	<b>Future Projects FY 20/21 &amp; 21/22</b>
<p><i>2.2 Maintain the JI's profile and reputation</i></p>	<p>Issued press release in respect of domestic abuse training for entire professional court judiciary; Developed new annual reporting style for FY 17/18 focussed on reporting progress and performance rather than only what we delivered .</p>	<p>Establish and follow an internal and external stakeholder communication and engagement plan in respect of our work; Further develop Annual Reporting content and style, and publication/publicity to appeal to a wider range of stakeholders in the justice community; Undertake activity as noted as 4 (a) and (b).</p>	<p>As may be identified</p>



**Excellence & Relevance  
in Course Provision  
Strategic Priority 3**

**We will consolidate and innovate in the offering of meaningful, stimulating, modern and relevant blended and face to face courses.**

Main Strategic Objectives	Completed FY 18/19	Deliverables FY 19/20	Future Projects FY 20/21 & 21/22
<p>3.1 <i>Deliver fit for purpose inductions</i></p>	<p>First ever summary sheriff refresher delivered and results used to prepare for new style 'Part 2' Summary Sheriff induction; First ever temporary judge induction delivered.</p>	<p>Deliver first joint inductions for Sheriffs and Summary Sheriffs; Deliver Senator Induction; Consult with Sheriffs Principal, design, deliver and evaluate new style 'Part 2' of induction for Summary Sheriffs 4-6 months after appointment (<i>note crossover with five year of review of all shrieval induction</i>); Deliver current high quality PJP induction if it is required; Five year review of blended learning induction design introduced in 2016. Take into account independent audit by A6 Consultancy undertaken in 2016. Consultation with Sheriffs Principal on redesign; Develop consistent approach to induction training for chambers in the First-tier tribunal.</p>	<p>Implementation of revised induction programme(s) for Sheriffs and Summary Sheriffs</p>



**Excellence &  
Relevance in Course  
Provision  
Strategic Priority 3**

**We will consolidate and innovate in the offering of meaningful, stimulating, modern and relevant blended and face to face courses.**

Main Strategic Objectives	Completed FY 18/19	Deliverables FY 19/20	Future Projects FY 20/21 & 21/22
<p>3.2 Be responsive and deliver most valuable courses</p>	<p>Launched first blended learning programme for the entire professional court judiciary on domestic abuse; First three years of the JP education &amp; training policy implemented to a high standard; Tribunals education and training policy approved by the Lord President.</p>	<p>Undertake formal learning needs analysis as part of the 2019 Scottish Judicial Attitudes Survey &amp; use results to future planning; New evaluation policy designed following review of first evaluation policies which ran from 2016-2018; Implement new formal evaluation policy for courses from September-December 2019 &amp; use that to inform future iterations of repeats of particular courses and courses overall; Undertake 'vox pops' pilot on course days, soliciting learner experience on course day; Produce first annual report evaluating our entire data set to inform course provision overall (<i>see main strategy Figure 4 success criteria &amp; KPIs</i>); Support all professional court judiciary in completing the domestic abuse blended learning course; Scope, design &amp; deliver blended learning programme for jury sheriffs in respect of Evidence on Commission, which can also act as a refresher for senators &amp; also operate as a stand-alone online resource (<b>Strategic priorities 1 &amp; 4</b>);</p>	<p>Five year review of our policy in favour of our face to face programme, identifying new opportunities for &amp; capacity of JI to respond to new &amp; emerging learning needs in new ways. Use results of judicial attitudes survey to inform revised policy in respect of the balance of face to face &amp; blended provision, &amp; number &amp; choice of courses. Current portfolio of learning offered to JPs by the JI to be repeated to end 2020 with continuous improvement. JTCJI identification of learning needs may inform changes to JP portfolio in 2021 &amp; 2022 respectively.</p>



Excellence &  
Relevance in Course  
Provision  
Strategic Priority 3

We will consolidate and innovate in the offering of meaningful, stimulating, modern and relevant blended and face to face courses.

Main Strategic Objectives	Completed FY 18/19	Deliverables FY 19/20	Future Projects FY 20/21 & 21/22
<p>3.2 Be responsive and deliver most valuable courses continued.</p>		<p>Scope, design and deliver Case Management and Judging in a Digital World programmes for judiciary which also support the court reform agenda <b>(Strategic priority 1)</b>;                      Deliver ‘Judging in a Digital World’ course in a way that supports digital literacy generally;                      Respond to senator learning needs as they arise;                      Continue to implement JP education and training policy;                      Continue to implement tribunals education and training policy. Run judgecraft courses &amp; develop useful resources for chambers in the First-tier tribunal.</p>	<p>Annual digital literacy sense-check &amp; Judging in a Digital World course                      Consider feasibility of consulting with solicitors advocates, public &amp; court users on judicial education (<i>possibly through SCTS court user satisfaction survey</i>).</p>



**Excellence &  
Relevance in Course  
Provision  
Strategic Priority 3**

**We will consolidate and innovate in the offering of meaningful, stimulating, modern and relevant blended and face to face courses.**

<b>Main Strategic Objectives</b>	<b>Completed FY 18/19</b>	<b>Deliverables FY 19/20</b>	<b>Future Projects FY 20/21 &amp; 21/22</b>
<p><i>3.3 Ensure we offer choice (between 35 and 50 training days annually).</i></p>	<p>Reviewed levels of provision for Sheriffs, following a drop in provision in 2018 Jan-June 2019; Set 10 courses for Sheriffs in the period September-December 2019, resulting in an increase in 6 training days and 3 available courses for sheriffs.</p>	<p>Review levels of provision in the period January-June 2019 in order to set the number of courses for the period January-June 2020; Review levels of provision in the period September-December 2019 in order to set number of courses for September-December 2020; Continue to implement JP education and training policy. Current portfolio of learning offered to JPs by the JI to be repeated to end 2020 with continuous improvement; Ensure the programme management of our portfolio and resourcing during these periods takes into account of: (a) the need to respond to senator learning needs and wider justice sector projects in the learning suite as they arise and; (b) ensures capacity to develop online knowledge and learning products on the Judicial Hub.</p>	<p>In line with annual review of provision. Commission independent holistic review of JI's digital approach, following the independent audit of the JI's first blended learning induction for summary sheriffs in summer 2016 (A6 Consultancy).</p>





**Excellence &  
Relevance in Course  
Provision  
Strategic Priority 3**

**We will consolidate and innovate in the offering of meaningful, stimulating, modern and relevant blended and face to face courses.**

<b>Main Strategic Objectives</b>	<b>Completed FY 18/19</b>	<b>Deliverables FY 19/20</b>	<b>Future Projects FY 20/21 &amp; 21/22</b>
<p><i>3.4 Develop the quality of our course provision</i></p>	<p>Created new structure incorporating specialist educational &amp; digital posts, &amp; new working methods; new Learning Support Officer post (x2); New Operations Manager post; Fixed term pilot of new Digital Education &amp; Learning Manager post (<b>Q2 2018</b>); New Head of Programmes post.</p>	<p>Establish clear policies &amp; standardised processes: written &amp; practical workflows, work reception, training &amp; facilitation standards &amp; methods, continuous improvement &amp; quality assurance processes. Establish the general use of effective collaborative working methods such as programme &amp; project &amp; matrix management techniques which support our ability to focus on quality outputs in areas of complex education design; Upgrade the Learning Suite so that the most up to date technology enhanced learning &amp; courtroom technology can be applied in our face to face courses; Produce a clear guidance on our portfolio of technology-enhanced learning products used in our Learning Suite &amp; ensure course teams take that into account in the design of courses for delivery; Annual train the trainer course to identified learners;</p>	<p>Review how the JI can expand its ‘<i>education adviser</i>’ model implemented by Learning Support Officers further, to include models for speaker collaboration. Full-scale internal review of the standards of design and delivery for the professional court judiciary, based on 2019 data gathered. Take forward outcomes of feasibility study on video-conferencing.</p>



Excellence &  
Relevance in Course  
Provision  
Strategic Priority 3

**We will consolidate and innovate in the offering of meaningful, stimulating, modern and relevant blended and face to face courses.**

**Main Strategic  
Objectives**

**Deliverables FY 19/20 Continued**

*3.4 Develop the quality  
of our course provision  
continued.*

Head of Programmes to act as Course Director for a cadre of Sheriff courses & produce best practice exemplars of participative/interactive design & delivery in line with our judicial education philosophy, principles of adult learning, balancing knowledge acquisition & skills development, & agreed recommendations in the Genn Review;

Learning Support Officers to design ambitious sessions & produce best practice exemplars of participative/interactive design & delivery in line with judicial education philosophy, principles of adult learning, balancing knowledge acquisition & skills development, & agreed recommendations in the Genn Review;

All courses to be supported by standardised course outlines & group facilitation notes;

Launch package of guidance for third party contributors to JI programmes as part of the expansion of our ‘*education adviser*’ model implemented by Learning Support Officers, to include recommendations on collaboration between contributors;

Undertake feasibility study on introducing video-conferencing as a technology enhanced learning tool from 2020, to include questions in the Judicial Attitudes Survey in 2019;

Following the DARK, explore how blended learning programmes are designed in a way that ensures the online component can exist as a stand-alone living resource, taking into account outcomes of independent review of JI blended learning by A6 consultancy in 2016 (**Strategic priority 1**);

Continue to train new mentors on behalf of the Judicial Office for Scotland;

Ensure social context & equal treatment, values & ethics issues are specifically dealt with pervasively across our courses, including within individual scenarios designed where appropriate;

Manage all educationalist & digital staff in the JI as ‘*one team*’. Upskill them to meet modern demands through innovation in learning & development, digitally-enhanced if appropriate. (**Strategic priority 4**);

Manage the supplier of the Learning Suite effectively, managing risks to service to judiciary;

Agree QA framework for decentralised training for chambers in the First-tier tribunal.



**Excellence &  
Relevance in Our  
Online Provision  
Strategic Priority 4**

**We will consolidate and innovate and offer meaningful, stimulating, modern & relevant information, knowledge and learning on the Judicial Hub.**

<b>Main Strategic Objectives</b>	<b>Completed FY 18/19</b>	<b>Deliverables FY 19/20</b>	<b>Future Projects FY 20/21 &amp; 21/22</b>
<p><i>4.1 Continuously improve the Judicial Hub platform and content.</i></p>	<p>Establishment of a Hub Governance group for the effective management of the JI across the JO; Audit of JP e-resources section of the Hub, acting as a pilot of quality assurance process; Established a new Publications Committee of the JI with responsibility for oversight of the identification and management of required updates to all of the JI's key resources;</p>	<p>Upgrade the Hub, to improve learner experiences &amp; to include navigation, aesthetic &amp; search functionality improvements that improve the user experience; Undertake annual audit of the JI's key online resources, the JI's bench books, &amp; all online resources, &amp; ensure this provides a blue-print for future annual audits that ensure the Hub hosts up to date, quality resources; Develop the Publications Committee of the JI as a key quality assurance process in the JI. Review &amp; develop the Tribunal homepage resources on the judicial hub; Scope, project manage &amp; publish a revised Equal Treatment Bench Book; Continue to upload third party information material to the Hub, repurposed as necessary for the judiciary (<b>Strategic priority 1</b>); Effectively service all JI committees &amp; working groups which govern how information, knowledge &amp; learning content is generated. (<i>up to 20 meetings a year</i>); Undertake legal research &amp; policy work as required to support Brief Notes &amp; any other Hub content;</p>	<p>Annual quality assurance audits of Hub resources. Take forward outcomes of feasibility study and Judicial Attitudes Survey Undertake feasibility study on creation of judicial e-portfolios to be hosted on the Judicial Hub.</p>



**Excellence &  
Relevance in Our  
Online Provision  
Strategic Priority 4**

**We will consolidate and innovate and offer meaningful, stimulating, modern & relevant information, knowledge and learning on the Judicial Hub.**

<b>Main Strategic Objectives</b>	<b>Completed FY 18/19</b>	<b>Deliverables FY 19/20</b>	<b>Future Projects FY 20/21 &amp; 21/22</b>
<p><i>4.1 Continuously improve the Judicial Hub platform and content continued.</i></p>	<p>Completed procurement of new supplier of digital repository for the JI, focused on introducing streamlined methods for creating, hosting and quality assuring content on the Judicial Hub. Completed associated manual back-up of Judicial Hub content as contract with existing supplier came to an end.</p>	<p>In association with SCST IT, ensure the security, stability, reliability &amp; sustainability &amp; back-ups of our digital eco-system including our digital repository, Hub &amp; LS; Ensure all branches of the JO have the skills required to support the judiciary through the Hub, &amp; that the JI is fully sighted on all initiatives in order to provide effective support; Ensure we collaborate effectively with Judicial Comms where judicial education &amp; communication cross-over, in particular in respect of court reform where we aim to support the judiciary but cannot assume responsibility for reactions to change (<i>for example in relation to Brexit</i>); Manage suppliers of Hub &amp; digital repository effectively, managing risks to service to judiciary; Implement new ways of working on the digital repository, focussed on streamlining methods for creating, hosting &amp; quality assuring content on the judicial Hub (<i>ongoing</i>).</p>	<p>Commission independent holistic review of JI's digital approach, following the independent audit of the JI's first blended learning induction for summary sheriffs in summer 2016 by A6 Consultancy. Continue to monitor Brexit and engage with communications colleagues on relevant information and education for the judiciary.</p>



**Excellence &  
Relevance in Our  
Online Provision  
Strategic Priority 4**

**We will consolidate and innovate and offer meaningful, stimulating, modern & relevant information, knowledge and learning on the Judicial Hub.**

Main Strategic Objectives	Completed FY 18/19	Deliverables FY 19/20
<p><i>4.2 Develop our capacity to design quality technology enhanced learning products</i></p>	<p>Developed resource kit for the entire professional court judiciary, the Domestic Abuse Resource Kit, which can act as a blue-print for stand-alone resource kits; Launched Unified Communications online learning package as a blue-print for how the JI can support technical/instructional learning for the judiciary.</p>	<p>In association with partners, design and film a joint resource on evidence on commission(s) <b>(Strategic objectives 1 &amp; 2);</b> Scope, design &amp; deliver blended learning programme for jury sheriffs &amp; senators in respect of Evidence on Commission, which can also operate as a stand-alone online resource <b>(Strategic priorities 1 &amp; 3);</b> Scope, design and deliver online screencast resource in respect of ICMS/Civil Online 2 <b>(Strategic priority 1);</b> Launch Windows 10 online learning package <b>(Strategic priority 1);</b> Identify opportunities for material used in face to face and blended courses to be repurposed as stand-alone resources, where appropriate; Undertake feasibility study on introducing stand-alone webinars, screen casts, bite-sized learning, online chat forma as a technology enhanced learning tools from 2020, to include questions in the Judicial Attitudes Survey and reflection on A6 Consultancy review of blended learning activity in 2016. Pilot approaches as part of the study, as appropriate. DEAL Manager post to manage all educationalist and digital staff in the JI as ‘one team’. Upskill and cross-train them to meet modern demands in education and in respect of court reform and digitisation through innovation in learning and development, digitally-enhanced where appropriate, and managing business continuity risks associated with loss of specialist staff. <b>(Strategic priority 1).</b></p>



The JI maintains a formal register of risks to our service and performance and the risks that we manage are subject to regular review. The responsibility for management of the individual risks is delegated to specific risk owners identified in the risk register. Our main areas of risk and areas of dependency, all of which are managed, are summarised in Figure 2.

**Figure 2 – Risks and Dependencies**

Risks	Dependencies
<p>Loss of specialist staff results in quality, business continuity, succession and operational issues.</p> <p>Lack of operational policies results in quality, business continuity, succession and operational issues.</p> <p>Reliance on external suppliers if judicial Hub goes down and judicial office holders cannot access critical guidance on the bench (<i>for example, the Jury Manual</i>).</p> <p>Reliance on external supplier if learning suite is not functioning to standard required.</p> <p>Our capacity to design blended learning does not advance to allow us to train large numbers of the judiciary and/or train judiciary in a short timescale.</p>	<p>We rely on points of contact in the SCTS to progress collaboration.</p> <p>We rely on support from procurement to progress supplier contracts and renewals.</p> <p>We need to maintain good relationships to ensure access to non-legal subject matter experts.</p> <p>We rely on a faculty of judiciary to support the development of content in our key resources.</p> <p>We rely on the judiciary being released for training by the Keeper and the Sheriffs Principal as appropriate.</p> <p>We are partially reliant on JABS and Scottish Government in respect of induction timescales.</p> <p>We rely on learners responding to an increase in online and blended learning as part of our core delivery.</p> <p>We require to maintain good relationships with key stakeholders who we need to endorse our work (<i>Sheriffs Principal, President of the Scottish Tribunals, Chamber Presidents</i>).</p>



## Judicial Institute training and facilitation standards and methods

Within the context of our educational philosophy the above pedagogical principles, we adhere to the [IOJT Declaration of Judicial Training Principles](#) and we endorse the [EJTN Handbook for Judicial Trainers](#).

We also embed law, non-legal knowledge, skills, social context and equal treatment, values and ethics into all of our training, from stand-alone sessions to their inclusion in individual scenarios.

However, in order to ensure the quality and consistency of our provision, we now recognise the need to more explicitly set out the specific standards we uphold in respect of training and facilitation in the Institute's learning suite. Guidance and operational tools for our own course teams, and third party contributors, on Judicial Institute training and facilitation standards and methods have started to be produced and remain under development. We will also be producing best practice exemplars highlighting past examples of innovative, participative and interactive design, including where we have used technology-enhanced learning tools.

To date we have produced:

### **Face to face learning standards and tools:**

Face to face course outline example;  
Small-group facilitation guidance example;  
Participant feedback checklist examples;  
Judicial Institute Train the Trainer course outline.

### **Blended learning standards and tools:**

Blended learning design guidance.