

SECTION 1.12.2

STAFF APPRAISAL SCHEME

1. INTRODUCTION

This document provides an overview of the purpose, philosophy and practicalities of the revised Appraisal Scheme for University Staff, as well as updated documentation. This scheme includes all University Staff on Substantive Contracts, whether full-time or part-time.

The scheme stresses the two-way nature of appraisal and states that an individual's work is discussed in the context of University and Faculty/Departmental plans. It also acknowledges that the success of the University depends critically on the effectiveness of people working together as teams.

Within the revised framework it will be possible to take a variety of approaches to appraisal, such as a team appraisal, as long as there is an individual outcome and a plan for Personal and Professional Development. The scheme is committed to observing appropriate levels of confidentiality.

2. PURPOSE

The primary purpose of the Scheme is to support the University in its mission. The University's greatest resource is its staff. This scheme seeks to achieve its purpose by recognising the contribution each individual makes to the success of the University in a way that is of mutual benefit to both the individual and the University.

The scheme exists to:

- a) Identify issues of concern that the University can then address;
- b) Identify and disseminate good practice;
- c) Improve the quality of communications within the University by promoting open two-way dialogue and feedback;
- d) Provide individuals with an opportunity to discuss career aspirations.

The scheme does not provide a mechanism for deciding pay or promotion. These issues are dealt with in the Academic Salary Progression paper and the Incremental Progression paper for General and Professional Staff. It is also not linked to the Disciplinary Procedure nor to any Individual or Collective Grievance. These issues may arise during the appraisal meeting but should be addressed on a separate occasion.

The emphasis of the Scheme is on:

- Review and Recognition of Achievement
- Planning
- Development

within whichever of the following categories are appropriate:

- Teaching and Support of Learning
- Research, Scholarship and Consultancy
- Administrative and/or Technical responsibilities
- Management responsibilities
- University-level activities internally or externally
- Personal and Professional Development.

3. PHILOSOPHY

3.1 The spirit in which the Scheme is put into practice will always be more important than the written documentation.

There are a number of principles on which the Scheme is founded:

- (i) The University recognises the requirement for free exchange of information in the life of the University, especially in teaching and research. Staff have the freedom to question and test received wisdom and put forward new ideas and controversial or unpopular opinions without jeopardy, as stated in the contractual clause on confidentiality.
- (ii) Each individual is unique, as is the job he/she is doing.
- (iii) The University, its provisions, and the environment in which it operates, are changing continually. This leads to changing demands being made on individuals, and the University must support, guide and help staff through these changes.
- (iv) Members of staff are entitled to an open and objective two-way communication process in which their work is discussed in the context of University and Faculty/Departmental plans.
- (v) The success of the University depends on people working together effectively as teams. Individual appraisal is intended to work alongside the existing group review processes to seek to enhance individual contributions to the team.

3.2 If the Scheme is to be successful, the way in which it is put into practice is crucial. In particular, the Scheme is concerned with:

(i) **Information not Beliefs**

Both appraiser and appraisee need to recognise that the roles of those engaged in the delivery, support and management of higher education are varied and complex. Accurate information is, therefore, essential to any appraisal process, and participants may wish to arrange for specific data to be collected before the appraisal interview. This may include both qualitative and quantitative information to show progress in meeting objectives. It is equally important that specific objectives have success criteria which are observable. The collection of this information may involve feedback from groups and other people inside and outside the University involved in the work of the University.

(ii) **Development not Judgement**

The success of the Scheme depends on the ability of participants to make it a developmental process. There is much good practice in the University, and the Scheme should build on it. While not all staff development involves a direct financial cost, all development involves a time commitment. It is the particular responsibility of the appraiser to ensure that personal development plans are consistent with available resources, in terms of both money and time.

(iii) **Fairness not Prejudice**

This Scheme must promote equal opportunities in its broadest sense. It must be as objective as possible and all concerned must seek to overcome issues of personality and prejudice.

The University has a formal Equal Opportunities Policy. This seeks to ensure that in all issues objective criteria are used and that encouragement is given to all individuals to help them achieve their full potential.

(iv) **Commitment not Compliance**

Successful interviews will involve a process of discussion and negotiation which should lead to mutual agreement and commitment. The appraisee particularly must feel ownership of the process and outcome, and be able to participate fully, including giving feedback to the manager in relation to the individual's role and objectives. For this to happen, both parties, but in particular the appraiser, must pay attention to the way in which appraisal interviews are conducted as well as to the substance of what is discussed.

4. Procedure

Every member of staff should take part in a formal interview as appraisee, normally every year, no less frequently than every two years, with intermediate reviews as appropriate e.g. if there is a change of duties or responsibilities.

While it is envisaged that the majority of staff will continue to opt for one-to-one appraisal, the revised framework recognises the value of other approaches to appraisal as long as these include an individual outcome and a plan for Personal and Professional Development.

The procedure for one-to-one appraisal is described in detail below, followed by guidelines for team and peer appraisal. These would need to be adapted as appropriate to the school or section where the system was to be implemented.

5.

One-to-One Appraisal

5.1 The Appraiser

It is generally recommended that an appraiser should appraise not more than 8 - 10 people.

The appraiser would normally be the appraisee's manager. There may, however, be circumstances, either personal or due to the size of the school, where a person other than the manager may be more appropriate to act either as a third party during the interview, or to act as appraiser instead of the manager.

If a Head of School or a Head of a Section has more than ten staff to appraise he/she should nominate suitable appraisers who are willing and able to do the job. The Dean/Head of Department will then confirm the selection. Heads of School/Section Heads must then consult staff as to their choice of appraiser from the approved list for the School/Department. It is particularly important that the Head of School or Section Head facilitates the appraisal process throughout the School/Department and gives appropriate help and guidance to other appraisers by fully briefing his/her team of appraisers, clarifying their remit and agreeing a standardised approach. This support includes the recognition that appraisers will need time to carry out appraisal duties properly (see the times suggested below) and this is included in Section 3.3.1 of the Staff Handbook on hours of duty.

Where there is reluctance amongst academic staff in larger schools to see the role of appraiser delegated below Head of School, it is recommended that over a period of three appraisal cycles each member of staff will be appraised at least once by the Head of School.

5.2 Preparation for Appraisal

Appraisal interviews may take place at any time throughout the year. Each Faculty/Department must agree a schedule and the Dean/Head of Department should ensure that an appraisal schedule is produced and completed. All appraisals should normally be carried out within a chosen three months' period each year (e.g. September to December). The Dean/Head of Department will be required to provide annually general comments on the operation of the Scheme to the Personnel Director and Appraisal Scheme Advisory Group to assist in monitoring the Scheme.

The forms to be used are:

Form 1 - Guidance Notes for Staff

Form 2 - Staff Appraisal Form

(Copies of Forms attached for information)

The appraiser should set up the formal interview, agreeing with the appraisee the time, date and venue, and ensuring that the appraisee has a copy of Form 1 for personal preparation. An informal meeting three weeks before the interview to set the agenda and assist in the preparation of relevant information is recommended, particularly with a first appraisal.

5.3 The Appraisal Meeting

The length of the appraisal meeting, as well as the discussions will vary from individual to individual but it is important that three broad areas are covered:

(i) Review and Recognition of Achievement

There should be a close relationship between the member of staff's role, as set out in their job description or as articulated through the process of allocating duties, and the review and setting of objectives in appraisal. In the case of a new post or a first appraisal, the objectives will be taken directly from the job description. In other cases, the appraisal meeting may provide a useful mechanism for updating the job description.

The review of work over the previous period should be firmly based on relevant data drawn from appropriate sources. These may include peer appraisal (see page 19), upward appraisal (see below), student feedback etc. Where feasible the appraisee should be encouraged to gather this information. This may be of particular relevance to staff with close working relationships with colleagues who are not their appraisers who will need to collate data from the staff with whom they work most closely for their appraisal eg a course secretary or a technician might bring evidence from a member/members of academic staff to their appraisal by the Faculty Administrative or Technical Manager.

The review phase of the discussion also provides an opportunity for the

appraiser to invite the appraisee to give feedback on the part the appraiser has played in supporting the appraisee during the period under review. Comments made during this discussion may be recorded on Form 2a under "Other Comments". More formal approaches to upward appraisal are described on page 21.

It is very important that enough time is allowed during the meeting for discussion of the appraisee's successes, not only to give praise, but also to learn from them and to consider ways in which good practice can be disseminated throughout the Faculty/Department/University.

(ii) Planning

It is important that one-to-one appraisals are linked in to other Faculty/Departmental structures and planning processes, and that the objectives agreed should be meaningful and achievable within the timescales given. The degree of support required by the appraisee of his/her line manager and other colleagues should also be agreed.

In a rapidly changing environment objectives may need to be amended or changed after a relatively short period. Both appraisers and appraisees need to recognise this at the formal appraisal interview and any intermediate reviews. Informal contact between appraiser and appraisee, which happens as a matter of course, will guide and inform this process.

(iii) Development

This part of the discussion should include an evaluation of the effectiveness of staff development activities recently undertaken, both at an individual and, where appropriate, an organisational level. The appraisal should refer to relevant documentation such as reviews of courses or other developmental activities undertaken by the appraisee. Please turn to the Evaluation of Staff Development Activity, Annex 2.

Personal and professional needs and opportunities should then be identified that will enable the appraisee to work towards the achievement of both shorter and longer- term objectives. Development opportunities may range from qualification and training courses through to on-the-job learning activities such as work-shadowing, mentoring, committee membership etc.

Staff Development Plans must be realistic in terms of likely resource implications and decisions may require further discussions elsewhere. Appraisers have a responsibility to ensure that this process is seen to be as fair as possible.

5.4 **Record- Keeping**

A record of the outcome of the meeting should be recorded on Form 2, the Staff Appraisal Form. This can be written up by appraisee or appraiser, as agreed between them, and a copy kept by both.

Both parties will then complete the relevant signature sections on Form 2. A copy of Form 2 will be forwarded by the appraiser to his/her manager for counter-signature within two working weeks and then returned to the appraisee.

In countersigning the form, the countersigning manager:

- i) acknowledges that the Scheme is being operated fairly and consistently;
- ii) identifies any broad developmental themes which may be addressed on a wider basis;
- iii) may add comments as appropriate.

A copy of the third page Form 2b, the Staff Development Plan, should be sent to the Development & Training Section in order to improve the planning and provision of Staff Development across the University.

A copy of the completed Form 2 need not be retained by the appraiser for more than two appraisal cycles, after which time it can be destroyed.

Except in the case of appeal, the only people with access to the forms are:

the appraisee;
the appraiser;
the appraisee's manager if not the appraiser;
the appraiser's manager;
the Dean/Head of Department.

Deans/Heads of Department will have the responsibility to maintain an overview of the appraisal system and to ensure a measure of consistency both in process and outcome. They must have access to individual appraisal forms, but will not retain copies of individual forms, nor will the forms be used for purposes other than appraisal, except with the consent of the appraisee.

5.5 **Failure to Agree**

If the appraisee does not agree with the outcome of the process or is aggrieved by the process, he/she may choose to:

- i) Sign and record the specific area of disagreement on Form 2 under the comments section.
- ii) Ask formally for the appraiser's manager to resolve the disagreement.

- iii) Ask formally for conciliation by a third party. The third party may be from inside or outside the University, but must be mutually acceptable to both appraiser and appraisee.
- iv) Refer the problem to the Personnel Director under Section 2 of the Individual Grievance Procedure.

5.6 **Outcomes**

Responsibility for ensuring that agreed outcomes are actioned rests jointly with the appraisee, appraiser and the counter-signing manager where the appraiser is not a member of Senior Staff. The latter will agree with the appraiser on the feasibility of objectives that involve the allocation of resources.

It is essential to the success of the Appraisal Scheme that the appraiser:

- ensures that individual development needs are fed into the Faculty/ Department Development and Training Plan to identify common needs and resource requirements;
- communicates issues of concern upwards;
- disseminates examples of good practice.

5.7 **Training for Appraisal and Monitoring the Scheme**

Training, including refresher Training at appropriate intervals, is compulsory for all appraisers and is strongly recommended for all appraisees. Details of Appraisal Training courses are given in the Staff Development Booklet.

The Development and Training Section can offer support and guidance to any School or Department which is working to implement appraisal.

The Scheme is monitored by the Appraisal Advisory Group which is chaired by the Personnel Director and reports to the University Executive. See Annex 1.

The Appraisal Scheme - Guidance for Staff

What is it?

The University Appraisal Scheme is intended to apply to all staff. The process is structured around the regular Appraisal meeting held between you and your appraiser, who may be your line manager or a colleague acting as delegated appraiser. Further guidance on selection of appraisers can be found in the detailed Appraisal Procedure. This scheme is separate from procedures relating to pay, promotion, re-grading, discipline or grievance.

What is it for?

The primary purpose of the Scheme is to support the University in its mission. The University's greatest resource is its staff. This scheme seeks to achieve its purpose by recognising the contribution each individual makes to the success of the University in a way that is of mutual benefit to both the individual and the University.

The scheme exists to:

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The emphasis of the Scheme is on:

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- Planning
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within whichever of the following categories are appropriate:

- Teaching and Support of Learning
- Research, Scholarship and Consultancy
- Administrative and/or Technical responsibilities
- Management responsibilities
- University-level activities internally or externally
- Personal and Professional Development

How does it work?

The meeting with your appraiser should take place no less frequently than every two years, normally every year. Interim meetings on a regular basis offer further opportunities for two-way dialogue and feedback.

About two weeks before your appraisal meeting your appraiser will confirm the date, time and place of the individual meeting which should take place in a confidential setting. He/she may inform you of any particular points they would like to cover and you may indicate any areas you would like to discuss.

The outcome of the meeting will be Form 2, a three-page, jointly- agreed Staff Appraisal Form, which will form the basis of any interim meetings held as well as your next Appraisal meeting. This will be written up either by you or your appraiser, as agreed between you and copies kept by both of you. A copy of the third page, Form 2b, the Staff Development Plan, should also be sent to the Development and Training Section in order to improve the planning and provision of staff development across the University.

Preparing for your Appraisal Meeting

This meeting is an opportunity for you to be involved more directly in setting your own objectives and influencing your future development and it is important that you are well prepared for the meeting. You might like to consider using some of the questions overleaf when preparing for your next Appraisal Meeting. You may also wish to bring written material with you, such as reviews of activities you have undertaken.

Framework for Preparation for your Appraisal Meeting

Reviewing your Main Tasks and Responsibilities

This could be done from your job description.

- is it still an accurate statement?
- what changes have occurred?
- are the limits of your authority clear?

Reviewing your work since your last Appraisal

You might wish to consider some of the questions below within whichever of the following categories are relevant to your work:

- | |
|--|
| <ul style="list-style-type: none">• Teaching and Support of Learning• Research, Scholarship and Consultancy• Administrative and/or Technical Responsibilities• Management Responsibilities• University-level activities internally or externally |
|--|

- How relevant did your last Action Plan turn out to be?
- Which activities have been most successful?
- What factors contributed to your success?
- Were any areas of your work less successful?
- Could you identify possible reasons for this and any steps that could be taken in the future, either by you, your manager or others?
- What feedback would you like to give your appraiser about the part they have played during the period under review?

Planning

Please refer to the appropriate categories listed above when considering the following questions:

- What do you see as the most important areas of your work in the coming year?
- Can you write these as three or four specific goals with approximate timescales?
- Can you identify what support you will need from colleagues or your line manager in order to achieve them?

Personal and Professional Development

Under this heading you might consider:

- the usefulness of any staff development activities you have recently undertaken (these may range from qualification and training courses through to on- the- job learning activities such as work-shadowing);
- areas in your work where you believe you would benefit from some development opportunities;
- do you feel that you have any key strengths or skills that are not being sufficiently developed or recognised?
- are there any longer-term career-planning issues you would like to discuss?

Other Comments

Under this heading you might wish to raise any issues or concerns not covered by the other headings, or areas of disagreement.

Other Comments:

Appraisee Signature:

Date:

Appraiser Signature:

Name:

Date:

Manager's Countersignature:

Name:

Date:

N.B. Copies of this sheet need not be kept by the appraisee and appraiser for more than two appraisal cycles.

Staff Development Plan

Staff Development Activity

Support Required

Timescale

Staff Development Activity

Support Required

Timescale

Staff Development Activity

Support Required

Timescale

[Note: please repeat the Staff Development Activity block as many times as necessary.]

In order to improve the planning and provision of Staff Development across the University, appraisees/appraisers are asked to send a copy of this form to the Development and Training Section at Millennium House.

OPTIONAL:

Name of appraisee:

School/Department:

Name of appraiser:

Team Appraisal

6.

6.1 Introduction

It may be appropriate in some schools and departments in the University to build on the benefits of the Appraisal Scheme by introducing forms of team appraisal. These may focus and enhance existing group meetings by enabling a work team to discuss the following areas:

- Review of the team's operation and Recognition of Team's Achievements
- Planning of Team Goals
- Identifying Team Development needs.

The team leader is a key figure in facilitating this process.

Team Appraisal might be useful when there is enough overlap between team members' roles for common goals to be identifiable and meaningful, where a team of appropriate size has a sense of shared identity and where team members are sensitive towards colleagues.

6.2 A Suggested Approach

(i) Preparation

A preparation form (see Form 3) could be circulated to team members prior to the Team Appraisal meeting to allow for individual reflection, or could be used as the basis for discussion at the meeting. Alternatively, a list of issues to be tackled at the meeting could be collated beforehand.

During the review part of the meeting, team members should be encouraged to "celebrate their successes" i.e. to identify areas that went well and the factors that contributed to their success. Time should also be allowed for an exploration of those activities that worked less well and what can be learned from these. This is also an opportunity for the Team Leader to encourage open discussion of the part they have played in supporting and guiding the team.

(ii) Planning

Planning will normally develop out of the review stage, especially if the goals discussed relate to improvements in working practices. Other goals may be introduced by the Team Leader and may link more directly to the Corporate Plan as it impacts within Faculties or Departments.

With each goal it is important to agree which team member/s are responsible for implementation and what the appropriate timescales should be.

(iii) Team development

This might include common training needs, (e.g. on new equipment or software), agreed training requirements for individuals, the need for job shadowing or the implications of one staff member pursuing a higher qualification.

After the meeting the Team Leader would use a form similar to Form 4 to summarise achievements, agreed team goals and team development plans and timescales. This should be circulated before a cycle of individual appraisals takes place.

(iv) Individual Appraisal

It is not intended that Team Appraisal should replace the one- to- one meeting. Rather that there might be shortened meetings between the Team Leader and each member after the Team Meeting

The individual might then discuss the personal implications of particular team goals; their own development needs in relation to the group's vision and any issues of concern not expressed in the team context.

The document outcome of the individual meeting would be the individual's Staff Appraisal Action Plan as in one-to-one appraisal. Again, this can be written by appraisee or appraiser as agreed between them and a copy kept by both. The normal procedure for countersigning should then apply.

6.3 **Summary**

Team Appraisal may not be appropriate or practicable for all groups in the University, but some of the benefits are likely to be:

- where it works effectively, it may increase the sense of common purpose and ownership and thereby strengthen the team.
- it can provide a more direct link into the corporate planning process.
- it can provide a forum for valuing individual contributions and a way of exploring differences and common concerns.
- it should enhance access to development opportunities and provide a group understanding of the resource implications.

- it can provide a group context for individual appraisals and a clearer understanding of individual contributions to the work of the University.

Form 3

Kingston University Staff Appraisal Scheme

Team Preparation Form

1.0 Review and Recognition of the Team's Achievements

1.1 In which areas do you feel the team did well in the last year and what factors contributed to your success, including the contribution of your team leader?

1.2 Were any areas of the team's work less successful? Can you suggest any reason for this? What steps could be taken in future, either by you, your manager or other team members?

2.0 Goals for the Year ahead

What do you see as the most important aspects of the team's work in the coming year? Can you write these as three or four specific goals? Please note down any support you and the team may need from colleagues or Team Leader.

Goal 1:

Support from Colleagues or Team Leader

Goal 2:

Support from Colleagues or Team Leader

Goal 3:

Support from Colleagues or Team Leader

Goal 4:

Support from Colleagues or Team Leader

Form 4

Kingston University Staff Appraisal Scheme

Summary of Team Meeting

Key Successes of Team

Team Goal:

Responsible for Action:

By When:

Team Goal:

Responsible for Action:

By When:

[Note: please repeat the Team Goal block as many times as necessary.]

Team Development Needs:

Timescale:

Team Development Needs:

Timescale:

[Note: please repeat the Team Development Needs block as many times as necessary.]

Other issues

A MODEL FOR PEER APPRAISAL**7.1 Introduction**

Peer Appraisal has not been widely-adopted to date. The model described below was developed by staff in the School of Languages to fit their own circumstances and has been running successfully for several years. It is a model that might be adapted to suit other staff groups.

7.2 Procedure for Year 1

- (i) A School meeting with Head of School to discuss School Plan (within Faculty Plan and the University Corporate plan).

Members of the School come prepared to contribute to the drawing up of the School Plan within the context of external constraints. Decisions are made in the light of target student numbers and budgets allocated to the School.

- (ii) Head of School writes a one- page review of each individual's academic contribution to the work of the School, with reference to teaching, research and administration.

Individuals are invited to share the content of their personal review with colleagues at their own discretion.

- (iii) The trio meetings:

A period of three months is allocated to these meetings where colleagues meet in groups of three to discuss one another's past performance and future self development objectives.

A summary of each individual's outcomes and self-development plan for the coming year is recorded by the trio.

Note: the composition of the trios is decided by the Head, in consultation with members of the School. Experience to date suggests that trios meet for a total period of 6-8 hours, spread over 2-3 sittings.

Bottom up Appraisal of Head: trios are invited to review the past performance of the Head and to submit a written statement to the Head. The Head discloses the appraisal statement to the School at her/his discretion.

(iv) School appraisal feedback meeting:

The whole School meets to hear feedback from the trios. Feedback on the individual self- development plans is given, either by a fellow-trio member or by the individual her/himself. In open forum, the Head of School confirms the suitability of the one-year objectives or suggests revisions.

(v) Each individual fills out Form 2, summarising Review, Objectives, Action and Development Plan and forwards it to Head of School.

(vi) The Head of School summarises key issues and outcomes represented by the Forms and forwards them to the Dean.

7.3 Procedure for Year 2

(i) School meeting to review School Plan, in the light of changes in the environment.

(ii) Trios review individual performance against objectives.

(iii) School meeting to receive feedback from trios and Head of School on performance measured against objectives.

8.

8.1 Introduction

The recent review of the University Appraisal Scheme has suggested that many staff see Upwards Appraisal as an essential part of any institution-wide scheme. Upwards Appraisal, in various forms, is indeed already operating up to Head of School level in a number of Schools. Feedback suggests that both potential appraisers and appraisees support the principle of a flexible approach to upwards appraisal and perceive the need to establish safe frameworks that offer some guarantee that the need for sensitivity will be observed.

8.2 Suggested Approaches

Upwards Appraisal might be encouraged in the first instance as an optional extension of existing staff appraisal procedures and should be subject to exactly the same kinds of considerations as Downwards or Peer Appraisal. The process should therefore be:

- **constructive**
- **confidential**
- **transparent**
- **uncomplicated**

It should also carry a **right of reply**.

An informal approach to upward feedback which is built into the review phase of both individual and team appraisal is described on pages 6, 10 and 14. However, more formal approaches to Upward Appraisal which emphasise the constructive nature of the exercise while addressing concerns about inappropriate feedback, gratuitous comments or “reprisals” are outlined below:

- appointing a convenor of good standing (agreed by appraisers and appraisee) who would collate and edit responses into a collective *School/Faculty or Section/Department Document*;

The question of anonymity of feedback should be a matter to be negotiated between appraisers and appraisee: whilst anonymity promotes frankness there is a possible risk that it may encourage inappropriate comments. One possibility is that attributed comments may be sent to the convenor who will then discuss any problematic feedback with individual appraisers before collating an anonymous collective document.

- using an agreed semi-structured questionnaire format for feedback;
- discussing the findings collectively e.g. as an awayday agenda item under which issues of general concern to the School/Faculty/Institution are aired (such issues may of course also arise out of the standard staff appraisal process).

STAFF APPRAISAL SCHEME ADVISORY GROUP

Reports to the Vice-Chancellor, via the University Executive.

1. Terms of Reference

- a) To receive an annual report from each Faculty/Department on the appraisal process including training and development plans.
- b) To receive submissions (not individual problems) from individuals involved in the Scheme on the appraisal process.
- c) To produce an annual report on progress of the Scheme, including training and development plans, which will be circulated widely to disseminate good practice.
- d) To make recommendations to the Vice-Chancellor on any necessary amendments to the scheme.

2. Membership

Personnel Director Chairman

Personnel Manager Secretary

1 Dean

2 Heads of School/Department

3 Members of Academic Staff
nominated by appraisees in Faculties

2 Members of General and Professional Staff

Training Adviser

3. Frequency of Meetings

The group will meet as required during the first year of operation of the Revised Scheme. Subsequently, meetings will take place once a term.

Evaluation of Staff Development Activity

Member of Staff:

Title/Nature of Staff Development Activity:

SECTION 1: Pre-Activity Briefing

To be completed by participant in discussion with their manager BEFORE the activity.

- What are the main benefits/outcomes you hope to achieve by participating in this activity?

- Identify any support you will need to ensure that effective learning/development takes place.

- Date for debrief.

Member of Staff:

Manager:

Date:

SECTION 2: Action Points During Session

To be completed by participants by the end of the activity.

- What actions do you propose to take on return to work?

- Any additional comments:

SECTION 3: Post-Activity Debrief

To be completed by participant in discussion with manager after the activity.

- To what extent did the activity live up to your expectations?

- Were any features of the activity of wider value to others in the University?
If so what follow-up is required?

- What were the most useful skills/areas of knowledge or awareness that you gained?

Member of Staff:

Manager:

Date:

SECTION 4: Six-Monthly Review

To be completed by participant in discussion with the line manager six months after the activity.

- What impact has the staff development activity had on your work? If it has made little difference, can you suggest why?

- Has the activity resulted in any tangible benefits to the Team/Section/School?

- Have any further learning/development needs been identified as a direct result of this activity?

- Any other comments:

Member of Staff:

Manager:

Date: