



A GUIDE TO
ACADEMIC PERFORMANCE REVIEW
2018/19

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Introduction

The 2020 sets out our Teaching Intensive Research Informed (TIRI) agenda. The fundamental principle of this approach is to provide high quality intensive teaching and individualised support to our Undergraduate (UG) and Postgraduate (PG) students across the academic disciplines of the University. The intensive teaching will be sustained by rigorous research that informs both the content and delivery of the curriculum. The TIRI strategy places the students at the centre of

strengths and competitive advantage in the sector. The core purpose of the strategy is to provide excellent teaching and unparalleled learning experience to our students.

This inv

in which the University will be a leading provider of Undergraduate and Postgraduate courses. These courses will be market relevant attracting critical mass of high quality students from across the UK and internationally, and produce highly employable graduates.

Enabling academic colleagues to achieve high standards of performance is fundamental to deliver the TIRI agenda and enhance overall student learning experience. Therefor

Principles and Key Features

Process is owned by both the Reviewer and Reviewee and will be based on a two-way constructive and positive discussion.

It will be fairly and consistently applied to all academic colleagues.

The process will link to other academic planning processes such as School annual plans and Workload Allocation Model.

All academic employees are entitled to a Performance Review meeting.

The Head of School / OFCD will store an electronic copy of the completed Performance Review form as a record of the meeting.

The process is based on an annual, structured but informal meeting with a six month mid year progress meeting.

The process covers a review and feedback on last years performance against key measurables, personal and career development plans.

The Performance Review discussion will be evidence-based and there will be a significant element of self assessment.

Performance is assessed on the achievement of objectives.

A summary of training and development needs will be reviewed by the Head of School / OFCD and HR Business Partner.

University-wide timetable for Performance Review is November to December (although it is noted that in 2015/16 the timetable was February to April).

The process will supplement other one-to-one meetings.

Although Academic Performance Review is not directly linked to processes which determine promotion/progression evidence collected as part of Academic Performance Review may help in preparing other submissions.

HR to annually report to Executive Board on completion of Performance Review in Schools.

Link to and provide information to inform a new Talent & Succession Planning process

Roles and Responsibilities

Academic Employee (Reviewee)

To cooperate fully and engage with the Academic Performance Review process

Prepare for the Performance Review and ensure relevant evidence obtained
Reflect on successes last period and those areas where things could have been better

Give thought to future objectives / targets

Actively engage with the Head of School / OFCD during the process in their discussion regarding to performance, objectives / targets, career plans and development needs

Accept constructive feedback on performance where it is justified and objective

Take ownership for ensuring form completed in a timely manner

Head of School / OFCD (Reviewer)

Arrange and communicate date, time and location of review and any mid year follow-up review allow for sufficient time and appropriate venue to be used

Communicate clearly what they expect academic employees to achieve and how assessed

Provide clear and regular feedback and make Academic Performance Review an on-going process

Support colleagues in their development

The Meeting

This is the heart of the Performance Review process and should be a positive and constructive experience. Therefore it is important that the meeting is held in an environment that is private and free from interruptions.

The Reviewee should do most of the talking and there should be scope for reflection and analysis by the Reviewer. Performance for the full period under review should be discussed not just recent or specific events.

Note: Although the form allows for the all five elements from the previous year to be discussed before those for the forthcoming period Heads of School / OFCD may wish to alternatively structure the meeting so that each element is taken in turn discussing progress in the previous year and then priorities for the forthcoming period in that element before moving to the next element. The structure to be used should be confirmed with the Reviewee.

It is recognised that not all elements in the five areas are relevant for all roles and in some cases (e.g. those appointed to the TIRI roles) some elements may be more critical than others. If this is the case this should be clearly recorded on the form.

Documentation and administration

Both the Reviewer and Reviewee should take ownership that the form is completed as a record of the meeting.

The Reviewee should ensure that he / she has provided comments in the Reviewee comments section

For each objective the Reviewer should complete each Reviewer comments section on the form and taking account of progress made, the level of the post-holder and

Mid Point Review

The Performance Review should not just be an annual meeting. It should be part of ongoing discussions between the Reviewer and Reviewee - recognising that situations may arise that affect priorities in the School and for the Reviewee.

The Mid Point Review provides for a more informal opportunity to take stock, review progress being made, identify any issues that might be affecting progress and any adjustments / contingency plans put in place that are required.

Appendix 1 of the Performance Review form provides for space for the parties to note progress and any other relevant comments during any Mid Point Review undertaken.

Frequently Asked Questions

Q. Is the updated Academic Performance Review process for those employees still within their probation period ?

A. Yes. Although academic colleagues still within their probationary period will have separate conversations with their Head of School / OFCD regarding progress, the



