



Contents



Teaching Intensive Research Informed

Reviewees should also consider, in light of the above, any University / Service level plans what the objectives / areas of focus should be for the current reporting period and any key development needs to achieve these objectives / areas of focus.

It should be noted that Part Two of the form is designed to capture evidence of performance but also of enhancement / development (i.e. to reflect continuous improvement).

Professional Support (Grade 1 -3) Performance Review

Reviewees should consider what training and development activities they have undertaken since their last review. Any training or development that has been highlighted in the review that needs to be undertaken in the forthcoming year should also be captured here.

Reviewees should also consider what, if any, future careers plans they may have over the next one to three years.

The Reviewee should send a copy of the part completed Performance Review form to their line manager (Reviewer) no later than one week prior to the scheduled meeting.

Part Three (not applicable if using Professional Support (Grade 1 -3) Performance Review form)

Reviewees should also consider what, if any, future careers plans they may have over the next one to three years.

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.



any evidence provided and of progress made and then select the most appropriate final outcome from the drop-down menu for each objective as outlined in the table below;

RATING	DESCRIPTION
<i>Good</i>	Exceeds expectations of the role

Satisfactory

Setting Objectives

As part of the Performance Review process objectives / targets are set for the academic year. These relate to the individual effort needed to create tangible results and should be readily measurable, relate to the local plans and be relevant for the individual being reviewed. Objectives should be defined to focus on the activities that represent the most important aspects of long-term, on-going performance.

The SMART acronym is a useful and effective way of getting objectives right:

Specific - objectives should state a desired outcome. What does the employee need to achieve? Is the objective / target clearly defined?

Measurable - how will the line manager and employee know when an objective has been achieved? It is clear what success is?

Achievable - is the objective something the employee is capable of achieving but also challenging?

Relevant - do objectives relate to those of the department / University? Are they important and add value?

Time bound - when does the objective need to be achieved?

Career Planning

A vital component of the Professional Support Performance Review is the opportunity to have an annual consideration of your career plans. Employees are expected to be pro-active in managing their own careers and the career planning element of the process is an opportunity to have a tailored discussion according to the individual's career stage. Some may have a long-term career plan others may be satisfied with their current position

The University recognises the contributions of a diverse workforce. It believes that employees should, wherever possible, be permitted to continue working for as long as they wish to do so provided that they are making a full contribution to the University. The University does not have an organisational retirement age for employees however it recognises that employees will wish to consider full / partial retirement plans for a number of reasons and in good time and it is reasonable for the line manager (Reviewer) to seek to understand the working intentions of employees towards the later stages of their careers in order to facilitate workforce planning and in respect of budgeting and other administrative considerations.

There should be realistic and honest reflection on career next steps to include potential timescale (i.e. short term within 12 months, medium term 1 to 3 years,

Further Information

Performance Review Policy

<http://www.bolton.ac.uk/HumanResources/Performance-Review/Performance-Review-Policy.pdf>

ACAS - How to Manage Performance

<http://www.acas.org.uk/media/pdf/m/0/How-to-manage-performance-advisory-booklet.pdf>

Professional Support Performance Review Form

<http://www.bolton.ac.uk/HumanResources/Performance-Review/Home.aspx>

Professional Support (Grade 1-3) Performance Review Self -Assessment Form & Professional Support (Grade 1-3) Performance Review

<http://www.bolton.ac.uk/HumanResources/Performance-Review/Home.aspx>

Frequently Asked Questions

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

A. Yes. Although employees still within their probationary period will have separate conversations with their line manager regarding progress, the updated Professional Support Performance Review process has been developed for all Professional Support employees at the University and will supplement conversations being held relating to probation.

Q. Does the employee have to sign the Professional Support Performance Review form?

A. No. Since the objective is to be helpful and constructive there is no requirement for the parties to sign the form. However, there is a requirement for agreed comments to be recorded on the form. The line manager (Reviewer) will finalise the form and email a final copy to the Reviewee. Both parties should retain an electronic copy for the records.

Q. Who should conduct the Professional Support Performance Review meeting?

A. Normally it is for the relevant Head of Service or appropriate line manager to carry out the Performance Review meeting.

Q. Will the outcome be confidential?

A. Completed Performance Reviews forms will normally be confidential between the Reviewee and Reviewer. Any development outcomes may need to be more widely disseminated however.

Q. How can I contact the Professional Support Performance Review team?



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