I. BACKGROUND

Performance and Development Review/Annual Review is mandatory for all staff on an annual basis, with reviews being conducted by staff in a line management relationship to reviewees. The focus of PandDR is to review achievements against agreed objectives and identify learning and development needs to support the achievement of organisational goals.

Schools and Business units are asked to agree a schedule of PandDR reviews locally ensuring that all reviews are completed and logged onto the Oracle tracking system by 31 July of each year. This will allow reporting to Central University for PandDRs undertaken during each 1 August – 31 July period.

The College PandDR documentation for non-clinical staff is available at:
http://www.ed.ac.uk/human-resources/medicine-vet-medicine

An Academic Appendix based on the College’s PandDR documentation is incorporated in the new Joint appraisal documentation for Clinical Academics, removing the need for Clinical Academics to complete separate documentation for the University. Appraisal documentation for Clinical Academic staff is available at:
http://www.ed.ac.uk/human-resources/consultant-appraisal

II. THE ANNUAL PERFORMANCE AND DEVELOPMENT REVIEW (PandDR)

The annual PandDR is a formal opportunity for the reviewer (normally the line manager) and the reviewee to reflect on the preceding 12 months; to assess the reviewee’s contribution to the School/Centre/College/University objectives; to discuss successes, challenges and opportunities and to look forward and plan objectives for the next 12 months. It also offers the opportunity for a wider discussion about career aspirations and future plans.

III. THE PandDR Form

Starting the Process

The process is triggered by the line manager/reviewer setting a date for the review meeting, sending the reviewee a copy of the PandDR form available at http://www.ed.ac.uk/human-resources/medicine-vet-medicine and inviting him/her to complete sections 1, 2 and 3 of the form and to return the documentation to the reviewer at least 7 days in advance of the scheduled review meeting.

SECTION 1
REVIEW DETAILS

To be completed by reviewee prior to meeting

Section 1 covers basic factual information.
Period covered by review is normally the 12 month period since the last review took place. If a person has been on long term sickness absence/maternity leave etc the review period may be longer to reflect the absence from work.

SECTION 2
SUPPORTING DOCUMENTATION

To be completed by reviewee prior to meeting

This section allows the reviewee to record details of any additional information that he/she is submitting with the form. It is recommended that reviewers and reviewees agree what additional information is required in advance of commencing the process.

For staff in academic roles there will normally be a requirement to submit workload model information as well as a summary CV. For staff in support roles it may be useful to include a job description, particularly if there have been changes to the role during the review period, however for many support staff no supporting documentation will be required.

SECTION 3
SELF ASSESSMENT AGAINST PREVIOUS YEAR’S OBJECTIVES

To be completed by reviewee prior to meeting

Section 3 allows the reviewee to “self review” against objectives agreed as part of the previous year’s PandDR (or for new starts objectives set as part of the induction process).

Not everyone will have specific agreed objectives (e.g. following sabbatical, maternity leave etc) and in such cases reviewers and reviewees should agree what criteria the reviewee should be self assessing against in advance of the meeting. This could be by reference to their job description or simply by agreeing to focus on key elements of the work and development that the reviewee has undertaken during the preceding year.

After completing sections 1, 2 and 3 the reviewee returns the form (with any supporting documentation) to the reviewer at least 7 days in advance of the scheduled review meeting

SECTION 4
OBJECTIVES FOR FORTHCOMING YEAR

To be discussed at the PandDR Meeting. This section of form to be completed by reviewer after the meeting.

The reviewer and reviewee should use the meeting to discuss and agree objectives for the forthcoming year based on needs of the Centre/Unit/School/College etc.

It is recommended that up to 6 objectives are set but this will be dependent upon the nature of a person’s post and the complexity of each objective. Some staff may only have 2 or 3 objectives set each year.

Objectives should be SMART:

Specific – sufficiently detailed and precise to be clearly understood

Measurable – have measurable outcomes – where possible in numbers or percentages
Agreed – mutually agreed by the reviewer and the reviewee

Realistic – achievable within the timeframe, resources, funding etc available

Time-bound – achievable by a specific date

The following are examples of SMART objectives

- Identify three new potential sources of grant funding for your research and submit grant applications to all three by date
- Attain national recognition of leadership in the discipline by presenting a paper at the international Bio-informatics conference in Rome on date.
- Organise, administer and minute the quarterly Student Support Committee including development and distribution of the agenda and papers at least 2 weeks in advance of the meeting, and circulation of minutes no more than 2 weeks after the meeting.
- Reduce the average time for processing invoices and passing them for payment from 5 days to 3 days by the end of the calendar year.

SECTION 5
CAREER ASPIRATIONS/FUTURE PLANS

To be discussed at the PandDR Meeting. This section of form to be completed by reviewer after the meeting.

The review meeting provides an opportunity for the reviewer to ask the reviewee about their future plans and career aspirations. Asking all reviewees, irrespective of their gender, age or other personal characteristics, about future plans as part of the annual PandDR process avoids potential discrimination and allows reviewees themselves to bring up more personal issues including for example: retirement plans; promotion; sabbatical opportunities; flexible working; short and long term career goals.

SECTION 6
PERSONAL/PROFESSIONAL DEVELOPMENT NEEDS FOR FORTHCOMING YEAR

To be discussed at the PandDR Meeting. This section of form to be completed by reviewer after the meeting.

Training and Development needs should be identified taking account of issues raised in Section 5 or to help fulfil the achievement of objectives agreed in Section 4.

This may include identification of internal or external courses as well as work shadowing, support from peers or manager, additional advice or guidance etc.

SECTION 7
OVERALL SUMMARY

This section of form to be completed by reviewer and reviewee after the meeting.

This section is for the reviewer to summarise the key issues, events, projects that the reviewee has been involved in during the review period and to note any difficulties
encountered which hindered progress against objectives and/or to highlight particular achievements.

Once all sections of the form have been completed the reviewer will pass the form to the reviewee. The reviewee may use the Reviewee segment of Section 7 to comment on the completed document and to raise any pertinent issues that have not been covered.

**FINAL SIGN OFF SECTION**

*Front Page*

Once the rest of the document has been completed the reviewee and reviewer should sign the form.

Where appropriate the form is then passed to the Reviewer’s line manager. Should the line manager have any queries or concerns about the content of the form e.g. if he/she feels objectives are not defined sufficiently then this should be raised with the reviewer.

**IV Recording and Monitoring**

Discussions that take place during the PandDR meeting are confidential to the reviewer and the reviewee although information may be shared with other more senior managers in the reviewee’s line management chain as appropriate.

Each School/Business unit is required to make arrangements for the secure storage of PandDR documentation locally.

For monitoring purposes Schools and Business are required to keep records of the fact that reviews have taken place (not the details of the reviews themselves). This information will be accessed by a wider group including Human Resources. Schools and Business unit are expected to use the appraisal tracking screens in Oracle self-service for this purpose. More information on how to access Oracle appraisal tracking is available from the College HR team.

Human Resources may also access information about future plans and training and development requirements in order to inform and plan the University’s workforce planning requirements and training and development provision.
V. PREPARING FOR THE REVIEW

V.i The Reviewer

If you are new to conducting PandDR or appraisals or it is some time since you conducted one, book yourself onto one of the training courses available through the MyEd booking channel or contact the College HR team to find out what training is available. Please note that on-line training packages suitable for both reviewees and reviewers are now available. More information is available at the link below:

http://www.ed.ac.uk/schools-departments/human-resources/learning-development/dev-opportunities/a-z-courses/courses-a-l/pdr-course

Preparation is key to a successful PandDR. Consider briefing your reviewees about the process in advance, particularly if this is the first time you have conducted reviews in your unit. Advance briefing can help to allay fears as well as manage expectations. Agree what additional documentation, e.g. workload model information, summary CV, you want to look at as part of the review process and ask your reviewees to submit this with the completed self review. Consider whether it is appropriate to seek feedback from other sources, e.g. clients, customers or a supervisor who may have day to day responsibility for supervising the reviewee but who is not carrying out the PandDR

On receipt of the reviewee’s self review read through it and any supporting documentation carefully and jot down the points that you want to discuss at the meeting.

Set aside adequate time for the meeting (1-1.5 hours) and book a meeting room or office where you won’t be disturbed.

At the meeting you and the reviewee should reflect on the reviewee’s contribution and development over the last 12 months, referring to the self-review in section 3 of the form. The discussion (which may require reference to supporting documents submitted with the form) should cover what has gone well and what has gone less well. Obstacles to progress should be identified as well as areas where the reviewee’s skills and attributes could have been put to better use by the organisation or where the reviewee could have benefited from greater support.

PandDR reviews for academic staff below professorial level are expected to include discussion of readiness for promotion and the support available to help reviewees gain the experience and develop the skills that will allow them to meet the criteria for promotion to the next grade.

V.ii The Reviewee

As the reviewee you have an important role to play in the review process. If you haven’t participated in a PandDR or appraisal before consider booking yourself onto a PandDR/appraisal training session for reviewees available through the MyEd booking channel or contact the College HR team to find out what training is available. For more information please see below:

http://www.ed.ac.uk/schools-departments/human-resources/learning-development/dev-opportunities/a-z-courses/courses-a-l/pdr-course
Your reviewer will normally be your line manager, or possibly a more senior manager in the line management chain. In exceptional circumstances, where there is a genuine conflict of interest, reviewee’s may request a change in reviewer but such instances are expected to be rare.

Your reviewer will ask you to complete sections 1-3 of the P&DR form which includes a self-assessment of your performance against previously agreed objectives. Take your time to complete this, think about your contribution, the challenges you faced and your achievements. It is also worthwhile giving some advance thought to your objectives for the forthcoming year, what you would like to do and how this fits with the objectives and goals of the unit where you work.

VI. LINKS WITH OTHER PROCESSES

There is no direct link between the PandDR process and the University’s pay and promotions processes; however evidence from the PandDR process can provide valuable information to support an application for contribution reward, promotion or regrading.

VII. ISSUES OUTWITH PANDDR

The PandDR process is a positive process designed to “get the best” out of individuals by ensuring individuals’ work activities and energies are aligned with the goals of the organisation and by helping individuals to fully develop their skills and abilities.

A PandDR meeting is likely to include discussion of areas where the reviewee’s performance could be improved as well as areas where performance is at or above the required standard, however such issues should initially be discussed with the reviewee as part of day to day ongoing work related discussions and should not come as a surprise to the reviewee at the PandDR meeting.

A PandDR meeting is not the place to deal with disciplinary issues or major performance or capability problems. Where significant capability or disciplinary issues are identified as part of the PandDR process these matters should be taken out of the PandDR process and referred into the appropriate University policy e.g. Capability Policy or Disciplinary Policy. Advice should be sought from the College HR team at the earliest opportunity.

Human Resources
College of Medicine and Veterinary Medicine
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