

Annual Staff Appraisal and Development Scheme

2019

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Committee Approval

Committee	Committee Action	Date
SMLT	Approved	1 May 2019
	Date in force	1 June 2019

This Annual Staff Appraisal and Development Scheme (ASADS) will be reviewed annually by our Senior Management and Leadership Team.

Introduction

Our Strategic Framework 2019-22 sets out seven Goals and Sub-Goals (i.e. Targets and Sub-Targets) that we will seek to achieve over the three-year period 2019-22.

The Strategic Framework 2019-22 also includes Divisional/Departmental Actions that will be implemented during the first 12-month period 1 August 2019 to 31 July 2020 in order to achieve the Strategic Framework Goals and Sub-Goals.

Staff appraisals are undertaken in accordance with this Annual Staff Appraisal and Development Scheme (ASADS). The deadline for completion of appraisals is normally 1 September 2019¹. Appraisals provide a means of setting targets for each member of staff, such targets linking to the Strategic Framework Goals and Sub-Goals, and more specifically to the relevant Divisional/Departmental Actions. For each target, there will be a number of actions/tasks which should be completed to achieve the specific target. In addition, for each target there will be one or more success indicators which will be used to measure whether or not a target has been achieved.

Targets are specific, one-off, measurable goals or projects with identified end dates.

Actions/Tasks are specific measurable tasks with identified end dates which, if successfully completed, will enable achievement of a target.

Success Indicators are specific measurements which will be used to identify whether a target has been achieved.

For example:

- Target 1
 - 500 UK applicants to apply through UCAS for undergraduate degrees by the January 2020 deadline
- Actions/Tasks 1:
 - By 30 September 2019 establish partnership agreement with 3 local colleges
- Actions/Tasks 2:
 - By 14 October 2019 organise a series of guest lectures at 1 partnership college
- Success Indicator 1:
 - 500 or more UK applicants have applied through UCAS for undergraduate degrees by the January 2020 deadline

We can only achieve strategic implementation through our staff. We all have our own part to play in our future development.

Staff development is inextricably linked to the ASADS. As part of the appraisal, you and your Appraiser are required to identify your Continuing Professional Development and/or training needs for the next academic year. Jointly, you and your Appraiser should identify your needs to enable you to achieve your objectives, and also to identify any needs for your general development.

During 2019-20, we will continue to provide every permanent member of staff on a contract of 0.5 FTE or greater with a £500 budget, otherwise £250 budget, to attend **external** Continuing Professional Development and/or training events. We will also continue to provide **internal** Continuing

¹ With the exception of staff within the Student Recruitment and Partnership Division where the deadline is extended due to the nature of the activities undertaken within this Division.

Professional Development and training events which staff are welcome to attend (some events will be compulsory).

Note: Research active staff who have an approved Research Development Plan (RDP) in place for 2019-20 will be allocated an additional budget of up to £1,000. The RDP will set out the specific research targets to be achieved during 2019-20. The research target set as part of the ASADS will simply be as follows: 'To achieve the specific research targets set out within the Research Development Plan'.

1.1 Pay increase

Staff who are not members of the SMLT

We introduced the Pay Scale on 1 October 2018.

All staff (excluding those who are members of the SMLT) are placed within a Grade at a specific Point within the Grade.

Any member of staff who has been employed since 1 April 2019, and who has a successful appraisal by no later than 30 September 2019 will receive a one Point increment within their current Grade effective from 1 October 2019. If the staff appraisal is successfully completed after 30 September 2019, the increment will only be payable from the 1st of the month following successful completion and it will not be back-dated.

The following criteria must be satisfied by all staff in order to qualify for the pay increase:

- All compulsory training has been completed
- All company documents made available through HR Online have been read
- No cause of concern has been raised by the appraiser

For academic staff, the following additional criteria must also be satisfied in order to qualify for the pay increase:

- HEA Fellowship has been achieved or there is tangible evidence of actively working towards achieving it
- Online library training has been completed
- Participation in the Peer Observation Scheme and completion of any applicable documentation

If the above criteria are not satisfied, the appraisal will automatically be stated to be 'not satisfactory'.

In addition, other factors will be taken into account when making a judgment on whether or not an appraisal is satisfactory, including whether last year's targets have been achieved, and whether you have engaged in your own professional development through CPD/training activities.

Staff who are members of the SMLT

The pay for staff who are members of the SMLT (as set out in our Corporate and Academic Governance Framework) is set by the Remunerations Committee, a committee of the Board of Directors.

In setting the pay, the Remunerations Committee will take into account individual performance as evidenced through the appraisal.

Any pay increase will take effect from 1 October 2019.

Form A

You should complete Form A prior to your ASADS meeting.

Name	
Present Post	
Date Appointed to Present Post	
Date of Appraisal	
Name of the Appraiser	

Sections 1 to 13: You reflect on your performance² over the past academic year (2018-19) to include: attendance/participation at internal committee meetings and forums etc.; the reading/understanding of Company documents; engagement in external activities (e.g. external examinerships); and engagement with internal and external Continuing Professional Development and/or training activities. (If this is your first appraisal, Section 1 should not be completed, but all other Sections should be completed).

Section 14: You look forward to the next academic year (2019-20) and set out your proposed: (i) targets based on Strategic Framework Goals and Sub-Goals, and Divisional/Departmental Actions, with end dates for each target; (ii) the actions/tasks you will complete to achieve the target, with end dates for each action/task; and (iii) success indicators, to measure whether or not a target has been achieved.

Sections 15-17: You consider your proposed Continuing Professional Development and/or training needs for the next academic year (2019-20).

Section 18: You can raise other issues that are relevant for discussion in the ASADS meeting (i.e. issues that are linked to your appraisal and/or your personal development/training). You should have an ongoing dialogue with your line manager throughout the year. Therefore, issues that are not linked to your appraisal and/or personal development/training should be discussed outside the ASADS meeting.

Although the ASADS provides a formal opportunity for reflection, you are encouraged to adopt an approach of ongoing reflection throughout the year. This ongoing reflection will help to inform completion of Form A for the subsequent academic year.

Complete Form A and return to your Appraiser at least one week before your ASADS meeting, keeping a copy for yourself.

² If you have changed positions within Bloomsbury Institute during the year in question, you should reflect on both your current and previous post.

Section 1

Review your performance over the Academic Year 2018-19, based upon the targets and the associated actions/tasks which were set following your ASADS 2018 meeting.

Note: You will find each target and the associated actions/tasks in the 2018-19 Form B Section 2.1.

Note: Do not complete this Section if this is your first appraisal.

Targets	Actions/Tasks	Performance
Insert your 2018-19 targets	Insert your 2018-19 actions/tasks	Review your performance against each target and the associated actions/tasks

Section 2

What do you think went particularly well in 2018-19 and why?

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Section 3

What were the main constraints on your effectiveness during 2018-19 and what parts of your job caused you most difficulty during 2018-19 and why? Was appropriate support provided? If not, outline the type of support you would need to assist you in your job and to increase your effectiveness.

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Section 4

Please state below if you are a member of any internal committees, forums etc.

If applicable, reflect on your engagement at internal committee meetings and forums.

Memberships:

Reflection:

Section 5

Confirm whether you have read all the company documents that are available within HR Online. If you have not read all the company documents explain why.

Reflect on your understanding of the company documents you have read. Through this reflection you could identify some staff development needs for 2019-20.

Yes, I have read all the company documents / No, I have not read all the company documents

Explanation for not reading any of the company documents (if applicable):

Reflection:

Section 6

State below if you have been involved in any external activities that are relevant to your role (e.g. external examinerships).

Section 7

In 2018-19, you were provided with a personal Continuing Professional Development and/or training budget of £500 (£250 if you are employed on a contract of less than 0.5 FTE) to fund external activities.

(i) How much of the Continuing Professional Development and/or training budget did you spend during 2018-19?

(ii) What external Continuing Professional Development and/or training activities did you undertake during 2018-19?

Section 8

In what ways did these external Continuing Professional Development and/or training activities assist your performance during 2018-19?

Section 9

Some internal Continuing Professional Development and/or training activities are designated as compulsory. Please state the date you completed these activities and comment on them. If you did not complete any of these activities, please provide an explanation.

ACAS online Equality and Diversity Training
[You may have completed this training in a previous year, but it must be repeated every three years]

Date completed:

Certificate uploaded to HR Online: **Yes/No**

ACAS online Bullying and Harassment
[You may have completed this training in a previous year, but it must be repeated every three years]

Date Completed:

Certificate uploaded to HR Online: **Yes/No**

General Data Protection Regulation (GDPR)
[This is compulsory if you have been advised to complete the training. New starters will complete the Essentials version; all other staff, who will have previously completed the Essentials version must have completed a Refresher version by 31 August 2019]

Date Completed:

Version Completed: Essentials / Refresher

Certificate uploaded to HR Online: **Yes/No**

Disability Awareness Training
[This is compulsory if you have been advised to complete the training]

Date Completed:

Certificate uploaded to HR Online: **Yes/No**

Online Library Training
[This is compulsory for academic staff]

Date Completed:

Comment:

Explanation for not completing any these activities (if applicable):

Section 10

Please list and explain the way in which any other internal Continuing Professional Development and/or training activities assisted your performance during 2018-19? (For example, this could include attendance at staff induction, research seminars, teaching and learning forums, IT development sessions).

Section 11: Academic Staff Only

All academic staff are required to participate in the confidential Peer Observation Scheme.

Yes, I have participated / No, I have not participated

Explanation for not participating (if applicable):

If you have participated, please reflect on your experience from: (i) being observed by your peer; and (ii) from observing your peer. In particular, you should reflect on how this activity has contributed to your personal development and how it will have an impact on your approach to teaching and learning.

Section 12: Academic Staff Only

You are required to achieve a minimum of a HEA Fellowship or be actively working towards achieving it.

Have you achieved a minimum of a HEA Fellowship?

Yes/No

If **NO**, explain how you are actively working towards achieving the minimum of a HEA Fellowship, the date you submitted or intend to submit your application, and how you have engaged with the support we provide for this purpose.

Section 13: Academic Staff Only

Please use the table below to reflect on which dimensions of the UKPSF you have developed during 2018-19.

Areas of activity		
A1 Design and plan learning activities and/or programmes of study		
A2 Teach and/or support learning		
A3 Assess and give feedback to learners		
A4 Develop effective learning environments and		

approaches to student support and guidance		
A5 Engage in continuing professional development in subjects/disciplines and their pedagogy, incorporating research, scholarship and the evaluation of professional practices		
Core knowledge		
K1 The subject material		
K2 Appropriate methods for teaching, learning and assessing in the subject area and at the level of the academic programme		
K3 How students learn, both generally and within their subject/ disciplinary area(s)		
K4 The use and value of appropriate learning technologies		
K5 Methods for evaluating the effectiveness of teaching		
K6 The implications of quality assurance and quality enhancement for academic and professional practice with a particular focus on teaching		
Professional values		
V1 Respect individual learners and diverse learning communities		
V2 Promote participation in higher education and equality of opportunity for learners		
V3 Use evidence-informed approaches and the outcomes from research, scholarship and continuing professional development		
V4 Acknowledge the wider context in which higher education operates recognising the implications for professional practice		

Section 14

Please identify: (i) your proposed targets for the next academic year (2019-20), and the date for achieving each target; (ii) the actions/tasks you will complete to achieve your targets, and the end date for achieving each action/task; and (iii) the success indicators, to measure whether or not a target has been achieved.

Within the proposed actions/tasks highlight if you might require personal development and/or training in order to achieve a specific target. You should record any personal development and/or training needs within **Sections 16 and 17**.

Note: These targets, actions/tasks and success indicators, once agreed at your ASADS meeting, will be recorded in Form B and then uploaded into your HR Online record for information purposes.

Proposed Targets	Target Date	Proposed Actions/Tasks	Target Date	Proposed Success Indicators

Section 15

Undertake a self-assessment³ of your knowledge, skills and abilities to identify any future development needs that will enable you to do your job more effectively during 2019-20. Outline below the key points from this assessment exercise.

Section 16

What Continuing Professional Development and/or training activities will enable you to improve your knowledge, skills and/or abilities to enable you to do your job more effectively in 2019-20?

Note: You are allocated a £500 budget (£250 if you are employed on a contract of less than 0.5 FTE) for external activities.

³ Once you have undertaken a self-assessment of your knowledge, skills and abilities, you could supplement this with a peer-assessment or team-assessment. The purpose of this additional assessment is to enable you to engage in a higher level of self-reflection by discussing your self-assessment with one work colleague (peer-assessment) or more than one work colleague (team-assessment). The selected work colleague(s) should work sufficiently close with to that they can provide valid and constructive feedback on your self-assessment. If you supplement your self-assessment with peer-assessment or team-assessment you should state this.

Section 17

What internal and external Continuing Professional Development and/or training activities would you like to pursue over the following two academic years (i.e. 2020-21 and 2021-22)?

Section 18

Please make a note of any other issues that are relevant for discussion in the ASADS meeting (i.e. issues/needs that are linked to your appraisal and/or your personal development/training). You should have an ongoing dialogue with your line manager throughout the year. Therefore, issues that are not linked to your appraisal and/or personal development/training should be discussed outside the ASADS meeting.

SIGNATURE

Signature	
Date	

FORM B

After your ASADS meeting, your Appraiser will complete Form B based upon the discussions that take place during your ASADS meeting.

Form B will record your actual targets, actions/tasks and success indicators for 2019-20, and your actual Continuing Professional Development and/or training needs for 2019-20.

Form B is completed in four stages, as follows:

- Sections 1, 2 and 3 are completed by your Appraiser after your ASADS meeting.
- Your Appraiser will send you the Form, and you will complete Section 4 and sign and date the Form (at Section 5).
- You will return the Form to your Appraiser, and your Appraiser will sign and date the Form (at Section 5).
- Your Appraiser will send you a copy of the Form and upload it into your HR Online record.

Section 1				
Targets, actions/tasks and success indicators for Academic Year 2019-20				
Targets	Target Date	Actions/Tasks	Target Date	Success Indicators

Section 2
Continuing Professional Development and/or training needs for Academic Year 2019-20

Section 3
Appraiser's comments
Has the appraisee attended/completed all compulsory training? Yes / No
Has the appraisee read all company documents within HR Online? Yes / No

For academic staff: Has the appraisee participated in the Peer Observation Scheme?

Yes / No

For academic staff: Has the appraisee achieved a minimum of a HEA Fellowship, or is actively working towards achieving it?

Yes / No

For academic staff: Has the appraisee satisfactorily reflected on which dimensions of the UKPSF have been developed during 2018-19?

Yes / No

Is the appraisee's appraisal satisfactory?

Yes / No

If no, please provide a commentary which should include an outline of any measures to be introduced to support the appraisee to achieve a satisfactory appraisal:

Appraiser's comments:

Section 4

Appraisee's comments

Section 5

Signatures

In signing this form, the appraisee acknowledges the contents of Form B. If the appraisee does not agree with any part of the content of Form B, the appraisee should set this disagreement out in Section 4 of Form B.

Appraisee's signature

Date

Appraiser's signature

Date