



**STAFF REVIEW AND DEVELOPMENT POLICY**

Policy	Staff Review and Development
Applies to	All academic staff
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Approved by	I certify that I have reviewed this policy and verify that to the best of my knowledge it reflects best practice and is in accordance with the wishes of the Governors Martin Meenagh, Principal
Annual Review	August 2018

## **INTRODUCTION**

The College Staff Review and Development Scheme is integral to the overall drive to improve the quality of service provided by the College. It is considered as a developmental activity for all staff which takes place within the context of college and team development.

## **AIMS OF THE SCHEME**

- To enhance the quality of the service provided by the institution to its client groups.
- To enhance the current performance and confidence of members of the College's staff in their current and future roles.
- To support staff in the acquisition of appropriate skills, knowledge and experience to enable them to develop and meet the challenge of change.
- To identify, recognise and encourage good practice.

## **APPRAISAL POLICY**

- All staff will be included in the Scheme.
- Staff will not be included in the review and development process during their probationary period.
- Review and development will take place annually, the timing and dates of which will be co-ordinated by the Director of Studies.
- Staff being reviewed will normally be appraised by their line manager or by another approved Reviewer who possesses sufficient knowledge of the role of the person being reviewed.
- Staff may consult in confidence with the Principal regarding the allocation of their Reviewer.

## **REVIEW AND DEVELOPMENT PROCESS**

Review and development is a process which provides an opportunity for individual members of staff, together with their line manager, to review their skills, experiences, responsibilities and role performance within the College, and to identify ways in which these might become more effective. The outcome of this will be agreed priorities and a plan of action for the forthcoming period, recognising resource limitations. The review process cannot commence without an agreed job description. The process is not aligned to disciplinary, grievance or competency procedures.

## **THE PERSON BEING REVIEWED**

The starting point for the person being reviewed is the self-appraisal, a reflection on the work they have done in the period to be covered in the meeting (it will normally be the past year or the time since the last appraisal meeting). This process of reflection is an opportunity for each member of staff to clarify for themselves the components of their job, those aspects of it with which they are satisfied and those where improvements may be possible. It is important that the roles of others in making improvements possible are considered at this stage.

## **THE REVIEWER**

The Reviewer's task is to consider the role which the member of staff undertakes and the development of the individual within this context. This will involve reflecting on the components of the job and will lead to a consideration of those aspects which have been achieved well and those where improvements may be possible. The starting point should be the job description which should be considered to see if it requires any updating or amendment. Reviewers need to be able to listen, to help the member of staff concerned to reflect on emerging issues and to refine outcomes so they are realistic and achievable. It

is recommended that Reviewers do not undertake more than 8 reviews in a year.

## **PREPARATION/SELF-REVIEW**

Before the review meeting takes place both Reviewer and Reviewee should set aside time to consider:

- the job description
- how the role has changed/developed in the past year
- whether there are any major organisational changes which affect or will affect the role.
- whether there are any personal circumstances which may affect the ability of the appraiser to carry out the job
- It may be helpful for both parties to make brief notes to bring to the meeting.

## **REVIEW AND DEVELOPMENT MEETING**

The Reviewer and the person being reviewed should prepare separately for the meeting. Up to 2 hours should be set aside for the meeting. Every effort should be made to ensure that the meeting takes place in a relaxed and neutral environment, free from interruptions.

The discussion may centre around:

- A review of outcomes of the last review meeting (not appropriate when commencing the process for the first time);
- A review of the Reviewee's current activities and their relevance to their Role/Job Description;
- A review of key achievements, opportunities, frustrations and dissatisfactions;
- A review of strengths, contribution to team or College initiatives;
- A consideration of professional development priorities;
- Reaching agreement on key actions and development needs to be undertaken by both parties.

## **SUBSEQUENT ACTION**

The agreed outcomes of the review and staff development meeting will be recorded on the Review and Development Form. The form must be signed by both parties. Copies of the Review and Development Form will be kept by both the Reviewee and their Reviewer (in a safe and secure place within their control), with the original copies held in the staff file held by the Principal. If concerns emerge during the meeting, which either party feels cannot be resolved, one or more of the following steps may be adopted:

- a) agree to record the concern on the Review and Development Form, but complete the process;
- b) adjourn the meeting to enable either, or both parties, to meet with the Principal prior to recommencing the Review and Development process;
- c) postpone the meeting - re-address the issue - contact and reconvene within 7 days;
- d) If a Reviewer leaves part way through the Review and Development process they will hand all relevant materials to the Principal.
- e) When an Reviewee is given a new Reviewer (for whatever reason), the Principal will invite the new Reviewer to view the existing Review and Development Form and will arrange a brief meeting between the Reviewee and their new Reviewer.

## **LESSON OBSERVATION IN REVIEW AND DEVELOPMENT**

1. A teaching observation for each member of teaching staff will be carried out every year by the Teaching and Learning Coordinator or Principal, or delegate. This observation need not be carried out close to the Review and Development meeting, but should be at a time agreed with the member of staff and either the Teaching and Learning Coordinator, or Principal.

2. A copy of the report will be attached to the Reviewee's documentation, which is held on file by the Principal. A second copy of the report will be given to the Reviewee.
3. Reviewers are expected to refer to the teaching observation during the Review and Development meeting and to discuss with the Reviewee any updating or training activity which could consolidate good practice and address any areas needing improvement.

## **EQUAL OPPORTUNITIES**

Equal opportunities issues must be taken account of in 3 ways:

1. Awareness of how they might influence individual appraisals; provision for taking account of equal opportunities in the actual process; the possibility of discrimination in the outcomes and follow-up.
2. Equal opportunities issues will be an important part of the scheme's monitoring and evaluation.
3. The review and development evidence may be used by the Reviewee to support a promotion application.

## **TRAINING**

The Review and Development process commences with training for all staff. Training will include both an understanding of the scheme and its objectives and training in the skills required.

The major components of the training programme are:

- Review and Development Scheme framework;
- awareness raising/information giving;
- producing effective role/job descriptions;
- self appraisal;
- listening skills/interpersonal skills/interview techniques;
- observation and feedback (optional);
- target setting/record writing/managing follow-up action;
- equal opportunities.

## **MONITORING AND EVALUATION**

The Review and Development Scheme will be monitored and evaluated to ensure it operates efficiently and effectively. The Principal and Teaching and Learning Coordinator will be responsible for overseeing the Scheme's monitoring and evaluation.

Monitoring and evaluation exercises may include:

- monitoring staff satisfaction of the Review and Development process;
- follow up monitoring of Review and Development Form activity;
- monitoring to ensure the process is non-discriminatory and not aligned to disciplinary issues, pay or competency procedures;
- monitoring to ensure confidentiality.
- The Governors and Principal will consider these reports, together with summary information provided by the Teaching and Learning Coordinator.