The information reported should relate only to the period under review – 1 July 2015 to 30 June 2016.

The purpose of this guide is to provide you with handy tips on completing the Reviewer’s sections of a PDR Form.

Please use Job Family Profiles appropriate to the relevant grade to inform your commentary.

### Review of Performance:

- Consider how well the staff member has delivered against his/her objectives.
- AND how well has s/he performed in delivering day to day tasks.
- Consider results achieved along with how the staff member achieved those results.
- Consider key details in the job description, job family role profiles.
- Consider the University values, how the staff member has demonstrated the values in the delivery of their objectives.
- How has the staff member delivered against timescales?

### CPD / Career Planning:

It is important that any investment in a staff member’s development can be applied on-the-job with the individual and line manager being able to see the value of development in those key areas.

- How has the staff member applied the knowledge and skills gained?
- How has this benefited the staff member / team / unit?
- How has this supported overall career development?

Based on your discussions, identify the key priorities for professional development for the forthcoming review period and beyond. Then identify the agreed plan to develop those specific skills and knowledge. The plan may include formal, more traditional session through to working with experts along with on-the-job experiences or expanding you experience or knowledge through new tasks/projects, attending events, etc.

- What can be done in the forthcoming year which will support the reviewee’s professional and career development?
- Would a formal CPD event that is offered through the College / School / RI meet the needs or would a professional body be more suitable?
- Would mentoring or coaching be available and help them get experience and develop?
- Are there any University events which could be attended?
- Is there any committee or project work which the reviewee could get involved in which would result in increased knowledge or new approaches to working?
- What external opportunities should be explored and considered?
- Consider teambuilding events?
- Are there any University events which could be attended?
- Are there any opportunities outside the standard job role in which they could get involved that would result in the acquisition of new skills?

Professional and career development may require support from various individuals, including the line manager and / or other colleagues. Line managers may find it useful to consider how they can support professional and career development, which may or may not require additional resource.

- What help is needed?
- Who is going to help support this development?
- What networks / introductions might be useful in fast tracking professional development?
- What networks are available either within the University or outwith?
• What time / budget / resources will be available / required to support development?

**OBJECTIVES AND PLANNING AHEAD**

For further guidance on setting objectives, refer to this section in the [Reference Guide](#).

**FINAL RATING**

To be completed following the annual performance and development review with the staff member.

This section provides an overall performance assessment level for the employee based upon staff general performance and achievement of objectives during the review period (1 July 2015 to 30 June 2016).

Full descriptions of performance assessment levels are available here – [Performance Assessment Levels](#).