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. It is expected that individuals will have significantly different profiles, and that individuals are not expected to achieve at the same level across all categories.

Academic staff are encouraged to refer to the Academic Progression and Promotion Criteria and/or the Professorial Zone Descriptors as a guide to key areas of focus for review and career development and progression.

Russell Group and sector median data can be accessed here – Russell Group Benchmark Information

Information will be centrally sourced and supplied where available - details of the information provided can be accessed in the System Outputs and Definitions document.

REVIEW OF PERFORMANCE AND DEVELOPMENT

- 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 along with Academic Promotion Criteria and/or Professorial Zone Descriptors and Russell Group Benchmark data.
- 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?

7 ASSESSMENT CRITERIA

Please use Professorial Zone Descriptors / Academic promotion levels to inform your commentary.

CONTINUOUS PROFESSIONAL DEVELOPMENT / CAREER PLANNING:

It is important that professional development, can be applied by the staff member on-the-job with the both the staff member and the line manager being able to see the impact and value of the development in those key areas.

- How has the staff member applied knowledge and skills gained?
- How has this benefited the staff member / School / RI?
- How has this supported their overall career development and / or progression?

Based on your discussions, identify the key priorities for professional development for the forthcoming review period. 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 meet the needs that are offered through the College / School / RI 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?

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?
- Would a mentor or coach be useful?
- 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.

**REVIEW DISCUSSION SUMMARY 2015 / 2016**

This section should be completed by the relevant reviewer / line manager following the annual performance and development review with the staff member.

**FINAL RATING**

To be completed by the relevant reviewer / line manager 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.