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 your PDR form. When completing your assessment detail the specific part you played in the delivery of an activity, what the activity set out to achieve and the outcome of this. 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 Systems Outputs and Definitions document.

**REVIEW OF PERFORMANCE AND DEVELOPMENT**

You do not need to repeat any commentary already noted within the objectives section

- Consider your job description and the relevant job family role profile.
- Capture key achievements, successes and challenges that constitute your day to day role.
- What have you done, not already detailed in your objectives which are significant?
- What were your key achievements?
- What has the benefit been from completing this work?

**KNOWLEDGE EXCHANGE & IMPACT**

Examples should focus on Knowledge Exchange activities, with potential to affect wider aspects of society/economy out with your academic specialism. (Provide details of the activities including evidence of external engagement or impact as appropriate to your specialist field). (Impact & Knowledge Exchange Strategy)

- Summarise key achievements in this area, describing your best example & why this is considered your best example.
- Engagement with public, private or voluntary sector bodies with regards your research / scholarship
- The impact of your contribution/ involvement
- Has your contribution informed changes in public policy / practice?
- Any commercial implications as a result of your knowledge transfer, improvements in business / industry performance as a result of your input?

Detail other types of grants and contract applications, current award(s) and income generated (not covered under Research & Scholarship).

**LEARNING & TEACHING**

Provide a summary of your teaching commitments.

- The results of student and peer feedback
- Detail information regarding the range of teaching methods employed.
- How innovative in approach have you been?
- Detail the employment of technological innovations in your teaching approach and the impact this has had

Detail any contributions you have made to enhancing course/programme development, undergraduate/ postgraduate/ CPD curriculum, teaching provision or methods or mentoring; and/or/contributions to specific strategic priorities (e.g. student retention and internationalisation) or, through other university or outreach activities.

- An overview of your key contributions with consideration other relevant information such as:
• Your involvement in course or programme design and development
• What innovative approaches have been applied?
• Student engagement as a result of new developments in programme design
• What has been the achieved as a result of your developments?
• Your contribution in promoting programmes to new student markets
• Your involvement in any formal mentoring arrangements with students
• Your contribution to programme design resulting in increasing employability of graduates
• The impact of attracting and growing the student population as a result of your development activity

LEADERSHIP, MANAGEMENT & CITIZENSHIP

Select your key contributions to leadership and management. Refer to the Academic Progression and Promotion Criteria as a guide to key areas for comment on achievements, successes and challenges.

• What roles and duties have you taken in academic administration including, where appropriate, course leadership or research project management?
• What is your level of professional involvement in activities outside the University including your contribution to professional bodies, working with external examining bodies or committee service with professional organisations?
• What leadership have you provided within the academic forum?
• Involvement, contribution and impact in planning or organising local / national or international conferences.
• Your involvement in mentoring and supporting other colleagues.
• What have you done to actively promote a culture of research integrity, good practice and ethical conduct in your area?

Detail significant management, leadership and/or administrative contributions to the University including those made at University/College/School/Research Institute level.

Those engaged in management and leadership roles such as Head of School; Director of Research Institute; College Dean; International Lead should outline your achievements against University/College/School/Research Institute Operational Plan/Goals as appropriate for the time period under review, including the management and development of your team(s).

• Select your key contributions to leadership and management within the context of your role. Focus on key activities and the results of those activities highlighting key achievements, successes and challenges, as appropriate.
• To what extend do you provide guidance/ advice/mentoring to students or junior colleagues?
• How have you supported new colleagues through their induction as new members of staff?
• How have you supported the implementation of University and College led activities within the School/RI?
• Consider your contribution to development and / or implementation of school/college/RI strategy?
• How have you made an impact in student recruitment, partnership development and what activities can you detail which demonstrate your contribution to widening participation?

ESTEEM

• Have you received guest speaker invitations to national/ international events or Higher Educational Institutions external to the University?
• What has been your level of involvement in peer review publications/grants?
• Have you achieved recognised status within professional bodies e.g. Fellowships / holding of honorary posts/ reviewer for research bodies?

What are your top 4 indicators of esteem since 1 July 2015 e.g. prizes won, plenary lectures, invited talks, election to distinguished bodies, etc.
CONTINUOUS PROFESSIONAL DEVELOPMENT / CAREER PLANNING:

Please detail how this has supported you in your job role and the achievement of your personal development plan.

Consider the broad range of learning and development opportunities you have experienced within the review period. This may be through a formal, more traditional session through to on-the-job experience/s and/or expanding your experience or knowledge through new tasks/projects, attending events, etc.

- What did you do to develop yourself over the past review period?
- Have you attended any courses offered through your College/School/RI/Service? Or through Employee and Organisational Development? Or through an external course provider?
- Have you received any mentoring or coaching within your role?
- Have you been involved in any teambuilding events?
- What University events have you attended?
- Have you been involved in any committee work or project work which has resulted in increased knowledge or new approaches to working?
- Highlight anything which you have been involved in which is outside your standard job role which has resulted in you acquiring new skills.

Planning ahead for professional and career development is a key aspect of PDR. Reviewees should form a view on their key priorities for areas of development with a clear link to their job performance and career development. Development is a negotiated and agreed aspect of PDR.

- Consider your job role, opportunities, anticipated changes and challenges.
- Consider feedback you have received over the past review period, areas you would like to develop further and areas of interest.
- What can you do to develop yourself in the forthcoming year which will support your development and career progression?
- Consider a range of learning and development and build in on the job experience in your plans.
- In line with your professional development objectives, what opportunities are there to get involved in College wide initiatives or University working groups?
- Could attendance at a formal course meet your development needs? Would mentoring or coaching be available to you and help you within your role?
- Are there any University events which you could attend?
- For conferences / seminars, what are the key outcomes / objectives you would like to achieve?
- How would mentoring others benefit you and your career development?
- Could you get involved in committee work or project work which will develop your knowledge or provide new approaches to working?

This is an opportunity to share your thoughts on key aims and other relevant plans that would be useful to discuss with your reviewer.

- Looking beyond the forthcoming year what are your longer term career plans?
- What needs to happen to help you to fulfil these plans?
- Reflect on activities you may wish to pursue which relate to broadening your experience in your current role or which will provide you with opportunities leading to career progression.
- Identify areas which will develop your experience and raise your profile.

OBJECTIVES AND PLANNING AHEAD

Reflect on the objectives that were set during your last PDR. You may find it useful to think about your successes and achievements along with any challenges you faced.

- Provide an overview of your progress and your achievements.
- What progress you have made towards achieving each of your objectives or standards (where appropriate)?
- What successes and targets have you met? Include details of qualitative and quantitative information.
- What steps have you taken to meet deadlines?
- What challenges or obstacles did you encounter and how did you overcome these?

It is important to give some thought to key areas for contribution for the forthcoming review period.

- Overall, objectives should encompass the broad range of areas for focus for an academic, as relevant.
- Consider reviewing local strategic plans and/or operational plans which may give clarity on priorities and opportunities.
- All objectives should be formatted into the SMART format.

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.

Full descriptions of performance assessment levels are available here – Performance Assessment Levels.