

**Performance & Development Review Form**

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| **Name of Reviewee:** | | **Role Title:** |
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| **Name of Reviewer (Line Manager):** | | **Role Title:** |
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| **Period covered by the review:** | | **Date of Review** |
| **From:** | **To:** |  |
| **Date for Mid-Year Review:** |
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The [Hallam Deal](https://blogs.shu.ac.uk/hallamdeal/?doing_wp_cron=1521037581.4430229663848876953125) sets out the University's commitment to you and what the University expects in return. The Performance & Development Review (PDR) supports that two way commitment, through recognising your achievements and setting out clear and focused objectives.

The purpose of the Performance & Development Review (PDR) is to align your personal performance and development with that of [Transforming Lives](https://portal.shu.ac.uk/departments/bis/pt/PIP/PIPW1/Portfolio%20Stakeholder%20Engagement%20%20Comms/Strategy%20-%20final.pdf). Through the introduction of the Academic Careers Framework (ACF), Transforming Lives has been translated into a set of indicators that show the contribution academics can make in order to develop a successful career and help Sheffield Hallam realise its ambitions.

The PDR enables you and your manager to have meaningful conversations about your contributions and achievements, development and career ambitions. It also considers the future, identifying priorities and setting out SMART[[1]](#footnote-1) objectives, as well as development needs for the year ahead and your future career progression. The PDR is complemented by regular one-to-one discussions and aids self-reflection.

The [Performance & Development Review Toolkit](https://blogs.shu.ac.uk/shupdreviewtoolkit/?doing_wp_cron=1522832680.6540420055389404296875) provides you with information and helpful resources when preparing for your review.

If you require any further assistance accessing these documents or have specific requirements (e.g. large print format) please contact the People Development Team on ext. 3948.

**Section 1: Review of the Last Review Period - Work, Professional & Career Objectives**

*This section is for you to provide evidence demonstrating achievement against your review objectives during 2018/19, which will then be discussed at the review meeting with your manager. When reflecting on last year's objectives please refer to the* [*Academic Career Framework (ACF)*](https://blogs.shu.ac.uk/acf/) *which translates Transforming Lives into a set of indicators that show your expected contribution. Dependent on your role, emphasis on each of these areas may alter to a greater or lesser extent. Additional forms of evidence are also useful. Guidance is provided in the Performance & Development Review Toolkit.*

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| **Please note your personal contribution considering the** [*Academic Career Framework (ACF)*](https://blogs.shu.ac.uk/acf/) |
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**Section 2: Summary of Overall Performance & Achievements**

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| **Reviewee** | *Use this space to capture anything that you are proud of that you haven't captured in section 1 that demonstrates more broadly your personal contribution to the four pillars of Transforming lives and reflect on the type of work you would like to be involved in next year.* |
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| **Reviewer** | *Use this space to record progress you have seen, identify future expectations, support provided and any other feedback you would like to give your member of staff.* |
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| **Academic Probation Summary (Only applicable to those during probation)  Please answer the following questions:**   * Is the employee currently making satisfactory progress against the objectives and expectations? * Is the employee on track to complete their probationary period successfully? (If no to either of the above, please provide further details of the issues/concerns and the measures to be put into place to address these). | |

**Section 3: Completion of required university training/and specialist subject/professional requirements to maintain good standing**

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| **Description** *- Please note the dates of mandatory training or any role specific training below.*  *All the following mandatory training should be completed every 2 years:*   * *DSE, Fire Awareness & Prevent (accessed through* [*BeOnline*](https://shu.awaken-be.com/)*)* * *Unconscious Bias & Equality Essentials (accessed* [*here*](https://sheffieldhallam.sharepoint.com/sites/3005/development/SitePages/elearning.aspx)*)* * *Recruitment & Selection - Chairs of Panels (accessed* [*here*](https://my.corehr.com/pls/coreportal_shup/cp_por_public_main_page.display_login_page)*)* | **Status Completed Yes/No** | **Date Completed** | **Review Date** |
| DSE Workstation Training & Self-Assessment |  |  |  |
| Fire Awareness |  |  |  |
| Prevent |  |  |  |
| Unconscious Bias 1 (all staff) |  |  |  |
| Unconscious Bias 2 (specific to those in a management role or have responsibility for recruitment) |  |  |  |
| Equality Essentials |  |  |  |
| Recruitment & Selection - Chairs of Panels |  |  |  |
| Peer review & enhancement |  |  |  |
| *All staff undertaking research must complete an updating or continuing personal development (CPD) activity annually (Concordat for Research Integrity requirement)* |  |  |  |
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**Section 4: Annual Work Objectives 2019/20**

*Use this space to identify and agree future work objectives with your manager. These activities will contribute to the achievement of your department or research centre business plan and be clearly aligned to the values underpinning* [*Transforming Lives*](https://portal.shu.ac.uk/departments/bis/pt/PIP/PIPW1/Portfolio%20Stakeholder%20Engagement%20%20Comms/Strategy%20-%20final.pdf) *and may be shared within your team. You should use the* [*Academic Career Framework (ACF)*](https://blogs.shu.ac.uk/acf/) *to inform the objective setting in terms of both ensuring you are meeting the expectations in your role as well as your future career ambitions. Focus on 5 or 6 with a maximum of 8 individual SMART (specific, measurable, achievable, relevant and time-bound) objectives to enable the reviewee to achieve required performance in their role. All members of staff must*

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| **Objective** | **ACF Strand(s)** | **Timescale** | **Outcome Expected** |
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| ***Equality, Diversity & Inclusion Objective:*** |  |  |  |
| ***Please use this space to note any amendments made in your mid-year review*** | | | |
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**Section 5: Career, Professional & Development Aspirations**

*Identify any areas of strength and development and agree professional objectives to support this (in the context of budgetary availability and authorisation considerations). For the purpose of the Research Concordat, staff undertaking research should also include CPD activity. These will be shared with the Head of Department/Head of Research Centre and other faculty leadership team members where appropriate to enable a training and development plan to be developed.*

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| **Development Objective** | **Timescale** | **Resources/support needed including outcome to be achieved** |
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**Section 6: Record of new Publications, Conferences, Training and Development during the review period** *(to include date and details). You may find it easier to attach an up to date CV and/or data from other sources.*

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1. *Please see Guidance for Setting SMART Objectives in the toolkit.* [↑](#footnote-ref-1)