



UNIVERSITY OF
WINCHESTER

Individual Review and Development Scheme

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Summary:	<p>This document provides guidance and process information in the regulation of staff to student and staff to staff relationships. It outlines areas where such relationships are prohibited and where they must be declared, the process through which this is achieved and the consequences of a breach of this policy.</p>

Individual Review and Development Scheme

1. Scope and Purpose of the Scheme

- 1.1. This scheme applies to all staff once they have satisfactorily completed their probation period. Partaking in the individual review and development scheme is both the right and responsibility of each member of staff at the University.
- 1.2. Our commitment to yearly individual review and development meetings is founded on the belief that all members of staff have an opportunity for detailed discussion of their personal development and career goals, and to feel valued, along with a right to a clear understanding of their department's expectations of them, and an opportunity for detailed discussion of their contribution to the achievement of departmental and institutional goals. Individual review and development is designed to facilitate effective two-way communication and is a key mechanism for identifying training and development needs and ensuring that they are met.
- 1.3. The Individual Review and Development Scheme (hereafter referred to as IRDS) aims to:
 - a) review and meet the developmental needs of staff in line with our institutional values and strategic priorities
 - b) enhance the work of the department and the success of University of Winchester through assisting individuals to develop to their full potential
 - c) identify strengths and development needs and enable discussion of career aspirations
 - d) review an individual's progress in relation to operational goals and objectives and agree future operational goals and objectives
 - e) enhance communication within department
- 1.4. Staff review should also reinforce awareness of our sustainability goals and equality, diversity and inclusion (EDI) policies and staff responsibilities in relation to these. Consideration of how sustainability and EDI issues can be central to the planning, development, implementation, monitoring and review of both the work of the Department and the individual member of staff should be built into the process. It should acknowledge the contribution staff have made through service on the University's sustainability agenda, EDI networks and advisory groups as a key enabling activity to encourage personal development outside the parameters of their job role.

2. Frequency and Timing of the Review

- 2.1 All staff reviews should be conducted on an annual basis.
- 2.2 It is the responsibility of the Dean/Director/Head of Department to ensure that all staff in their department are reviewed in line with this scheme. Deans and Directors will have oversight of this and report completion rates to Staff Development for The Board. The first review will take place no later than 6 months following the satisfactory completion of probation. The reviewer and reviewee should agree a mutually convenient time to meet,

such that both parties have sufficient time to prepare for the meeting.

- 2.3 Staff transferring to a position in another department should have an outgoing individual review prior to starting the new position.

3. Reviewers

- 3.1 Academic staff will normally be reviewed by the Head of Department or by the Dean where pertinent to their role - for instance members of the Professoriate or FADC Chairs. The Dean will review Heads of Departments and the Deputy Vice Chancellor will review Deans. Professional Services staff will normally be reviewed by the line manager to whom they report and who assigns and is accountable for their work. Exceptionally, a member of staff may question the appointment of their reviewer if they feel that their choice is inappropriate or that they are insufficiently aware of their work. Where appropriate, the Director of Human Resources will identify an alternative reviewer in consultation with the Dean or appropriate line manager within the Senior Management Team.
- 3.2 All reviewers must have completed appropriate training. Staff Development will keep records of all reviewers who have completed appropriate training. Training includes advice regarding sensitivity to equality and diversity issues.

4. The Review Process

- 4.1 The review process is most beneficial when it generates an open and honest joint review of past achievements, future goals and the assistance and support needed to achieve them. Thorough preparation by both reviewer and reviewee is very important. Sufficient time should be set aside for the meeting and the reviewer should ensure that a suitable room or virtual meeting space is available, which offers privacy and freedom from interruption.

5. Preparation

- 5.1 Prior to a round of staff review meetings, the Dean or Director should ensure that all reviewers have been trained and are aware of any departmental plans, objectives and priorities for the review period that will affect staff.
- 5.2 Part A of the review document is designed to facilitate preparation for the review meeting and is to be completed by the reviewee and submitted to the reviewer no less than five working days before the review meeting is due to take place. In completing Part A of the form reviewees should consider the key tasks successfully undertaken since the last review (in light of the aims and objectives for that period), their strengths and any new skills they might need in the context of the challenges likely to be encountered in the coming year.
- 5.3 Staff should consider the skills they need to develop in light of the expectations contained in the University of Winchester Strategic Vision 2030 and their department's Key Performance Indicators where available. They should also consider whether the support, training and development that has been provided by their manager or colleagues has enabled them to do their job effectively, and any general points they would like to discuss that they feel would lead to enhanced efficiency.
- 5.4 Prior to the meeting, the reviewer should read Part A of the review document and accompanying paperwork. They should also give consideration to the individual's achievements and contributions to the work of the department since the last review, their strengths and any new skills they might need in light of their likely range of objectives for the review period.

6. Review Discussion

- 6.1 The discussion should include any changes to the individual's job (either over the last year or foreseen in the coming year) and a review of workloads and working arrangements. The reviewer and reviewee should ensure that any areas of significant stress and/or anxiety are identified. The discussion should also cover any working practices within the department, Faculty or University that have affected the work and effectiveness of the reviewee. The reviewee's career aspirations should inform the discussion.
- 6.2 The review discussion should center on the work of the reviewee in light of their major responsibilities over the review period. Progress against objectives set at the last review should be examined and if objectives have not been met or have changed, the reason for this should be discussed. If this is the first meeting after the successful completion of probation, written objectives may not already be in existence. Objectives for the forthcoming review period should then be discussed and agreed.
- 6.3 Objectives must be sufficiently specific to be assessable (either quantitatively or qualitatively), must be relevant to the postholder's work and be achievable within an agreed period. It is acknowledged that, due to changed circumstances or priorities, objectives may change within the review period. Objectives should be updated, in discussion and agreement between manager and employee, at the time the change occurs.
- 6.4 Operational goals and objectives set must be within the legitimate expectation of reviewee's role and it is expected that goals set within the legitimate expectation of a role will be agreed by the reviewee. However, reviewers will be mindful of the impact of individual circumstances where possible. A goal which is within the legitimate expectation of a reviewee's role, but not within their existing skill set, must be supported by training. Any unresolved disagreements in relation to operational goals will be determined under section 8.4.
- 6.5 Reviewees may agree to operational goals that extend beyond their role if this is part of a career progression strategy and agreed by the reviewer. Appropriate training and support must be provided in these circumstances.
- 6.6 The review discussion should also consider the reviewee's career aspirations and future plans, such as the undertaking of professional or educational courses. It may be helpful for reviewers to raise awareness of relevant career development opportunities in the department and faculty/ division, including new projects and acting up opportunities.
- 6.7 It is important to ensure that the meeting closes with both parties having a mutual understanding of what needs to be done in the review period, by whom and any follow-up action that is required.

7. Documentation

- 7.1. Part B of the review document should be completed within 10 working days of the meeting and should summarise the content of the discussion and record the objectives that have been agreed. Any action that needs to be undertaken by the line manager or others in the department to facilitate the successful completion of an objective should also be noted. Both reviewer and reviewee should sign the record of the review meeting (part B of the review document), and each will retain a copy.
- 7.2. Part C of the review document should be completed by the reviewer to record any training or development needs required to enable achievement of agreed objectives. After completion by the reviewer, both the reviewer and reviewee should retain a copy of Part C and use it to identify appropriate training and development activities.
- 7.3. This form should not be sent to Staff Development, but retained locally and used as the basis

for discussion and agreement as to how identified training and development needs are prioritised and addressed.

- 7.4. The IRDS form is strictly confidential and must be stored securely within the Department. It should be accessible only to the reviewer, the reviewee, and the reviewer's line manager. The whole report must be available to the reviewer and reviewee for the individual's next review. Where a reviewer leaves their post, the IRDS form will be available to the new person in that post or with line management of the reviewee. If a Dean or another conducts the review (under 3.1 which allows flexibility), the review will be made available to the reviewee's direct line manager.

8. Follow-up

- 8.1 It is essential that follow-up action identified in the review meeting is carried out. Reviewers are encouraged to meet reviewees informally through the year to discuss progress against objectives and the outcome of training and development activity, as appropriate.
- 8.2 Following the review cycle, line managers should ideally meet with the reviewers in their department and, while not discussing individual cases, should consider any broad issues raised within the review process, in particular, staff development needs. Staff development needs not currently met through the University's staff development programme should be communicated to Staff Development.
- 8.3 It is the Head of Department/Division's responsibility to put a mechanism in place that ensures that training needs identified through staff review are followed up. The Head should also agree the priority of the different training needs identified.
- 8.4 In the event of disagreement over the content of part B or C of the review documentation, which cannot be resolved by the reviewee and reviewer, the reviewee should raise their concerns in writing with the reviewer's line manager within 10 working days of the receipt of the completed review document. The attached form should be used for that purpose. Concerns raised about a review undertaken by the Head of an academic department will be considered by the Dean. Concerns raised about a review undertaken by the Head of a professional services department will be considered by the Director. Concerns raised by a review by a Dean or Director will be considered by the appropriate member of Senior Management. The reviewer's line manager/Dean/or member of Senior Management will meet with the reviewer and reviewee to consider the concerns raised. The reviewee may be accompanied by a representative of a recognised trade union or a colleague at such a meeting. The line manager will then advise the reviewee of their decision in writing, as soon as possible.

9. Monitoring of the policy

- 9.1 It is the responsibility of Heads of Department to ensure that the policy is implemented. The Director of Equality and Staff Development will inform Senior Management in cases where reviews are not carried out in accordance with this policy. Anonymised, aggregated, monitoring data in relation to the staff review process will be reported annually to the Human Resources Committee.

10. Links to other policies

- 10.1 The IRDS is not linked to procedures that determine pay, grading or promotion, although staff may choose to discuss their aspirations for promotion and career development with their reviewer.

- 10.2 The IRDS is not a part of the Performance Assistance Policy. Issues of Performance Assistance should be addressed under the Performance Assistance Policy. However, issues of unmet objectives within the review may, in some circumstances, be brought within the Performance Assistance Policy. HR advice should be sought in these circumstances.
- 10.3 If a review is being undertaken during a performance assistance process, the review may note and may prioritise objectives set under the performance assistance process. This will help to ensure that the staff member's priority of reaching performance goals remains clear.
- 10.4 Concerns regarding conduct, performance or training needs identified between review meetings should be discussed when they are identified and should not be left for discussion at the next review session. The IRDS should not be used to address matters that fall within the remit of the Disciplinary Procedure or the Grievance Policy.
- 10.5 It is recommended that all staff have an up to date job description and the opportunity to develop or revise one should be taken either before or immediately following the review meeting. If following revision of a job description the change is felt to be considerable, staff may wish to consider a HERA review. HR can advise on this process.

Section 8.4 Form

Form to be used in the event of a disagreement between Reviewer and Reviewee regarding the content of a completed Individual Staff Review Form.

Reviewee's name

Reviewer's name

Department

Please outline your areas of concern regarding the content of parts B or C of the Individual Review and Development document

Reviewee's signature

date

I note that the above named Reviewee wishes to raise concerns regarding their Staff review

Reviewer's signature

date

Once this form is completed and signed it should be forwarded with a copy of the completed review documentation (parts A, B & C) to the Reviewer's line manager, who will meet with the Reviewer and Reviewee (who may be accompanied by a colleague or Trade Union Representative) and consider the Reviewee's concerns.