



Staff Development, Performance, Review and Appraisal Policy

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1. Overall Aim

- 1.1. The overall aim of this policy is to improve service to learners and other clients by linking review of individuals' past performance with plans for future organisational and individual development. This will maintain and enhance the quality, morale and motivation of staff and reconcile their professional interests with those of the organisation its learners and clients.
- 1.2. The policy aims to link individual and organisational needs by assessing past performance and future development potential. This will involve:
 - Reviewing past performance.
 - Recognising an individual's achievements and contributions.
 - Identifying an individual's strengths and weaknesses.
 - Setting feasible performance objectives.
- 1.3. Appraisal meetings will take place once in a year and will draw together all elements of the appraisal process including, where appropriate, learner feedback and observation of the teaching process. A formal review of the action plan takes place to update it, discuss progress and agree any additional support required.

2. Appraisers Will:

- 2.1. Assist individuals with their own development within the institution.
- 2.2. Discuss and agree development needs and consider professional aspirations.
- 2.3. Identify changes that would help towards improvements in performance, individually or collectively.
- 2.4. Help staff evaluate their own effectiveness at work, identifying areas of strengths and considering where improvements can be made.

3. Staff Members Should

- 3.1. Keep a personal record of achievement, with a regularly updated curriculum vitae (CV) forming a public part of that record.
- 3.2. Maintain a continuing professional development plan including agreed objectives. This will be essentially self-managed but subject to joint review by appraiser and appraisee.
- 3.3. Participate in a process of appraisal (including the observation of the appraisee's work).

4. Benefits to Staff

- 4.1. To provide a context for constructive evaluation of individual performance.
- 4.2. To ensure a systematic basis for development and training.
- 4.3. To provide an opportunity for staff to discuss their problems and aspirations openly with their managers.
- 4.4. To enable staff to review their own performance and to clarify organisational needs and priorities.

- 4.5. To enhance job satisfaction.
- 4.6. To assist in the realisation of individual potential.

5. Benefits to the Organisation

- 5.1. To achieve the stated organisational objectives.
- 5.2. To underpin, support and enhance the quality of the learning experience.
- 5.3. To maintain and develop the relevance of existing expertise.
- 5.4. To improve communications and promote positive professional relations.
- 5.5. To create a sense of identity and motivation in members of staff.
- 5.6. To increase efficiency, effectiveness and general competence.

6. What Staff Should Expect from Courage Consultants UK Limited

- 6.1. Each member of staff has the right to expect to receive staff development entitlements which give opportunities to:
 - 6.1.1. Be inducted into the organisation and understand its ways of working including what contribution that individual is expected to make;
 - 6.1.2. Be supported to develop the competence and capability for which the member of staff has been employed;
 - 6.1.3. Have the opportunity to develop new competencies and capabilities of relevance to the individual's employment, and which enhance career prospects and lifelong learning both within the organisation and outside of it;

7. What Courage Consultants UK Limited Expects from Staff

- 7.1. The Courage Consultants UK Limited has the right to expect that each member of staff, as part of the individual's contractual obligations, will:
 - Develop his/her competence and capability;
 - In collaboration with the line manager, participate in the organisation's staff development and appraisal process which includes opportunity for appropriate on-going support, undertaking an annual review of the individual's past development and identification of plans for the future;
 - Take personal responsibility to update specific expertise on a regular basis, and as appropriate to the nature of the individual's post;
 - Contribute to team staff development where appropriate;
 - Keep a record of his/her staff development activity.
- 7.2. A Newly Appointed Staff Member Will:
 - Undertake an induction programme and induction training.
 - Receive the support of a senior staff.

- If undertaking teaching/training roles will be encouraged in obtaining a teaching qualification.
- Receive an annual appraisal to discuss their personal development needs.
- Staffs will be encouraged to undertake appropriate training to ensure they are able to develop individual skills needed to meet their personal targets and objectives.

7.3. What Will the Annual Appraisals Will Include:

- Reviewing past performance
- Recognising an individual's achievements and contributions
- Identifying an individual's strengths and weaknesses
- Setting feasible performance objectives

7.4. The appraisal meeting provides an opportunity to discuss and receive feedback about achievements but the appraiser also has a responsibility to raise concerns, where they exist, and to agree with the appraisee the action needed. The appraisal meeting should not contain any surprises but should bring together any issues that have already been raised in the ongoing discussions between appraiser and appraisee.

7.5. If areas for improvement have been discussed during the appraisal meeting then an agreed action plan should be implemented and the progress made should be considered by the appraisee and appraiser at the interim review meeting, or it may be appropriate to set a shorter review period and hence meet sooner. If at the time of the review meeting there is evidence that progress is being made then further action is unlikely to be necessary.

8. Performance Reviews

8.1. Caseload reviews will be undertaken bi-monthly for all tutor/assessors and IQA's. Reviews will be undertaken with Head of Division Adult Learning, Research and Enterprise. The review will be used to review targets relating to duties contained in the individual's caseload.

8.2. Targets should consist of:

- Clear statements that define the nature, scale and timeframe of the target.
- Any professional development that is required in order for the target to be achievable for the individual should also be considered and agreed with a date for provision that allows sufficient time for the performance target to be achieved.

8.3. It is the responsibility of the individual to ensure actions are completed on time.

8.4. Where an individual is deemed to be underperforming after two consecutive meetings the Head of Division Adult Learning, Research and Enterprise shall escalate this to the Chief Executive. The Chief Executive will then consider further action which may result disciplinary action.

9. Appraisal and Planning

- 9.1. It is essential that inputs to appraisal and the outcomes of appraisal link to the organisation's planning process. Hence before the appraisal meeting takes place appraisers should ensure that they have an understanding of the organisation's plans and commitments, and how these impact on individual review and the setting and agreeing of performance/development actions.
- 9.2. The Chief Executive and Director of Studies has a responsibility to ensure that:
- The timing of the appraisal round and its relationship to the planning process is articulated to appraisers and appraisees
 - Both appraisees and appraisers are sufficiently aware of the organisation's long and short term objectives
 - They have considered how the appraiser will be able to reconcile the need to be able to commit resources, make decisions etc. in relation to the appraisee against the need to co-ordinate resource allocation, prioritise development etc.

9.3. Preparation for the Appraisal Meeting (Appraisee and Appraiser)

- 9.3.1. The appraisal process is seen as a joint exercise in which contribution from both appraiser and appraisee is critical to the successful operation of the scheme.
- 9.3.2. Careful preparation by both parties is essential in achieving constructive and meaningful appraisal. This is founded on self-evaluation by the appraisee but the process will not be successful unless the appraiser can also make an accurate and informed contribution. The appraiser should therefore gather information such as learner feedback, performance data and quality assurance activities such as observations of teaching and learning and use this information to inform the appraisal outcome.
- 9.3.3. The appraisee will be expected to provide a written review of their performance prior to the appraisal meeting.
- 9.3.4. When Doing This The Appraisee Might Wish To Consider The Following Questions;
- What have been the main achievements?
 - What part of the role has given the greatest satisfaction?
 - What part of the role has given the least satisfaction? Is there something that could be done to overcome this?
 - Are there problems or difficulties which prevented the appraisee from achieving what was intended?
 - Have those problems been overcome?
 - What things can be done by others to help improve performance?
 - What will be the main goals for the next appraisal period?
 - What development needs are there?
 - What career development issues are there?
 - The appraisee will also be required to provide an updated CV

- The appraiser will be required to provide the appraisee with feedback at the appraisal meeting and subsequently to confirm this discussion by completing the Record after the appraisal meeting

9.4. Conduct of the Appraisal Meeting

- 9.4.1. It is intended that the meeting should be a thorough and well-structured review carried out in a positive manner. The discussion should be as full and frank as possible so that the conclusions reached are clear to both parties. Thus an agenda should be agreed at the start of the meeting. All issues should be tackled in as constructive a manner as possible.
- 9.4.2. There may be a legitimate difference of view but a positive appraisal meeting provides an opportunity for tackling such issues in a constructive way.

9.5. Agreement of the Appraisal Action Plan

- 9.5.1. The discussion at the appraisal meeting will include the action plan for the forthcoming period. The intention is to reach agreement on a number of objectives (four to six will be the usual number). When discussing and setting objectives the following should be considered:
- 9.5.2. objectives should have clear outcomes and these should be measurable or observable as far as possible
- 9.5.3. objectives may also be developmental and hence should state the training and development support that can be made available
- 9.5.4. timescales should be agreed
- 9.5.5. objectives should be fully aligned with Institution objectives

9.6. Completion of the Appraisal and Development Record

- 9.6.1. After the interview the appraiser completes the appraisal record. This should be a succinct commentary of the key elements of the discussion. This should record both agreement and disagreement. This should also contain the records of the discussion about the appraisee's longer term aspirations as well as the agreed action plan. The latter should include any resource implications of the action plan.
- 9.6.2. A CPD worksheet will be maintained to help track ongoing CPD for all staff. This will set out and monitor compliance towards the organisation's CPD requirements for staff and is likely to include a minimum requirement of:
- 9.7. For All Staff Appropriate To Their Role:
- Organisation policy and procedure training
 - Health and safety in the workplace
 - Annual safeguarding training e.g. Online ETF courses
 - Annual Prevent training e.g. Online ETF courses
 - Take part on all ongoing CPD support
- 9.8. For Assessor/Tutors They Will Be Expected To Maintain Their Professional Teaching Practice. This Must Include As A Minimum:

- Assessment qualifications
- Teaching qualifications e.g. At least level 3 education and training qualification or equivalent
- Relevant quality assurance qualifications if carrying out verification of assessment practice
- Up to date sector knowledge

10. Ongoing Review of the Action Plan

- 10.1. After the completion of the appraisal record the appraiser and appraisee the progress of the action plan will be discussed during performance management meetings.

11. Confidentiality

- 11.1. Confidentiality is important to foster an open dialogue and the requirement for confidentiality covers all parties. This relates both to the discussion at the appraisal meeting and the access to the completed appraisal documents.
- 11.2. The appraisal documents will be restricted information held in a secure location in the organisation and accessible only to the appraisee and appraiser and the Chief Executive or his/her nominee.

12. Appeal Process

- 12.1. Agreement on all points is not an essential requirement and disagreements can be recorded on the form as such. Where there is serious disagreement (for example one so fundamental as to prevent agreement on an action plan and staff development needs) then the appraisee can appeal to the Chief Executive.

13. Monitoring and Review

- 13.1. This policy may be amended by Courage Consultants UK Limited at any time and will be reviewed annually to ensure it is fit for purpose. Any revisions will be reported to the Academic Board for approval and noted by Courage Consultants UK Limited Executive Board. Any issues related to the monitoring and review of this policy, please contact courage@courageconsultants.co.uk

14. Data Protection and Confidentiality

- 14.1. Courage Consultants UK Limited is registered with the Information Commissioner's Office as a Data Controller. Details of the School's registration are published on the Information Commissioners website. Courage Consultants UK Limited as a Data Controller shall implement appropriate technical and organisational measures to ensure that processing of personal information is performed in accordance with the UK General Data Protection Regulations (UK GDPR) and under the Data Protection Act 2018 (DPA).
- 14.2. Courage Consultants UK Limited recognises that all matters relating to safeguarding will only be shared with individuals who need to be made aware of the situation to appropriately discharge Courage Consultants UK Limited's responsibilities and duty of care. All Courage Consultants UK Limited staff must be aware that they have a responsibility to immediately

disclose information which, if not shared, may compromise a student's safety or welfare. All Courage Consultants UK Limited staff will be fully supported by the Courage Consultants UK Limited Prevent/Safeguarding Officer.

15. Alternative Format

- 15.1. This policy can be provided in alternative formats (including large print, audio and electronic) upon request. For further information, or to make a request, please contact: courage@courageconsultants.co.uk