



# Personal Development and Performance Review

Professional Support Services and Technical Services

## Contents

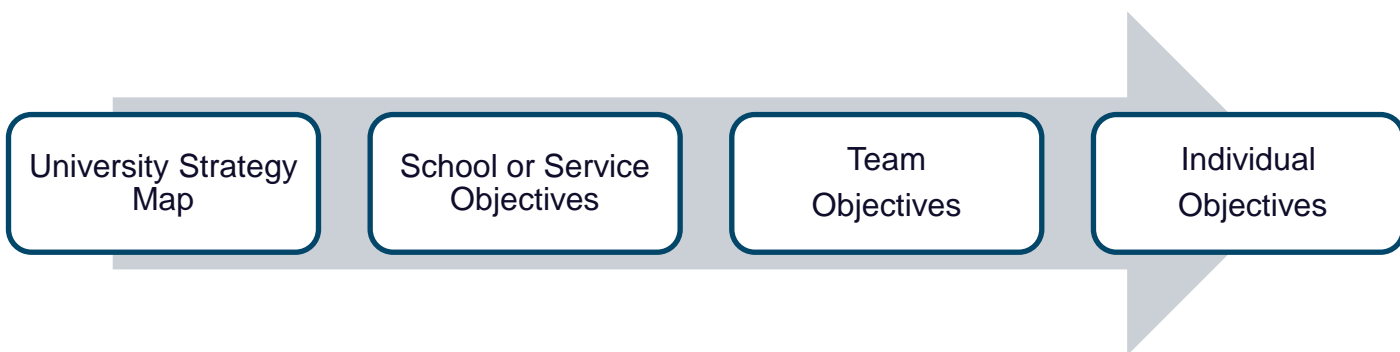
|  |   |
|--|---|
| Introduction.....  | 3 |
| Aligning our Strategy Map with Objectives .....                              | 3 |
| What is the purpose of the PDPR? .....                                       | 3 |
| Key roles and responsibilities.....  | 4 |
| What is the role of the reviewee?.....                                       | 4 |
| What is the role of the reviewer?.....                                       | 5 |
| What is the role of the reviewers' line manager? .....                       | 6 |
| What is the process?.....  | 7 |
| How are performance objectives rated? .....                                  | 8 |
| Which form should I use?.....  | 8 |
| What should I do if I am uncertain about completing the form?.....           | 8 |
| Who has access to my PDPR and how is confidentiality maintained? .....       | 8 |
| What learning and development is available to support me with my PDPR? ..... | 8 |

## Introduction

Our [University Strategy Map](#) aspirations will be achieved through aligning the performance, development, and behaviours of our people. The Personal Development and Performance Review (PDPR) is designed to be a transparent mechanism for setting objectives, identifying development needs, reviewing work progress, and embedding our values.

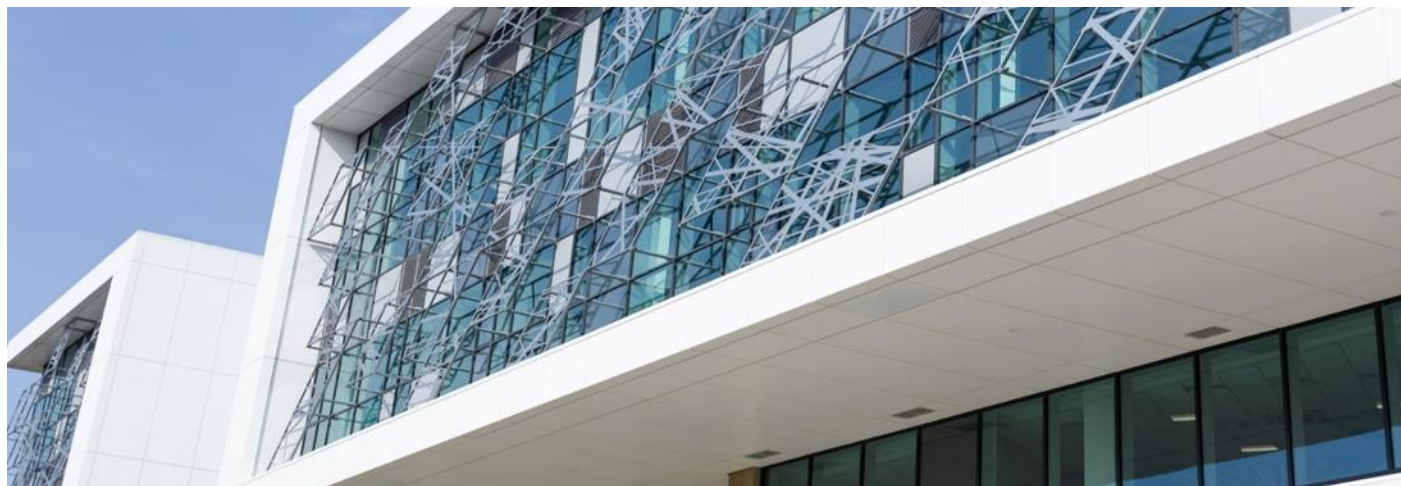
Our values and behaviours apply to all staff, and we expect everyone in our University community to embrace them, helping to create a fantastic, vibrant workplace culture. To find out more have a look at our [Values, Behaviours and Engagement website](#).

## Aligning our Strategy Map with Objectives

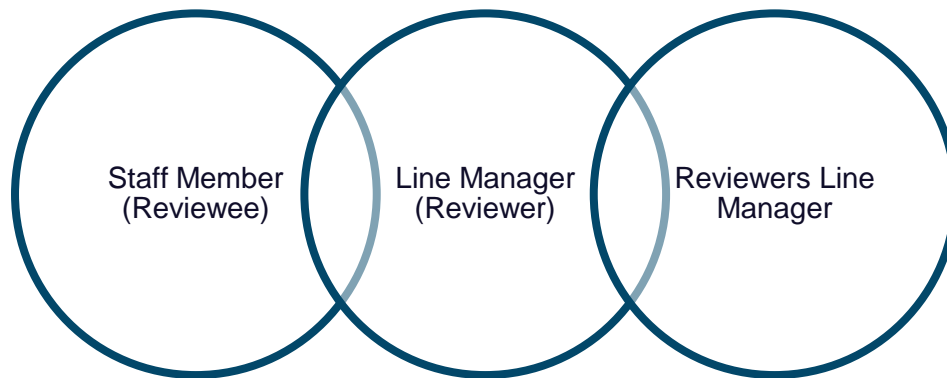


## What is the purpose of the PDPR?

The PDPR provides a 'formal' opportunity for staff to stand back from their day-to-day activities and discuss what they feel to be their main achievements over the last 12 months, their performance and career aspirations in general, and to make plans for the year ahead and beyond. It should be a constructive two-way discussion and a way of ensuring staff understand how their performance is directly linked to our University's strategic objectives and the related goals for the year ahead.



## Key roles and responsibilities



### What is the role of the reviewee?

- ❖ actively engage in the PDPR process. This is especially important as there is an emphasis on self-appraisal and reflection, which ensures that staff have a major role in determining their own objectives and development.
- ❖ identify activities that will address their learning and development needs. Both the reviewer and the reviewee are responsible for ensuring development plans are implemented and remain relevant by means of regular reviews throughout the year.
- ❖ seek clarification from the reviewer if they are unclear about their objectives, and what evidence needs to be produced to demonstrate their achievements.
- ❖ complete all relevant documentation within the agreed timescales.
- ❖ undertake relevant PDPR training.

**NB:** PDPR arrangements for new staff members should be managed within our University induction/probation process or through other review processes which may have been operating.

**NB:** PDPRs are normally conducted by the line manager. Only in exceptional cases would this not be the case, and the reviewee would need to provide objective evidence to support the belief that they would not receive a fair PDPR from their line manager.

## What is the role of the reviewer?

- ❖ agree SMART objectives and a development plan for the year ahead, considering School or Service priorities, workload, and any potential career aspirations of the reviewee.
- ❖ facilitate a constructive, two-way open discussion, which acknowledges and celebrates successes, provides constructive feedback, explores any support staff may need (including wellbeing, disability, and accessibility) and identifies areas for development and progression.
- ❖ arrange the PDPR meeting. This should also be supported by regular ongoing discussions throughout the year to allow for consistent feedback on performance and progress, ensuring the original objectives are still appropriate and achievable. This is also an opportunity to identify any further support and resources that may be needed.
- ❖ complete all relevant documentation within the agreed timescales.
- ❖ if needed, undertake relevant PDPR training.
- ❖ ensure staff achievements are recognised and celebrated.

**NB:** Any concerns or issues about performance should be discussed as they arise - the PDPR is not the place to raise such concerns for the first time but can be discussed with the reviewee as part of their ongoing review/dialogue throughout the year.

**NB:** If the reviewee raises issues that the reviewer feels are outside the scope of a PDPR, they have the option to discuss possibly postponing the PDPR, depending on the severity of what has been disclosed, or carry on with the PDPR but schedule another meeting to address the issue.



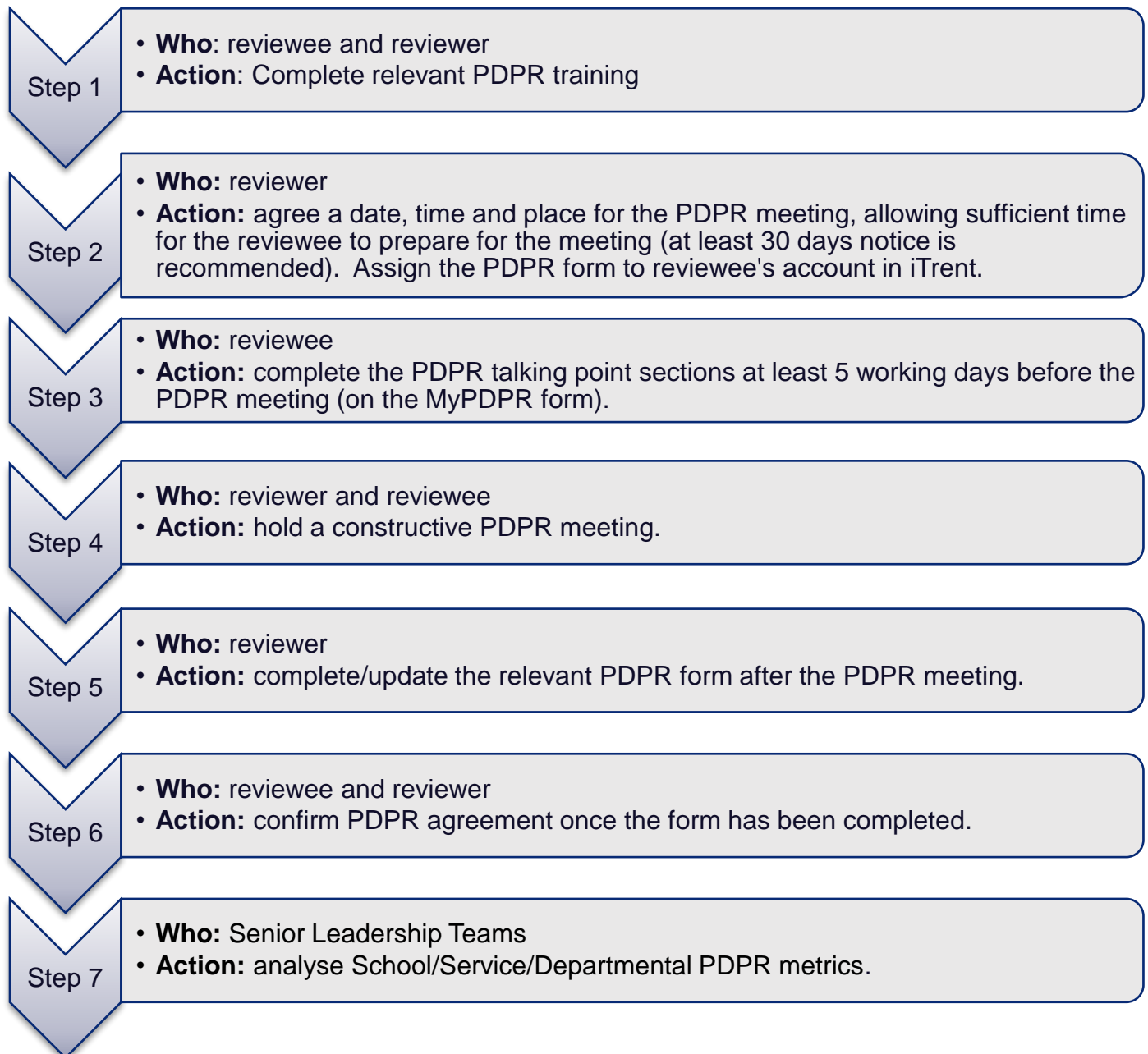
### What is the role of the reviewers' line manager?

- ❖ manage any issues or concerns with the PDPR process, and brief reviewers regarding the School or Service plans and priorities for the next 12 months and beyond.
- ❖ ensure all reviewers have undertaken appropriate training.
- ❖ ensure all PDPRs have been completed.
- ❖ Ensure SMART objectives are being set, and in line with Departmental/School/Service plans and priorities.
- ❖ consider any difference of opinion raised by either the reviewer and reviewee and work with both parties to reach a mutually agreed outcome.
- ❖ ensure staff achievements are recognised and celebrated.

**NB:** Senior Leadership Teams are expected to analyse relevant School/Service/Departmental PDPR metrics such as completion rates, the type of objectives that are being set, objectives ratings, talent mapping and development planning. This information will not identify any individual staff members.



## What is the process?



## How are performance objectives rated?

Rating performance should be relatively simple, as all staff should have measurable performance objectives as part of their PDPR. Our clear and simple performance ratings scale, outlined below, helps provide consistency, fairness, and transparency.

| Performance Rating        | What does this look like?  |
|---------------------------|--|
| Met Objective             | Objective fully achieved, supported by appropriate evidence.                     |
| Partially Met Objective   | Evidence supports that some, but not all aspects of the objective have been met. |
| Not Met Objective         | Most or all dimensions of the objective have not been met.                       |
| Objective Removed/Amended | Objective is no longer applicable or has been significantly amended.             |

## Which form should I use?

Although everyone must complete similar PDPR forms, on MyHR and iTrent, there are some minor differences between job roles and additions for people managers who must also evidence how they demonstrate the competencies outlined in the Huddersfield Leader.

## What should I do if I am uncertain about completing the form?

If you are uncertain about any areas of the PDPR process, you should discuss this with your line manager in the first place. You can also contact a member of the HR People and Organisational Development team for further support.

## Who has access to my PDPR and how is confidentiality maintained?

- ❖ As with all personal data affecting staff, the outputs from the PDPR process will be treated in a confidential manner, and in accordance with the General Data Protection Regulations.
- ❖ Only the reviewee and reviewer will have access to the full PDPR form via MyHR and iTrent.

## What learning and development is available to support me with my PDPR?

The success of the PDPR process depends largely on how effectively the reviewer and reviewee participate in the PDPR process. There are several resources, guidelines, and training sessions available through the My PDPR [webpage](#).



