

STAFF APPRAISAL POLICY

1. Preamble

This policy exists to ensure a discussion of performance, development and training needs and is formally recorded on at least semester basis in order to facilitate the continuous improvement of both the College and the individual.

The appraisal shall provide the framework for regular reviews of past performance and the planning of future performance.

2. Purpose/Objectives

The purpose of this Staff Appraisal Policy is to plan, develop, support and motivate performance in the current post and to ensure highest possible standard. Professional training and career development plans naturally emerge from this process.

The specific objectives of appraisal for teaching and non-teaching staff are:

- To review the previous semester's/year's achievements and discuss any future training, development and career planning relevant to the individual and the College.
- To provide guidance or training and development needed to enhance future performance and professional capabilities.
- To identify and develop plans to realise potential for career advancement or for increased responsibility
- To review and to share feedback upon performance achievement/outcomes against agreed objectives and plans
- To plan future performance by agreeing on individual objectives, plans, and priorities, and to harness ideas which will contribute to the enhancement of team, Department/College performance.

In support of this policy, it is expected that both teaching and non-teaching staff will participate in the appraisal process positively and constructively.

3. Scope/Application

This appraisal scheme applies to all members of staff of the College, namely: both Teaching and non-Teaching, both full-time and part-time who are employed on a permanent contract or a fixed-term contract of at least one year's duration.

4. The Policy Statement

This performance appraisal process is designed to evaluate an employee's performance over a specified period of time (semester/year). When the process works well, the employee and his/her supervisor plan together to build on strengths and develop those areas needing improvement.

5. Supporting Procedures

The following procedures shall guide the appraisal process:

5.1 Fair and Objective Appraisal

An important component of appraisal is the objective and fair assessment of performance within the context of specific objectives of the College and the role of the employee. It reflects the positive contribution of employees to the work of the College. **Appraisal will be conducted in a fair and**

transparent manner in line with the College’s Gender and Inclusion Policy on “Non-discrimination”. In this regard, no employee will be unfavourably treated on the grounds of sex, ethnic, disability, religious belief, age or any other irrelevant grounds.

5.1. Inter-personal Approach

All employees will have a semester one-to-one discussion with the immediate supervisor: Heads of Departments and Sectional Heads. The objective will be for parties involved to reflect on crucial issues and identify future developmental needs. Employees are responsible for their own professional development, yet they must feel satisfied with the support received from the College.

5.2. Confidentiality

All issues discussed during the appraisal shall be kept confidential by both the appraiser and the appraisee. Summary of the appraisal report (paperwork or electronic copy) shall be kept in the employee’s file and access restricted to only the Principal or those whose work entitle them access to the records of the appraisal. Failure to keep matters confidential shall lead to disciplinary action.

5.3. Guidelines

The following guidelines shall be followed in the appraisal process:

5.4.1 Persons to Conduct Appraisal

The appraisal shall be conducted by the Quality Assurance Officer (or other appropriate person who has management responsibility over the employee). An appraiser shall be nominated by the Principal. Where appropriate and in agreement with the employee, the appraiser may consult other persons who have worked with the employee or for whom the employee has worked.

5.4.2 Time for Appraisal

Appraisal shall be conducted in line with timetable set in this schedule. Unless otherwise indicated, the appraisal process shall be conducted in the twelveth/thirteenth week of each semester.

5.4.3 Regularity of Appraisal

Each employee will be appraised at least once in every twelve months. This notwithstanding, an appraisal can be conducted when necessary.

5.4.4 Format of Appraisal

The Appraisal format shall be the one attached to this document in respect of each category of staff in the College.

5.4.5 Exceptions to the Appraisal Procedure

For employees who have been absent for three months or more of the appraisal year (due to sickness, maternity leave and other leave), appraisal can be postponed to the most appropriate time agreed upon between the appraiser and the appraisee.

5.4.6 Dispute Arising from the Appraisal

If an employee feels that the feedback received has been unduly negative, then he/she should discuss the concerns further with the Head of Department the reasons for the feedback. If possible the employer should provide evidence for his/her views.

If the employee is unable to resolve his/her concerns in the manner described, he/she may wish to raise a grievance in line with the College’s channel of communication.

**APPENDIX
STAFF PERFORMANCE APPRAISAL FORM**

	U	N	S	A	E	Examples That Support Rating
Job Knowledge/Functional and Technical Skills: -Has achieved required level of knowledge and skills in administrative/professional/advisory procedures -Applies knowledge and skills to meet job requirements. -Keeps up to date in all relevant knowledge and skills areas to meet job requirements.						
Service Orientation: -Actively seeks information to understand staff/students circumstances, problems, needs, and expectations. -Shares information with staff/students to build their understanding of issues and capabilities -Responds quickly to meet customer needs and resolve problems -Seeks opportunities to improve the products and/or services to meet customer needs						
Interpersonal Communication: -Relates well to all people – up, down, and across – internally and externally to the College/Department -Establishes rapport; builds and maintains effective working relationships -Practises attentive and active listening -Uses diplomacy and tact; can diffuse high-tension situations comfortably						
Initiating Action: -Readily takes action consistent with College/Department objectives -Looks for and takes advantage of opportunities to act beyond what is required -Takes independent actions when appropriate -Volunteers readily -Suggests methods and procedures to improve departmental operation						
Organizing and Planning: -Prioritizes multiple activities and assignments effectively and adjusts as appropriate -Determines tasks and secures appropriate resources to get things done -Uses time effectively and stays focused to ensure work is completed -Meets commitments and deadlines consistently						
Quality of Work:						

<ul style="list-style-type: none"> -Accurately and carefully follows processes/procedures for completing work -Ensures a high-quality output of work (resulting in minimal acceptable/zero errors) pAttentive to all details and aspects of a job or process to ensure a complete, high quality output 					
<p>Work Habits:</p> <ul style="list-style-type: none"> -Conducts work within the established (and accepted) College/Department practice -Conducts work according to the established and approved work schedule -Demonstrates professionalism and workplace etiquette 					
<p>Decision Making:</p> <ul style="list-style-type: none"> -Identifies issues, problems and opportunities and determines that action is needed -Probes all relevant sources to better understand problem, issue or opportunity -Analyses information and generates options for addressing issue, problem or opportunity -Chooses appropriate action by evaluating options and considering implications in a timely manner -Involves others as needed to ensure quality and commitment of decision 					
<p>Composure:</p> <p>Maintains effective performance under pressure Copes effectively and develops effective approaches to deals with pressure or stress Presents a positive disposition and maintains constructive interpersonal relationships when under stress</p>					
<p>Leading Others:</p> <ul style="list-style-type: none"> -Inspires and guides individuals toward higher levels of performance -Treats people with dignity, respect, and fairness -Creates a climate in which people want to do their best -Serves as a positive role model -Actively involved in community service -Operates with integrity, honesty and courage 					
<p>Mentoring Others:</p> <ul style="list-style-type: none"> -Clarifies expected behaviours and levels of performance -Sets clear objectives and measures -Provides the necessary information, support, and resources for staff to be effective -Provides timely feedback and guidance on performance -Works with employees to reinforce effective efforts and progress or improve performance. 					

Managing Performance of Others: -Works with individual to set performance goals and expectations -Sets development plans -Monitors performance progress -Evaluates performance -Plans and conducts performance appraisal						
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Key

Unsatisfactory (U)	Development Needed (N)	Successful (S)	Above Expectations (A)	Exceptional
Employee has not demonstrated improved work under the period of review.	Performance standards are not fully achieved; employee needs to improve performance during the next appraisal period (eg. 12 months)	Work is fully satisfactory; employee consistently meets and occasionally may exceed performance standards. This represents the expected level of performance as established by the supervisor.	Work is fully satisfactory and often exceeds performance standards.	Work performance consistently exceeds performance standards.

STAFF APPRAISAL STATEMENT FOR ST. JOSEPH COLLEGE OF EDUCATION

20___/20___

Staff name:	Date of planning (target setting) meeting:
Post hold:	Current Rank/Level/Designation:
Name and role of line manager/appraiser and role:	Working towards (Level/Position) by (DATE):

Objective/s (Targets)	Success criteria	Evidence including lesson observations, assessment and training records	Training and development needs/	Teacher standards will meet
1.				

Comments: When setting, objectives/targets think about links to College improvement priorities and self-assessment evidence e.g. where are the tutors/student teachers now, where do they want/need to be and how will they get there. At the end of the cycle the same evidence can be measured to show impact. Mid-year/end of year review (Progress (so far? Impact?). At least one target should relate gender-responsiveness criteria.

2,				
<p>Comments: When setting, objectives/targets think about links to College improvement priorities and self-assessment evidence e.g. where are the tutors/student teachers now, where do they want/need to be and how will they get there. At the end of the cycle the same evidence can be measured to show impact. Mid-year/end of year review (Progress (so far? Impact?). At least one target should relate gender-responsiveness criteria.</p>				
Objective/s (Targets)	Success criteria	Evidence including lesson observations, assessment and training records	Training and development needs/	Teacher standards will meet
3.				
<p>Comments: When setting, objectives/targets think about links to College improvement priorities and self-assessment evidence e.g. where are the tutors/student teachers now, where do they want/need to be and how will they get there. At the end of the cycle the same evidence can be measured to show impact. Mid-year/end of year review (Progress (so far? Impact?). At least one target should relate gender-responsiveness criteria.</p>				

<p>Comments</p> <p>(e.g. relevant to evidence for pay/rank/promotion decisions attend of the year (e.g. training, development, additional evidence needed for promotion to senior tutor role etc.?)</p>
<p align="center">Review meeting and initial recommendation on rank/promotion</p>
<p>Assessment of overall performance</p>
<p>Tutors comments</p>
<p>Initial rank/promotion recommendation (refer to College pay policy – who makes?)</p>

Staff's Signature:

Date:

Line manager/Appraiser's Signature:

Date:

STUDENTS' APPRAISAL OF COURSES AND TEACHING

This questionnaire seeks your opinion about teaching and learning in the College. The information you provide on this form will be kept strictly confidential. Do not write your name or registration number on the form. By completing this form, you would be providing this College with valuable feedback for improvement on the quality of education.

Please fill in the following as applicable

Date:

1) Name of Tutor:

2) Status of Tutor: Full-Time

Part-Time

3) Department:

4) Course Code and Title:

5) Mode of Presentation:

Entirely lecture Entirely Practical Tutorial & Practical

Lecture & Practical Seminar & Tutorial

6) Semester:

First

Second

7) Number of students in Class

Please tick [] the appropriate option as applicable

8) The tutor provided a comprehensive course outline at the beginning of the course

Yes [] No []

9) A list of recommended textbooks was provided on the course outline Yes [] No []

ATTENDANCE

10) The tutor met the class in out of the 14 weeks (please indicate number of weeks)

The Tutor was.....	Always on time []	Usually 5-10 minutes late []	Often 10 – 15 minutes late []	More than 15 minutes late []
The Tutor.....	Stayed up to the end of time []	Left 5-10 minutes before time []	Left 10 – 15 minutes before time []	Left more than 15 minutes before time []

INSTRUCTIONS FOR COMPLETING QUESTION 13 – 31

Please tick [✓] only one of the following responses in the table.

Note the meaning of the following responses:

Strongly Disagree (1): To a large extent you do **NOT** accept the statement as it applies to the course or the tutor.

Disagree (2): To some extent you do **NOT** accept the statement as it applies to the course or the Tutor.

Agree (3): To some extent you do accept the statement as it applies to the course or the Tutor.

Strongly Agree (4): To a large extent you do accept the statement as it applies to the course or the Tutor.

COURSE CONTENT	Strongly Disagree	Disagree	Agree	Strongly Agree
The course content was based on the outline provided				
The course content is likely to be adequately covered				
The course content was detailed				

MODE OF DELIVERY	Strongly Disagree	Disagree	Agree	Strongly Agree
The Tutor demonstrated knowledge of the subject matter				

The Tutor's delivery was well organized and systematic				
The Tutor effectively communicated what he/she was trying to teach				
The Tutor used class time to fully promote learning				
The Tutor encouraged independent study				
The Tutor encouraged critical thinking				
The Tutor accepted other view points				
The Tutor discouraged learning by rote				
The Tutor encouraged application of the subject matter to real-life situations.				
The Tutor was responsive to students' questions and concerns				
The Tutor made room for questions and expression of opinions				

ASSESSMENT	Strongly Disagree	Disagree	Agree	Strongly Agree
The Tutor provided an assessment plan at the beginning of the course				
The Tutor followed the assessment plan provided				
The tutor graded assignments/quizzes and were returned				
The graded assignments were returned on time (after 2 weeks /within 2 weeks)				
Assignments or quizzes were subsequently discussed in class or at tutorials				
The Tutor was genuinely concerned with students' progress				

33) The Tutor gave assignments/quizzes (Please indicate the number - minimum of two).

Please indicate briefly:

a. **TUTOR'S STRENGTH(S):**

b. **TUTOR'S WEAKNESS(ES)**

c. YOUR VIEWS ABOUT RESOURCES FOR TEACHING AND LEARNING PERTAINING TO THIS COURSE:

d. ANY SUGGESTIONS: