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University of
Kent

UNIVERSITY OF
KENT/REFLECT,
PLAN, DEVELOP:
MAKING
CONNECTIONS





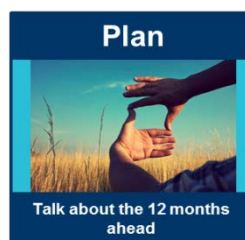
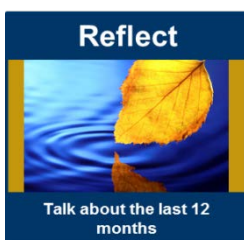
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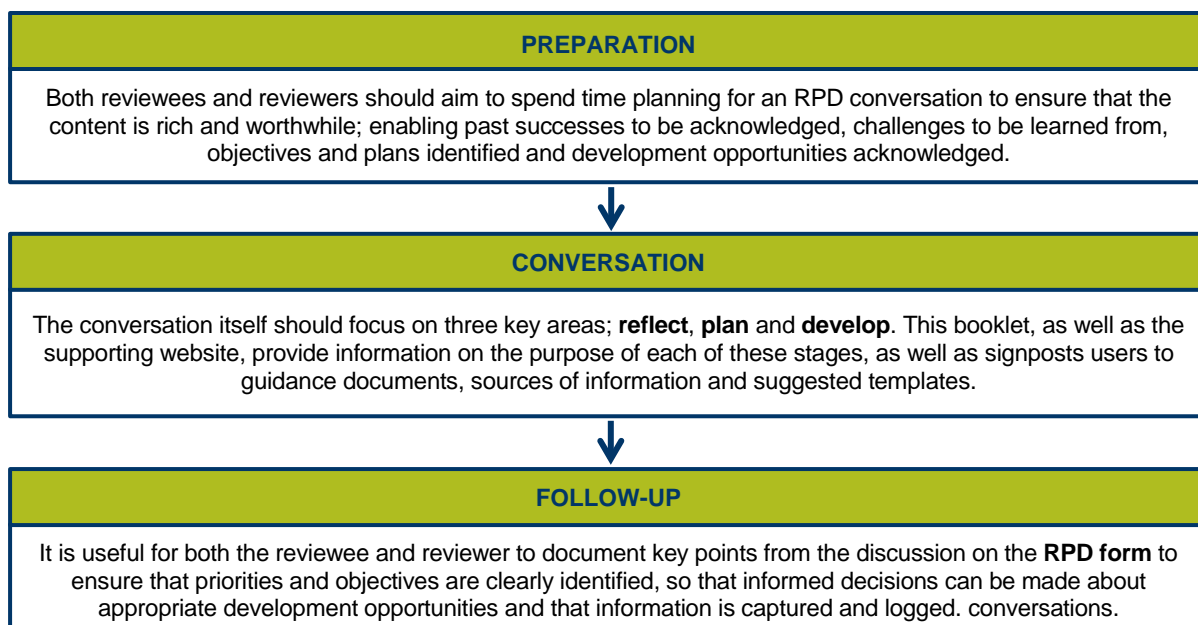
Reflect, Plan, Develop / Introduction

Reflect, Plan, Develop (RPD) is the universities framework for appraisal. This is a versatile framework supported by guidance documents, templates and information that members of staff can use flexibly to shape conversations about work priorities, delivery on objectives and career development at the University. The focus of RPD is on the conversations between a reviewee and reviewer and about connecting an individual's contribution in their role to the University's vision, department/school objectives and identifying individual development opportunities. The framework is split in to three areas:



The key to RPD is its flexibility; enabling the reviewee and reviewer to choose objectives and a development plan that are relevant and achievable. There may be instances where conversations are already taking place which capture this information, for example, research or teaching plans (but these do not replace the requirement for an annual RPD/Appraisal). We encourage members of staff to use the RPD framework in a way that is appropriate.

This booklet has been designed to help you prepare for your RPD conversations as both a reviewee and a reviewer. If this is your first time using the RPD framework, it can be helpful to initially divide the RPD process in to three stages. If you are more familiar with the process, the contents page at the beginning of the booklet can be used to direct you to a particular section.





Principles of RPD

“Advance knowledge, stimulate intellectual creativity and perform at the highest levels in all our activities.”

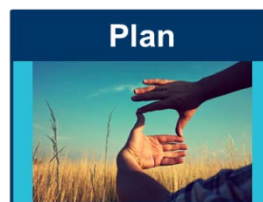
The University recognises that its staff are at the centre of the Institution. The University's vision, mission and strategy outlined in the Institutional Plan, reinforce this, providing clear messages about the aspirations for our work environment and culture. We are asked to work in a way that ensures success, creativity and innovation is encouraged, recognised and celebrated, and an inclusive and diverse University community is fostered through respect and fair opportunities for all.

Members of staff should expect to have; clear messages communicated to them about shared goals, direction on what we as individuals are expected to do and details of any challenges we may face in our roles. RPD is a mandatory process designed to provide a framework for us to take stock of our work over the last year, review our progress against objectives, discuss challenges we have faced and how we can learn from them and plan for the future.

Some guiding principles have been identified:

Flexibility

The University recognises that valuable conversations and development activities take place within teams across the Institution between people managers and staff, and therefore the RPD framework has been designed to be flexible. Consequently, RPD ensures that there is a method of capturing conversations around school/department priorities, delivery of objectives and individual development. It is often useful for reviewers and reviewees to meet prior to the RPD conversation, to discuss what activities will be drawn in to the framework (especially if doing for the first time). RPD conversations must happen and be logged in [MyView](#)¹ at least once a year, although more frequent conversations are encouraged. The discussion must be fair and objective and cover each of the three areas.



Write it down

A brief written summary captured on the **RPD Template Form** should outline the key points discussed during the RPD conversation and agreed upon following the meeting (ideally within a week). The word version which can be found on our RPD website or at the end of this document. The RPD form once complete needs to be retained as a record by the staff member and the manager. The completed form can be kept locally within your department or school or you can upload the signed document to MyView.

¹ MyView is the Staff Connect System where all staff can update their details, book training and log their RPD/Appraisal



To note, if an RPD form is stored locally, it must be kept securely and follow the current [GDPR regulations](#). You should agree whether the reviewee or reviewer will make notes and complete the form signed off by both parties as a final version that will be retained. The other forms available in this guide and on the website are to help you collate and prepare information that may be used to facilitate the conversation, if you choose to use them.

Utilising Staff Connect to record RPD (appraisal) conversations

Once you have had the appraisal (RPD) conversation, outlined and agreed objectives and summarised the information on the RPD form (word), both reviewer and reviewee will need to confirm that the RPD conversation has happened within the Staff Connect system. 'How to' guidance on using the Staff Connect system to do this can be found on our web pages.

All documents associated with the appraisal (RPD) can be uploaded to Staff Connect. If you use the Staff Connect system to store your appraisal (RPD) forms (you are encouraged to do this), all additional documents should be signed, converted to pdf format and uploaded to the reviewees personal profile within the Staff Connect system. It is mandatory that all appraisal (RPD) discussions are logged as taking place, this is done in the staff connect system by the reviewer and the reviewee confirms that the RPD took place on the date specified.

Storage

You are encouraged to upload your appraisal (RPD) in Staff Connect, or you can store locally (ensuring compliance with GDPR).

- If you agree with your reviewer to store your completed RPD form locally, responsibility for the safe storage and compliance with GDPR regulations is yours/the reviewers. In this case, L&OD must be informed of the location of the RPD, so that access can be gained in the unlikely event it is needed.
- When there is a change of manager, reviewer or Head of School/Department, your appraisal (RPD) form needs to be accessible to the post holder, whether via Staff Connect or from a locally stored location for continuity.
- In very rare circumstances an RPD Form may be needed to support, address or resolve an individual organisational issue (e.g. to support development, to address ill health concerns, especially to help inform any reasonable adjustments to support staff members, to support applications for pay awards or job description changes)
- In all cases, access to a RPD form is restricted, if access is needed, an [RPD Access Request](#) form will need to be completed and authorised by HR before release of the form (or part of a form).

Support

RPD development activities are available to all staff, outlining the appraisal (RPD) framework and providing clarity on the roles of those involved in appraisal (RPD) conversations. ['How-to' guidance](#) on using the Staff Connect system to access and record RPD discussions is also available on our RPD web pages.

Sustainable performance



Performance concerns which have occurred (if any) should be discussed during appraisal (RPD). It is a good time to reflect on any performance challenges which have been addressed during the past year and to consider how the current situation links to planning and development discussions.

To note: appraisal (RPD) is *not* a process through which to *manage* unsatisfactory performance or to raise performance issues for the first time. Performance issues should be discussed and addressed at the time they arise. Whilst objectives and targets should be set through appraisal (RPD) and performance challenges are discussed and reflected upon, managers must have regular one to one conversations in which performance concerns can be raised and as necessary managed through the **managing unsatisfactory performance** process, as they arise.

The University encourages all conversations to be constructive, but it is acknowledged that there are times when there are issues to be addressed. There are a number of resolution and conciliation processes that you may wish to use, as well as an **in-house mediation service**. Please do not hesitate to contact your designated HR representative if you need further advice.

Exemptions from RPD

Each staff member employed on a university contract of employment must have at least one RPD conversation per year (within the identified Sept-Sept² cycle), this is mandatory.

Exceptions to this are;

- Staff who are currently going through the standard probationary period (not applicable to Academic staff); in this instance your ongoing probation discussions replace your RPD conversation. Once you have completed your probation, it is not necessary to wait a year before introducing an RPD conversation.
- Graduate Teaching Assistants (GTA's), Ambassadors and Timesheet staff who work infrequently (schools/departments may wish to hold an RPD with those who work more regularly and this is at their discretion)
- Staff on maternity leave, study leave, career breaks or long term sickness (absent from the workplace for a substantial period in the year).

If you are not sure if you (or a staff member) should be exempt from having an RPD, please contact your HR Employee Relations Adviser to discuss this.

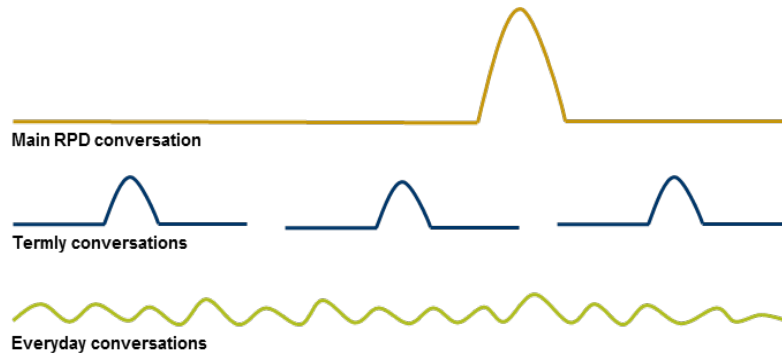
Where staff have been exempt from RPD due to maternity leave, long term sickness, career breaks or study leave, an objective setting and development discussion should take place with them soon after their return to work, as a guide within 1-2 months. It is anticipated that on their return management discussions would be held to identify appropriate work goals and this discussion is likely to be lighter touch with the reflection aspect in particular used as appropriate. If this discussion takes place outside of the normal, identified RPD time within the school/department it must still be logged on Staff Connect as a mid-year review.

² For 2018/19 the RPD year will run 17 Sept 2018 – 15 Sept 2019



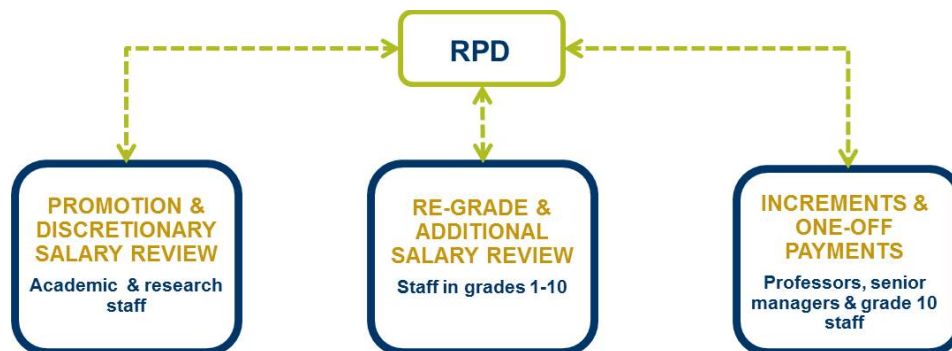
An ongoing conversation

Appraisal (RPD) conversations should form part of the wider conversations and interactions that take place between a staff member and their manager/reviewer. These conversations should complement the process and appraisal (RPD) should not be the place to raise contentious issues for the first time. These ongoing conversations allow members of staff in all grades and roles to review individual progress, delivery on objectives and development goals within their teams and the Institution as a whole.



A source of information

The information captured during, and following, an RPD conversation can be a source of information for both the reviewee and reviewer as it can be used to inform other University processes such as promotion, re-grading and salary reviews. Additionally, these activities can also be brought in to the content of your RPD conversations if, for instance, you have recently undergone a review or have been promoted.



The University recognises and encourages other review processes to continue, such as individual research plans, peer and teaching reviews. For example, the **Individual Research Plan (IRP)** is a form which academic staff may find useful for facilitating career development conversations, and can be found on the appraisal (RPD) website, **however these do not replace the RPD**. Other useful tools, such as the Association for University Administrators (**AUA**) framework, are also available for different groups across the University. Please go to the appraisal **RPD website** to access the relevant documents.

For more information on the promotion, re-grade and salary review processes, please go to the **promotion and salary review** pages on the Human Resources website. Here, you will find current details on the procedures, dates and forms relating to each process.

Constructive communication



A good appraisal (RPD) conversation is reliant on effective and constructive communication to maximise the value of the conversation for those involved. The table below summarises five aspects of communication to consider when preparing for appraisal (RPD) as both a reviewee and reviewer, in order to facilitate the conversation:

ACTIVE LISTENING

- **Positive body language** – consider how your own tone of voice, phrasing and physical gestures adds to the understanding of what's being said.
- **Summarising** – regularly summarising what each other has said helps to ensure you have understood intended meaning
- **Keep an open mind** – avoid interrupting the speaker to ensure you are aware of all their views
- **Pause** – don't be afraid of pauses. They allow both of you time to reflect and think.

QUESTIONING

Actively support the speaker by using different questioning techniques:

- **Open questions** – encourage the speaker to explore by starting sentences with; 'what, how, why, tell me about?'
- **Exploring questions** – examine an answer more closely asking for specific areas such as needs, feelings or ideas. Continue to use an open question format such as; 'what do you want to happen, how do these areas link?'
- **Closed questions** – these are useful for summarising and clarifying what has been said, and will elicit a yes/no or other factual answer.

GIVING FEEDBACK

Feedback from both participants can aid:

- Individual self-reflection
- Identify a need for a behaviour change
- Improve individual performance

GAINING AGREEMENT

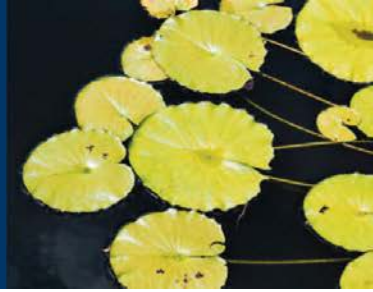
An important step for both parties is to take ownership in identifying and agreeing actions.

COMMITTING TO ACTIONS

One of the objectives of RPD is to ensure that conversations result in the commitment to future actions.

As a summary, effective communication should:

- Engage thinking
- Clarify understanding
- Encourage the flow of conversation
- Allow for the consideration of alternatives, and
- Reflect on potential outcomes/impact of topics discussed.



Open, honest and constructive communication is integral to effective working relationships. This includes giving and receiving effective feedback, which may involve affirming positive messages but can also be a tool to address particular aspects of behaviour. As highlighted in the principles of appraisal (RPD), issues or concerns that have not yet been discussed with the reviewee shouldn't be raised for the first time, unless an incident has just occurred prior to the time of the appraisal (RPD) conversation. It is expected that conversations concerning performance are ongoing and issues addressed as they arise.

In either instance, feedback should be offered constructively, with the view to develop and improve performance. However, if feedback is not delivered effectively, it can be perceived as negative by an individual and reduce self-confidence, a balanced approach is most effective, see the model below:

The COIN feedback model below is a useful way to ensure feedback is given effectively:

Context	<p>Describe the situation Be as specific as possible and in a timely way</p>
Observed Behaviour	<p>Describe the observed behaviour 'I have seen', 'I have noticed', 'I heard' - Be as clear as possible and avoid drawing conclusions.</p>
Impact	<p>What were the results of this behaviour? Positive or negative</p>
Next steps	<p>What specific behaviour should be changed or repeated? Why should this change be made?</p>

Positive feedback could be given like this, if using the model above:

“Yesterday when Alex stopped by your office...

I saw you put down the budget you had been working on, go to our website to get some information. You then got up and walked Alex to the office that could help him further...

Alex stopped by later to tell me how helpful you had been. Your flexibility and willingness to go out of your way to help really models our commitment to customer service...



Preparing for RPD

The most valuable way to approach appraisal (RPD) is to divide the framework in to three stages; preparation, conversation and follow-up. As a reviewee or reviewer, it is important that you prepare for RPD in advance, to ensure that the conversation is meaningful and any output captured is followed up appropriately.

It is important to agree a suitable time to hold the appraisal (RPD) conversation. Preparation can take time but it is worthwhile. In order for adequate preparation it would be reasonable to allow at least two weeks'. By keeping notes throughout the year, having ongoing conversations and sharing the responsibility for summarising the information gathered, it can make the process more manageable.

Try to plan appraisal (RPD) activities around other commitments to ensure there is time for a meaningful, un-rushed conversation. It should be held at an appropriate time of year for the school/department, once wider plans have been established. Depending on the needs of reviewee and reviewer, it may be agreed to have the appraisal (RPD) conversation in a formal setting free from interruptions, or alternatively an informal location over a coffee, but not in a place where conversations can be overheard.

It can be useful to ensure the following;

- Do both reviewer and reviewee understand the process?
- Are both aware of and read the guidance documents and appraisal (RPD) website?
- Do both understand how they can prepare for the conversation?
- Do both feel able to draft objectives, in line with the requirements of the role, school/department, University?
- Is there anything in particular to be asked or raised in order to adequately prepare in advance?
- Has it been considered if the reviewee requires any additional support or adjustments to effectively prepare for or engage with the conversation with regards to protected characteristics (as defined by the Equality Act 2010)?
- How will the conversation be captured (electronic form in Staff Connect, RPD form and uploaded to Staff Connect, RPD form stored locally) and who will do this?

In many circumstances the reviewer will be the line manager and therefore it is anticipated that they will take the lead in ensuring all these aspects have been considered and introduced to the reviewee. However the reviewee needs to take a proactive approach to preparing for their appraisal (RPD), as ownership for the ensuing development and delivery on objectives sits with the individual at the heart of the conversation.

There are many different ways to prepare for appraisal (RPD) conversations. The reflective approach below is one possible way to do this, with the reviewee reflecting on the four aspects outlined below and coming to the appraisal (RPD) meeting prepared to discuss these elements.



WHAT ARE YOU PROUD OF?

- Note your successes and achievements since your last RPD conversation.
- Do you have any achievements outside of work that are relevant to your objectives and development plans?
- How have you contributed to the team?



WHAT HAS NOT GONE SO WELL AND WHY?

- Are there any instances where things have not gone as expected?
- Why do you think this is?
- Explore any constraints that may have affected your performance
- What did you do to ensure you learned from this, what will you do differently next time?.



WHAT DO YOU WANT TO DO MORE OF OVER THE NEXT YEAR?

- Focus on developing your confidence, skills and knowledge in areas of your work that you find more difficult.
- Think about objectives and targets for the future and how you will assess delivery of these.
- What actions do you need to take to improve performance in your role?



HOW DO YOU WANT TO DEVELOP?

- Consider your career aspirations and aims and prepare to discuss these with your reviewer.
- Ideas and thoughts from the previous areas should begin to arise whilst doing this exercise.
- Refer to the website for development opportunities.

Reflect / Introduction

The first stage of the appraisal (RPD) process is to reflect upon and discuss what has happened over the past 12 months in terms of key successes, challenges to delivery of objectives and in the role and development activities that have been undertaken.

Depending on the nature of the role, a good starting point could be reviewing the information held on the most recent RPD/one to one conversation, in order to understand any objectives, goals or targets set. The following questions may also be helpful to prompt reflection:

- What were your key priorities or objectives during the past 12 months? Summarise views on the outcomes of these priorities.
- What were key successes during the last 12 months?
- Is there anything which you could have done differently over the past 12 months?
- What challenges were faced and what was learnt from these? What progress has occurred? What will you do differently this year?
- What development activities have taken place during the last 12 months?



It is good practice to discuss any performance challenges which have occurred in the last 12 months, as these challenges will feed in to the discussions you will have about planning for the next 12 months and support or development required to help achieve your maximum potential. It is not anticipated that poor performance will be raised for the first time at an appraisal (RPD). Poor performance should be discussed and addressed at the time it occurs, can be referred to in the appraisal (RPD) discussion to inform future planning, objectives and development.

The following resources may be helpful when collating information to answer the above questions and facilitate the 'reflect' part of the conversation. However, this list is not exhaustive and there may be additional career-specific guidance available:

Resources
RPD Form <i>(from your last conversation)</i>
Notes from one to ones or termly discussions with manager/reviewer
AUA Self-assessment Form <i>(specific to professional services staff)</i>
University Probation Form <i>(if you became a new member of staff within the last 12 months)</i>
Vitae Researcher Development Framework <i>(online resource for research staff)</i>
Higher Education Academy UK Professional Standard Framework <i>(online resource for Higher Education staff)</i>
HEaTED Professional Registration or Technicians Commitment <i>(online resources for technical staff)</i>
HAY Framework (job evaluation job families)

Using data and statistics

Data and information can be powerful for reflecting on our activities as individuals, teams, schools and departments. It can help identify areas of success, challenge and enable development plans and provide direction of activity in specific areas. By understanding the external environment, it is possible to engage with the University's vision and strategic objectives in order to prioritise and focus activities.

Relevant statistics and contextual information can inform appraisal (RPD) conversations and are likely to be available locally from administration support functions. In addition, the University generates data and statistics for internal and external use from the **Planning and Business Information Office**, and external data is available through various publications and league tables.

Some examples of information which could be useful for your RPD conversation are:

- **Customer feedback** – i.e. internal customer satisfaction surveys.
- **REF & TEF Outcomes** and other research data.
- **Student numbers** – University, school, department, specific module activity.
- **Surveys** – national, yearly, such as the NSS, University, school, department etc.
- **Research grants** – information on applications can be used to feed in to RPD such as, research plans, personal objectives and direction of activity.



- **National league tables** – available through internal and external publications.
- **Audit** – can be external or internal and are often done for a specific activity or function.
- **Teaching observation** – to understand as an individual what works and what may need more development.
- **Budgetary and financial data.**
- **Service Level Agreements** – and associated attainment rates
- **360 or peer feedback**





Plan / Introduction

A key part of the RPD process is about planning objectives and priorities for the next 12 months. The organisation highlights the importance of understanding shared goals, expectations and being aware of challenges the organisation may face, especially in an ever changing environment. This planning aspect should also prompt discussion about the resources, time and resilience needed to undertake roles effectively.

To kick-start the planning stage of the process, the following questions may help:

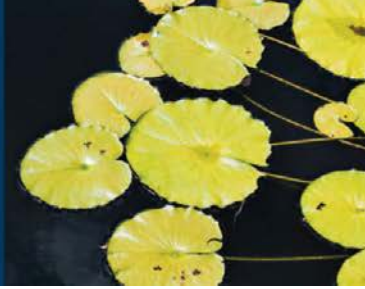
- What are the priorities in the role for the next 12 months?
- What potential challenges do you foresee in working towards these priorities?
- What support do you feel might be needed in order to overcome these challenges?
- What other areas of activity do you see for the role and the school/department, beyond the next 12 months?
- How does my role contribute to the delivery of school/department and university objectives?

The resources outlined under Reflect/Introduction may also prove helpful when collating information to answer the above questions and facilitate the 'plan' part of the conversation. As part of the RPD Form, we also provide an Objectives template and a PDP template to assist with this.

Plan / Setting objectives

The setting of objectives provides clarity on specific activities and expectations for delivery and when they need to be achieved by. The discussion, agreement and setting of objectives, are important steps within RPD and will have valuable benefits for reviewee, line managers, schools/departments, and the University. It can provide an opportunity to raise ideas and concerns, explore new ways of working, understand priorities at individual, team and organisational level, allocate time and resources effectively and reflect on progress to, identify development needs.

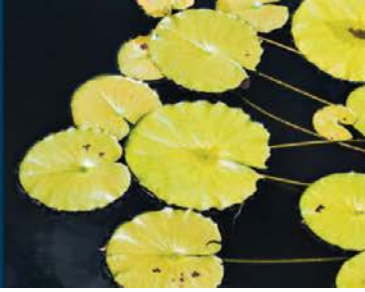
It is important that there is a meaningful two-way conversation and therefore it is beneficial for both reviewer and reviewee to have prepared some thoughts regarding objectives, based on the requirements of the role and the goals of the school/department, with some stretch and challenge for individuals



The objectives agreed need to be clear and assessable; SMART(ER) can be a useful tool to use.

S	SPECIFIC What is the objective and how will it be achieved?
M	MEASURABLE How will you determine if the objective has been achieved?
A	ACHIEVABLE What is your plan to deliver the identified objective?
R	REALISTIC What resources are required, and do you have access to them?
T	TIMED What is the deadline for achieving the objective?

Although it is recognised that objectives are created to clearly outline expectations and agree a plan of action for meeting those expectations, where possible, objectives should also support staff in *engaging* and *rewarding* work activity.



When discussing planned objectives, it is important to structure thinking through each objective, and often a structured coaching model can be useful for the reviewer in drawing this information out. Below you will find an example of a coaching tool called GROW, which has five possible areas to explore when an objective has been identified. The Objectives Plan (which can be found as part of the RPD Form) is also a useful template for the reviewee to complete as a result of this conversation.

G

GOAL

What is the goal or objective to be achieved and how will it be measured? Will it be clear when it has been delivered? Examples of opening questions:

What is it that you'd like to discuss?

What would you like to achieve?

R

REALITY

How far away from the goal is the reviewee and what steps have already been completed along the route? Examples of opening questions:

What is happening at the moment?

How are you keeping track of progress?

O

OBSTACLES AND OPTIONS

Are there any factors stopping the reviewee from achieving their goal? Once obstacles have been identified, discuss ways to move forward and make progress:

What could you do to change the situation?

What alternatives are there to that approach?

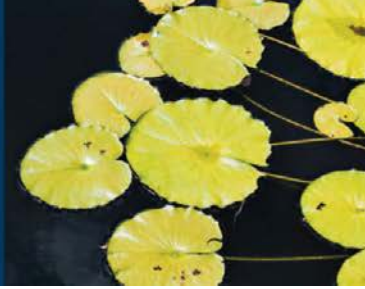
W

WAY FORWARD

The options now need to be converted in to action steps, which will deliver the results needed:

What are the next steps?

What is your timeline for this objective?



One of the more complex aspects of setting objectives can be where it is more difficult to quantify and measure outcomes, particularly if this is about *how* something is to be done, rather than what *needs* to be done. There are different ways in which to address this; possibly through allocating a numerical scale to assess level of achievement in certain areas, or using competency frameworks that identify technical skills, behaviours or qualities such as teamwork, communication, time management or leadership (such as the frameworks from AUA, HEA, Vitae and the LBF).

The **Objectives Plan** at the end of this booklet can be a helpful tool to capture each of the objectives to be discussed during the RPD conversation, which can be added to, once the objectives have been agreed to take forward for the coming year.

Plan / Individual to Institution

The process of linking individual contribution to the overall institutional objectives is often called 'line of sight' or the 'golden thread', highlighting how the duties and activities undertaken as part of a role, contribute to the Institution's overall success. The University's Institutional Plan sets out our vision and objectives for the University over a defined period. Underpinning strategies and plans are then written to ensure these overall objectives are achieved. To ensure line of sight, it is important that faculties, schools and departments articulate their own objectives and then work with you as an individual to agree your contribution via your own objectives to support the delivery of this. To facilitate the RPD conversation, the following questions may be a useful starting point for thinking about how the role relates to the school/department and University's objectives:

- What is the school/department's purpose?
- What are the team's objectives?
- What are the school/department objectives for the next 12 months?
- What contribution can the reviewee make to these areas during the next 12 months?
- What are the longer-term objectives of the school/department and how will the reviewee contribute to these?
- Is there any role-specific training required to support delivery of objectives and any changes to the job, refresh or acquire knowledge or solve an issue within the school/department?
- Are there likely to be any job changes over the next 12 months that should be discussed? Do you have any constructive suggestions you would like to raise that might make a better fit between the jobs requirements and the skill and abilities of the job holder?

Promotion, re-grade and salary processes

RPD conversations can provide a source of information to inform discussion on reward and recognition. RPD can support constructive communication, providing an opportunity to review and summarise other conversations that have taken place as part of day-to-day interactions.



RPD conversations may, therefore, result in the identification of an aspiration or evidence to submit a promotion, re-grade or additional salary review application. Given that RPD conversations enable the reflection and reporting of the achievement of previous activities/objectives and the planning of future objectives and development, the outcomes can be a useful source of information in demonstrating how the criteria has been met for each of these processes.

- **Professional, managerial and support staff**

The University recognises that through RPD the activities in a role may change or develop. For example, new duties may be taken on or involvement in one-off projects may occur as part of identified objectives/development. In these instances, it may be beneficial to draw elements of the RPD conversation into re-grade or salary review processes. This should be discussed between reviewee and reviewer and they should consider how this may affect the objectives agreed for the next 12 months.

- **Academic and research staff**

The University encourages academic staff to consider career advancement through the development of a three to five year career plan. This not only supports personal development, but also actively establishes ways to develop excellence in teaching, research, innovation, good citizenship and leadership, which in turn drives university success. Schools/departments have found it useful to link RPD into the promotions process to facilitate conversation throughout the year, not just during the promotions cycle. The [Individual Research Plan](#) is a template that you may find useful, which can be downloaded from the RPD website. Further guidance is also provided in the section 'development for career progression'.

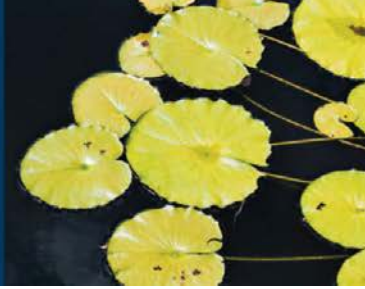
Develop / Introduction

The University recognises that its staff are a valuable resource. To motivate, develop and retain staff, the University acknowledges the importance of building a strong learning culture, within which members of staff are actively supported to maximise their potential, not only in the role they currently hold, but also for longer-term career and personal development.

It is the responsibility of us all, reviewees, reviewers, managers and Heads of School/ Department, to identify learning and development needs and priorities and the RPD provides a framework to facilitate this. RPD is a mandatory process and each staff member must have at least one development discussion (RPD) in a 12 month cycle (identified as Sept – Sept³, unless exempt). As part of the RPD Form we have included a [Personal Development Plan](#) (PDP) template is provided at the end of this booklet for guidance and offers a structured framework to help when thinking about development.

Reviewees and reviewers, are encouraged to consider career advancement and personal development and where appropriate, to plan for the next three to five years. For academic staff, this can inform decisions about applying for promotion, while for staff in professional, managerial, support and research roles it can help to

³ For 2018/19 the RPD year will run 17 Sept 2018 – 15 Sept 2019



prepare for involvement in project work, acting-up or delegated responsibilities in certain situations or for future roles through identifying targeted development. This not only supports on-going development aspirations, but also contributes to development within current roles.

Managers, Heads of School/Department and reviewers have an additional responsibility to consider developmental needs alongside those of the broader team(s) and should seek to balance and prioritise needs with school/department objectives, so that they are appropriately identified and set.

The University offers a wide range of development opportunities, both formal (such as leadership programmes and apprenticeships) and informal (such as secondments, shadowing). This section of the RPD framework provides guidance on preparing to discuss development and the following questions may be useful as a starting point:

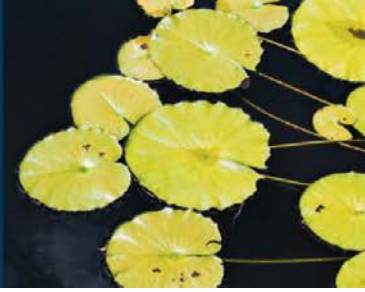
- What development has been completed during the last 12 months, or is currently underway?
- What learning needs have become apparent within the last 12 months?
- What personal or professional development does the reviewee need to undertake in order to progress/develop in their role/career over the next 12 months and beyond?

Information about specific development opportunities can be accessed via the [Learning and Organisational Development](#) website, and information on utilising the Apprenticeship Levy for current staff to undertake developmental qualifications can be found on the [Apprenticeship website](#).

Develop / Development activities

Within the University, we continue to foster a culture in which learning and development is considered to be positive and beneficial use of time and money. The University is committed to ensuring all members of staff are provided with the appropriate training and development to meet both the needs of the individual in their role and the wider school/departmental needs, and which are consistent with the University's strategic plan. Activities to support learning and development can come in many forms, both formal and informal, which should be discussed and agreed after consideration of required goals, methods of learning available, costs and potential providers.

There may be scope to develop current roles to incorporate additional areas of responsibility which satisfy career development aspirations. However, this may not always be practicable or appropriate. Undertaking a PDP will help to identify training and development activities to enable involvement in short term projects, undertake acting up or additional responsibilities in defined situations or when applying for other roles within the University, as well as considering current development needs. These development activity requests will be fed into school/department planning discussions to be considered in conjunction with other request from the wider team. Requests will be considered in relation to the operational needs of the roles, the needs of the wider team and the resources available.



Develop / Personal development planning

A personal development plan (PDP) is designed to support an individual's development at the University. The document is a good starting point for ongoing one-to-one discussions. Personal development planning is often used by members of staff on leadership and management development programmes across the University, but can also be used in an informal way to shape a structured approach to any staff member's development and is a systematic approach to continuously developing skills and addressing both short and long-term development goals. Realistic and sensible planning will ensure the necessary skills and knowledge are in place when opportunities to progress or develop arise.

The PDP process is designed to help with reflection on the skills, knowledge and attributes which could be considered as strengths, along with those areas to focus development upon. We encourage reviewees to be honest and to challenge themselves to identify the right training and or development options for them in their role. It is useful to keep in mind the wider context at the University as a whole, not just within the particular school/department and general trends in the Higher Education sector.

We have provided a **PDP Template** as part of the RPD Form which can be used to aid discussions.

It is important to review PDP on an ongoing basis to check progress, see whether the development is delivering what was expected and to set future targets or adapt the targets already set. A PDP should be flexible and will be adapted over time, as expectations, perspectives, challenges and experience change and skills/knowledge develop.

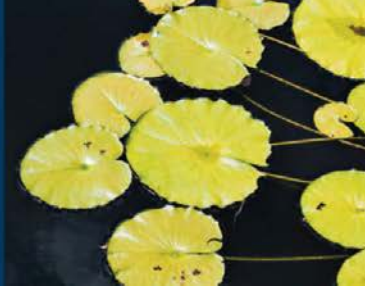
Develop / Development for career progression

RPD provides the opportunity to discuss career progression and development, there are different ways in which this can be achieved at the University. For example, for academic staff it may mean preparing for academic promotion, while for professional, managerial, support and research staff, it may mean considering applying for a salary increment, preparing to apply for promotion or another role at the University. In all instances, these processes require a demonstration of how the specific criteria have been met.

The benefits of career development have been identified by our Executive Group as being integral to the success of the University, as:

- Enabling individuals to develop new skills, abilities and confidence in themselves and the University; encouraging proactivity, creativity, enterprise and leadership at all levels
- Preparing individuals for future promotion opportunities; focusing on helping us all to achieve our full potential
- Enabling the school/department and University to develop pools of talent and to maximise effective use of resources by reducing periods where key jobs are vacant.

Development for promotion can also be instigated by managers/Heads of School/Professional Services Directors to ensure roles that may be identified as 'business critical' within the University are not vacant for any length of time. This is commonly called succession planning.

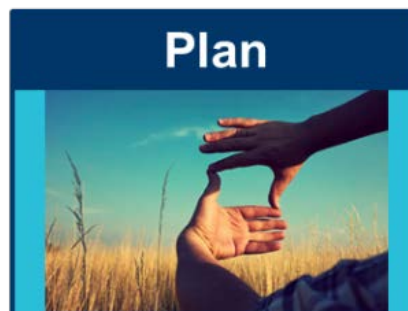


Continuing the RPD cycle

The appraisal (RPD) cycle runs from September to September and each staff member must have an appraisal (RPD) discussion in each 12 month cycle. The previous year's forms and any supporting documentation should be used when holding the next appraisal (RPD) conversation, to reflect upon the objectives set and goals that have been achieved and provide a focus for feedback. If a reviewee has moved roles or been allocated another reviewer, their appraisal (RPD) will remain on their staff profile and will be visible to the new line manager or allocated reviewer if stored in Staff Connect. If not the previous year's RPD forms will need to be requested by the RPD owner (usually the reviewer or reviewee)

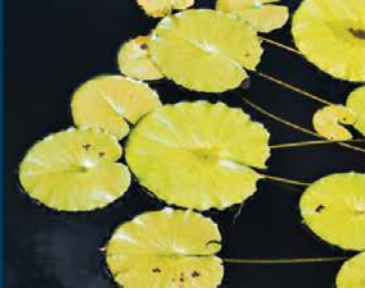


Appraisal (RPD), is the University of Kent appraisal framework. It allows for flexible development conversations for all staff, whatever their role within the organisation.

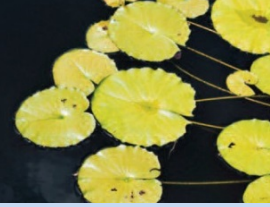


Having and appraisal (RPD) each year is **mandatory** for all staff, not outlined in the exemptions.





REFLECT, PLAN,
DEVELOP/
TEMPLATES



RPD Form

Name:		Reviewer:		Date of conversation:	
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Reflect	Plan	Develop
<i>What were your successes and challenges over the past 12 months? What have you learnt, delivered and how have you developed?</i>	<i>How will your role contribute to the Institution/school/department goals over the next 12 months? What are your personal goals?</i>	<i>What learning and development activities do you need in order to grow in your role and support your career aspirations over the next 12 months?</i>

Comments	<p><i>Note key outcomes from the conversation:</i></p> <ul style="list-style-type: none"> • <i>feedback given</i> • <i>objectives agreed</i> • <i>development activities for consideration actions identified</i>
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Date:	Signed by Reviewer:	Signed by reviewee:.....
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Objectives Plan

The objectives you agree need to be SMART.

Specific, Measurable, Achievable, Realistic and Timed (and ideally engaging and rewarding as well)

It is normal for staff members to have five live objectives, however in some roles that may go up to 8, all should be detailed in this form.

Name:		Reviewer:		Date of conversation:			
Objective		Outcome		Plan		Completion Date	
<i>Be specific – identify each objective individually</i>		<i>What is the end result anticipated? How will that be measured?</i>		<i>Outline an achievable plan to deliver the objective. Is the plan realistic?</i>		<i>Provide clarity on timelines and the date by which the objective needs to be completed by</i>	

Date:

Signed by Reviewer: Signed by reviewee:.....



Personal Development Plan

Name:		Reviewer:		Date of conversation:	
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Development activity	My strengths	Areas for improvement	Impact of development	Link to objectives
<ul style="list-style-type: none"> - Development activities already considered, planned or in progress. 	<ul style="list-style-type: none"> - What are your strengths? - Are there any strengths you would like to focus on in particular? - What development activities would support this? - What further support do you think you will need? <p>(Refer to the 4 areas of the PDP model for guidance if needed)</p>	<ul style="list-style-type: none"> - Identify 2 or 3 capabilities you would most like to improve over the next 12 months - What development activities could you try in order to develop these capabilities? - What further support is needed? 	<ul style="list-style-type: none"> - How will these development activities enhance your ability to carry out your role within your team and as part of the wider University community? 	<ul style="list-style-type: none"> - How do these development activities link to the objectives identified as part of the 'plan' stage of the RPD framework? - Identify 2 or 3 clear objectives that you will carry forward to achieve your development goals.

Date:	Signed by Reviewer:	Signed by reviewee:.....
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