|  |  |  |
| --- | --- | --- |
| UQlogoC_mono_M_dos |  | **Form B**  **Achievements and Objectives** |

|  |  |
| --- | --- |
| **Name** |  |
| **Position** |  |
| **Organisation Unit** |  |
| **Appraiser’s Name** |  |
| **Date of Interview** |  |

Teaching and Research, Teaching Focused, Research Focused and Clinical Academic Staff complete this form with their supervisor/s as part of the University appraisal processes. Staff should choose the areas which reflect their particular kind of employment and their current mix of duties.

**1. The purposes of the Achievements and Objectives Form**

* To provide a record of a staff member’s objectives for the period under review and the period ahead.
* To set out and record:
  1. the staff member’s self appraisal and the supervisor’s assessment of accomplishments and performance;
  2. the agreed development plan; and
  3. any issues relating to career planning (including changes in personal circumstances, interests and objectives).
* To set objectives, including a research plan for those staff in the first semester of their probation which will take the staff member through at least the first year of their probation and preferably for the entirety of their probation period. Complete Sections 3.2 – 3.3, 4-5 only for this purpose.
* To signal an interest in changing the “type of category” from one of the four main academic categories of appointment to another. This must be discussed with the Head of Organisation Unit (Head of School or equivalent) and a [*Form F – Change of Academic Category*](http://www.uq.edu.au/shared/resources/personnel/appraisalAcad/FormF-change-role.doc) must be completed. The operational requirements of the unit and the staff member’s personal desire for the career change that is involved in such a variation to the “type of category” must be considered before proposing a change of category. A change of category would usually be a target set for someone to aim towards over time.
* To support individual and team management and workforce planning, the Head of Organisation Unit will discuss with the staff member their workload, leave balances and plans, personal and professional development needs, career direction and intentions including retirement and pre-retirement plans.

**2. Making the Best Use of the Achievements and Objectives Form: For the Staff Member**

* Take time to prepare for the meeting. Complete your self-appraisal and development plan and send it with your [*Form A – Academic Portfolio of Achievement*](http://www.uq.edu.au/shared/resources/personnel/appraisalAcad/academic-portfolio-formA.docx) to your appraiser at least two weeks before the agreed time of the meeting.
* The activities you have undertaken during the past 12 months should be detailed in your Portfolio. Consider your accomplishments under the headings Teaching, Scholarship of Teaching and Learning, Research and Service, as appropriate to your type of appointment, i.e. Teaching and Research, Teaching Focused, Research Focused or Clinical Academic.

* This form may be used to draw attention to appropriate indicators of your achievements which could then be used to evaluate how successful you have been during the year. You should mention any particular difficulties encountered in carrying out your duties and responsibilities and any special factors.
* Indicate how your activities have contributed to your Organisation Unit’s goals.
* Clarify your proposed objectives for next year’s work and set out a development plan that will help you attain these objectives. This can include an interest in changing your academic category or the mix of duties in your current category.
* Take time to reflect on your activities and the direction you are going in your career, including any changes in your situation, such as an intention to retire (to allow for succession planning). Consider your plans for taking leave during the following year and be prepared to discuss these along with any workload considerations.

**3. Making the Best Use of the Achievements and Objectives Form: For the Appraiser**

* Take time to prepare for the meeting. Is the staff member’s self-appraisal and development plan complete? Are the achievements during the year clearly indicated in the Portfolio and the measures of success appropriate, realistic and helpful? Are there any special factors which need to be taken into account? Review the staff member’s current and predicted leave balances to enable discussion of appropriate leave taking and workload considerations. Review whether the staff member has completed mandatory training requirements, as detailed on the [Staff Development website](http://www.uq.edu.au/staffdevelopment/mandatory-courses).
* At the meeting, identify key aspects of the position and review last year’s performance under the headings Teaching, Scholarship of Teaching and Learning, Research and Service (performed in a clinical context for Clinical Academics). Note and agree on the main achievements and any shortfalls. Analyse the reasons for the shortfall and discuss how they can be overcome in the future.
* Assess whether Occupational Health and Safety (OHS) standards have been achieved, as relevant to the position (e.g., risk assessments completed, personal protective equipment used). See <http://www.uq.edu.au/ohs/index.html?page=133956> for summary of responsibilities. Contact the Staff Development unit to assist in achieving development in this area. Where performance is unsatisfactory in this area please see http://www.uq.edu.au/ohs/index.html?page=168925
* Discuss and agree on objectives for the next 12 months and criteria for measuring their successful achievement, especially having regard to [*PPL 5.70.17a Criteria for Academic Performance - Policy*](http://ppl.app.uq.edu.au/content/5.70.17-criteria-academic-performance#Policy)
* Ensure that these objectives are consistent with the Organisation Unit’s goals and with PPL 5.70.17 (particularly in the case of probationary staff).
* Agree on specific developmental actions to be undertaken. Discuss with the staff member their career plans, including future changes in duties or academic category, intentions regarding retirement and succession planning, pre-retirement options, or changes in personal circumstances that might affect their career.
* Note any resource implications as well as any specific commitments required from the Head (or any other person) on the back page of the form.
* Discuss current and prospective leave balances and leave plans for the coming year (including recreation, long service and other leave types). Pay particular attention when staff have ‘excess leave’ (more than 8 weeks annual leave or 18 weeks long service leave), to ensure appropriate leave plans are put in place. See [*University of Queensland Enterprise Agreement 2010 – 2013*](http://www.uq.edu.au/shared/resources/personnel/Staff-Agreement/Staff-Agreement-2010-2013.pdf) (Clause 51: Leave Entitlements) or [*PPL 5.60.07 Long Service Leave – Policy*](http://ppl.app.uq.edu.au/content/5.60.07-long-service-leave) for further information about excess leave.

**4. Setting Goals for Next Year’s Work**

* Some goals may be able to be quantified, e.g. a target number of publications or an improvement in course rating results. Some goals will require qualitative indicators. Some areas of success in teaching, for example, might best be assessed in terms of what others have achieved, e.g. the quality of Research Higher Degree supervision might be measured in terms of timely completions, student publications, employment outcomes for students. Other goals e.g. in research, might be determined by the parameters of the project.

*The Appraiser and Staff Member each keep a copy of this document and produce it at the next annual review.*

**Check List**

When completing sections 2 - 5 the appraiser and staff member should check that the following questions have been answered for the staff member.

1. How well am I doing?
2. What are my strengths and weaknesses?
3. What am I expected to do?
4. How can I contribute more?
5. How can I do a better job/make better progress?
6. How should I be developing my career?
7. What changes to personal circumstances do I foresee?

**2. Staff Member’s Self-Appraisal and Development Plan**

**2.1 Reflection/Evaluation of Achievements (for the year under review)**

Your major activities for the last 12 months should be set out in your Academic Portfolio of Achievement. Review the record in your Portfolio and reflect on what you have done under the headings Teaching, Scholarship of Teaching and Learning, Research and Service (performed in a clinical context for Clinical Academics), as applicable to your type of appointment. Summarise your major achievements below; emphasise particular issues/aspects important for you and note any particular difficulties you have encountered. Comment on how your work has contributed to the goals of the organisation unit and against the [*Criteria for Academic Performance (PPL 5.70.17)*](http://ppl.app.uq.edu.au/content/5.70.17-criteria-academic-performance#Policy)*.* Identify any OHS issues relevant to your role and discuss these in your appraisal. For OHS responsibilities please see <http://www.uq.edu.au/ohs/index.html?page=133956>

|  |
| --- |
|  |

**2.2 Staff Development undertaken (for the year under review)**

Indicate here the staff development activities which you have undertaken in the past year, including:

1. Ongoing professional and discipline-specific development
2. [Mandatory training](http://www.uq.edu.au/staffdevelopment/mandatory-courses) for new staff, or refresher training where required, including:
3. [Annual fire safety training](https://learn.uq.edu.au/)
4. [Code of conduct](https://learn.uq.edu.au/) every two years
5. [EO Online](http://www.uq.edu.au/equity/induction) (module 1 for all staff; module 2 for managers and supervisors)
6. [General workplace safety induction](https://learn.uq.edu.au/)
7. Role-specific requirements, including:
8. Mandatory training or additional development for staff who supervise others
9. [OH&S training](http://www.uq.edu.au/staffdevelopment/ohse) as appropriate to role
10. [Education Services for Overseas Students (ESOS)](https://staffdevelopment.hr.uq.edu.au/program/PEINTN), for all staff who work with international students

For continuing staff, how you have met your obligation to attend some professional development refresher course every two years can be included here.

|  |
| --- |
|  |

**2.3 Proposed Objectives (for the up-coming year)**

The staff member proposes realistic goals and objectives for the coming period, for discussion with the Head. An "objective" here is not the same as a "duty" set out in the position description. While supervising postgraduates is a "duty", an objective might be "*to assist a specified number of Research Higher Degree students to complete their theses and submit successfully this year and to attract a specified number of new RHDs in a specified postgraduate field*".

**Teaching**

|  |
| --- |
|  |

**Scholarship of Teaching and Learning**

|  |
| --- |
|  |

**Research**

|  |
| --- |
|  |

**Service & Engagement**

|  |
| --- |
|  |

**2.4 Proposed Development Plan (for the up-coming year)**

The staff member should summarise the key development needs and activities that he or she perceives to be key priorities for the coming period (including OHS, where relevant). Probationary staff should ensure that any advice from Local Confirmation and Promotions committees is incorporated into this section.

|  |
| --- |
|  |

**2.5 Career direction**

The staff member should summarise their career intentions including plans for promotion or retirement intentions/pre-retirement plans

|  |
| --- |
|  |

**2.6 Leave and work plans**

The staff member should note their plans for taking leave (including recreation and long service, where applicable) in the upcoming year, taking note of any potential workload implications. The staff member should ensure leave is applied for through [MyAurion](https://myaurion.hr.uq.edu.au/Account/LogOn).

|  |
| --- |
|  |

**3. Appraiser’s Summary of Discussion, Assessment, Objectives and Plans for the Next Year**

**The remainder of this document will be completed during or after the review meeting**.

**3.1 Summary of Discussion of Accomplishments in Teaching, Scholarship of Teaching and Learning, Research and Service (for the year under review)**

The appraiser should summarise their assessment of strengths and any areas requiring improvement in the work undertaken during the last 12 months, with reference to the University Policy: [*PPL 5.70.17 Criteria for Academic Performance*](http://ppl.app.uq.edu.au/content/5.70.17-criteria-academic-performance#Policy). The summary should be specific and detailed enough so that the staff member understands the comments made and the reasons for them.

|  |
| --- |
|  |

**3.2 Agreed Objectives (for the up-coming year)**

Write agreed targets (including OHS, where relevant) for the next 12 months under the relevant sections below after considering the staff member’s proposed objectives set out in Section 2.3. Generally, there will be consensus about these objectives. In cases, where the Appraiser perceives that some improvement in performance or some remediation of a shortfall is required, the Appraiser may set the objectives, even though the staff member has reservations. The staff member may comment in section 5 of the form.

**Teaching**

|  |
| --- |
|  |

**Scholarship of Teaching and Learning**

|  |
| --- |
|  |

**Research**

|  |
| --- |
|  |

**Service & Engagement**

|  |
| --- |
|  |

**3.3 Agreed Development Plan (for the up-coming year)**

Write any action plan for the staff member’s development (including teaching and learning professional development) and any organisational, staffing or resource implications. Pay particular attention to any probationary requirements to be met and the staff member’s development to support career progression.

|  |
| --- |
|  |

**3.4 Career direction**

Note any discussion about the staff member’s career intentions. Use this section to indicate possible applications for promotion, change of academic category or approved changes to mix of duties, and retirement or pre-retirement plans. The change to mix of duties must be discussed with the Head of Organisation Unit (Head of School or equivalent).

|  |
| --- |
|  |

**3.5 Leave and work plans**

Discuss with the staff member and note any leave plans (recreation and long service, where applicable) for the coming year, taking note of current and prospective leave balances to ensure appropriate leave-taking.

|  |
| --- |
|  |

**4. Specific Actions and Resource Implications**

Indicate actions that the Appraiser should take as a result of the mutually agreed development plan, and when these actions should be completed by. This might include changes in teaching load, or specific staff development programs or the assumption of particular duties in the organisation unit.

|  |  |
| --- | --- |
|  | |
| **Appraiser’s signature** | **Date** |
| Handwrite signature |  |

**5. Staff Member’s Comments**

This section is available to record any further comment which the staff member wishes to make. If the staff member is not satisfied with the outcomes of the review process, including concerns about work allocation, assessment of performance, timing of a proposed change of category or pre-retirement/succession planning, then he or she can make the desired comments and forward Form B and the *Academic Portfolio* to the Executive Dean or the Institute Director, with a brief covering letter which clearly explains the point over which there is no consensus.

|  |  |
| --- | --- |
|  | |
| **Staff Member’s signature** | **Date** |
| Handwrite signature |  |

**6. Appraiser’s Assessment and Recommendations**

After discussing and assessing the achievements set out in the Academic Portfolio of Achievement, and completing the Achievements and Objectives Form, both the staff member and the appraiser should each retain a copy of the latter, for future reference and for use at the next appraisal. Any issues relating to performance should be drawn to the attention of the Head of Organisation Unit (where the Head is not the appraiser).

After each appraisal, the appraiser will complete a [*Form C – Appraisal Summary Report and Record of Assessment*](http://www.uq.edu.au/shared/resources/personnel/appraisalAcad/HOSSummaryReport.doc) and forward it to the relevant HR Consultant. This is to ensure that the completion of the appraisal is recorded in the staff system and also to ensure payment of a salary increment when one is required. In addition, where a staff member is undertaking mid-term review or final review for continuing appointment or applying for promotion the Head will need to complete a [*Form D - Assessment and Recommendation for Continuing Appointment and Promotion*](http://www.uq.edu.au/shared/resources/personnel/appraisalAcad/AssessmentandRecommendation.doc) and a [*Form E - Nomination of Referees for Continuing Appointment and Promotion*](http://www.uq.edu.au/shared/resources/personnel/appraisalAcad/HOSRecNominationofReferees.doc) (Form E is not required for mid-term review). For a change of academic category, the staff member and Head will need to complete a [*Form F – Change of Academic Category*](http://www.uq.edu.au/current-staff/index.html?page=10606&pid=8388).