



Staff Development Policy

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Fair Deal Staff Development: Statement

Introduction

Fair Deal is fully committed to Staff Development and aspires to promote lifelong learning within the organisation:

We have an ambitious vision for the social service workforce. That is of work force, which is competent to respond to changing needs, confident that it can be make a positive difference to people's lives and valued for the contribution it makes to Scottish Society.

Except from: National Strategy for the Development of the Social Service Workforce:
www.scotland.gov.uk/publications/2005

Learning and development is integral to this vision and Fair Deal is fully committed to providing employees with opportunities to develop their skills, abilities, and talents to enhance the lives of the people who use Fair Deal's Services. The environment in which Fair Deal is delivering services is dynamic and as an organisation at the cutting edge of service delivery, Fair Deal must ensure that its employees are able to develop and respond positively to changing demands. In other words, we must ensure that we have the right people with the right skills, in the right place at the right time.

The Personal Development Folder

All staff members will receive this folder which provides a framework for staff development from recruitment to exit and provides a predictable pathway to all staff; giving the organisation a tool with which to set expectations, measure performance and support ongoing learning.

The main tools within the folder are:

- The Induction workbook, which all new staff will work through and complete to the standards set, within the first 6 months of employment
- Learning Needs Analysis, each employee will complete a short learning needs analysis which requires people to make the link between their job and the skills and knowledge they need to develop to meet the demands of the job.

Developing Competent, Confident and Valued Employees

The knowledge and skills employees need to acquire can be met in a variety of ways. Learning is not just about going on a training course, although this is one way to learn there are others:

The Probationary Interview: which focuses on each person's learning and acquisition of the required knowledge and skills. Each successful "probationer" will be awarded a certificate of completion of the induction/probationary period.

Regular Supervision

All employees will receive supervision every 4 weeks during their probationary period and thereafter twice per year from a designated supervisor, usually their Line Manager. Employees will receive feedback on their work performance and an opportunity to discuss their learning and development needs (refer to supervision policy for further information). In addition to this teams will have group supervision sessions monthly which follow the four functions of supervision and ensure consistency and development within the team whilst also meeting people's outcomes, at each session team members will be offered a 1 to1 supervision session should they feel they require this. Line Managers must ensure all staff attend group supervision's regularly.

Annual Appraisals

All employees will meet with their Supervisor to review their performance and achievements over the year. The Appraisal meeting identifies the person's learning and development needs and sets objectives for the forthcoming year (refer to Appraisal Policy for further information).

Performance Standards

The organisation has identified standards which each employee must achieve to evidence that they are providing a good service to the people who use Fair Deal's services.

Training Courses (Internal & External)

Fair Deal provides a variety of training courses to small groups of staff in order to help them acquire the skills and knowledge they require to be effective in their post. Similarly, Fair Deal also brings in trainers to deliver particular training courses or sends employees out to external training courses.

Other Methods of Learning used in Fair Deal

Distance Learning

Undertaking a college/university course based on the completion of learning units and modules by written assignments.

Directed Reading/viewing

When you are asked to read a particular book or watch a film/documentary etc. in order to gain useful information.

Experiential Learning/Directed Tasks

Learning how to perform a particular task by doing it or when you are asked to perform a task in order to gain a particular skill or operation.

Shadowing/Mentoring/Coaching/On the Job Training

These methods of learning and developing skills are very useful and very practical. Shadowing is widely used during the probationary period and allows new workers to follow and observe a more experienced colleague perform their duties in order that the skills observed might be picked up. Mentoring is mostly used to improve performance when someone who has similar but more developed skills or experience provides individuals with structured discussion and feedback about performance. Coaching and on the job training, allows Senior colleagues/skilled colleagues to guide, demonstrate and encourage others to develop particular skills.

E Learning/Interactive Learning

E Learning is provided via the internet, allowing individual interactive study on particular topics. For example, as modules are completed, participants may be required to complete questionnaires to evidence their learning. This process can be straight forward or sophisticated involving online facilitated/group discussions.

SVQ

All Social Care Workers will be required to enter the Scottish Social Services Register for Social Care Workers as of Autumn 2017. In order to enter, workers must have gained the appropriate qualification. This has been set at SVQ level 2 in Care, Fair Deal have set SVQ level 3 for support staff if funding available. Consequently, Fair Deal, has developed an SVQ programme. However, the operation of this programme is dependent on funding, in a particular year therefore Fair Deal will support staff to look at options to achieve their SVQ

qualification and continue to source funding where available to help support staff attain this qualification.

Other Qualifications

Fair Deal is committed to supporting ongoing professional development and will consider requests that will enhance both the performance of the individual and contribute to excellence within the organisation. For example, administrative staff could be funded to complete particular SQA recognised courses in Administration; Managers could be funded to complete particular SQA recognised Management Qualifications. There may also be other certificated or accredited practice-based courses that people could be funded to complete. Fair Deal will not be in a position to fund all such requests but may be in a position to support continued professional development in other ways, for example by allowing paid or unpaid time off in order to gain particular qualifications for example, the HNC in Social Care or Diploma in Social Work or other similar qualification. In reaching a decision about the organisations ability to support any such requests the benefits of the learning from the course and the relevance of the qualification to the business of Fair Deal must be evidenced.

Induction and Probationary Period

All new support workers must complete the induction process and probationary period.
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Any new work role brings about new things to learn. Induction is the first piece of learning a worker undertakes when joining a new organisation. Fair Deal's Induction process has been designed to provide a structured start for workers in the first 6 months of employment (the probationary period).

On taking up employment with Fair Deal new workers will be issued with a Personal Development Folder (PDF). This folder contains information in relation to each employees' development and learning. Employees are responsible for maintaining and keeping this folder up to date. The PDF will be issued to the new employees on his or her first day of employment by the appropriate line manager. For support staff this will be either the Quality and Development Manager or Team Leader. The line manager will take time to explain the function and content of the PDF folder to the new staff member. This marks the beginning of the induction process.

The Personal Development Folder

The PDF contains a workbook setting out Fair Deal's Induction standards. There are 6 Fair Deal Induction Standards:

1. Understanding the principles of support
2. Understanding the organisation and the role of the worker
3. Maintaining safety at work
4. Communicating effectively
5. Recognising and responding to abuse or neglect
6. Developing as a worker

Each standard contains a number of topics, or areas of knowledge (outcomes) that new workers are required to develop a sound understanding of within, the 6 month probationary period.

New Workers are not expected to know all the outcomes straightaway.

The outcomes in the Induction standards are designed to be met through planned learning within the 6 month probationary period.

Working through and completing the Induction standards and outcomes to be achieved will equip new support workers with the practical skills, theoretical and values-based knowledge, required to enable the required duties to be performed effectively and safely.

Staff Development Policy

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Version 3

Classification: Business Use

What to Expect from your Induction?

Line Managers have two main duties relating to the induction of new employees:

- To ensure that new employees learn about the different areas/topics (outcomes) within the Fair Deal Induction Standards
- To ensure that new employees learn and have the opportunity to apply this to practice thereby demonstrating that the knowledge and skills they have acquired match the outcomes set within each standard

New workers should not expect to attend a training course for each topic or area of knowledge he or she is required to develop a sound understanding of. There are several ways of learning and of acquiring skills and knowledge.

Line managers are free to use a mix of activities and processes that will best meet the needs of their new workers.

These may include:

- Taught programmes (training courses)
- Distance learning
- E- learning
- Guided reading
- Structured use of supervision
- Mentoring by a more experienced colleague
- Shadowing an experienced colleague

Ending the Probationary Period

During the induction period, new workers will be assessed by the Line Manager to make sure that they have acquired all the skills and knowledge identified within the induction workbook to allow them to practice effectively and responsibly.

A probationary interview will form part of this assessment.

The Line Manager will sign off a certificate of successful completion, only when he or she is satisfied and can evidence that the induction process has achieved its purpose of ensuring that new workers know all they need to know to be able to work effectively.

Some people may not have reached the required standards due to:

- Finding it difficult to acquire the experiences needed to evidence the acquisition of all the skills and knowledge required to meet the outcomes (standards)
- Their knowledge/skills/practice falls short of the standards

In either instance an extension to the probationary period may then be negotiated with their Line Manager who will provide clear information about improvements or time scales, or the person's contract may be terminated at this stage.

On securing their certificate of successful completion staff are now in a position to think about their development as professional social care workers within Fair Deal, and will be encouraged by their Line Managers, (and by the organisation) to identify their continuing needs in relation to learning and development.

Supervision Policy and Procedure

The Internal Context and Philosophy

Fair Deal is committed to supervision as an essential tool in the performance management framework. It is the primary mechanism for ensuring both professional accountability and service development. Supervision is about enabling staff to understand and make their contribution to the achievement of Fair Deal's purposes as expressed through the Fair Deal Vision, Mission and Values statements.

The quality of supervision is a fundamental expression of Fair Deal's duty of care towards, and development of staff and of a commitment to quality assuring services.

The Regulatory Framework

The Scottish Social Services Council's Codes of Practice say: Rothers Page 9:

1. As a social service employer Fair Deal must make sure people are suitable to enter the social service workforce and understand their roles and responsibilities. This includes:
 - 1.5 Managing the performance of staff and the organisation to ensure high quality services and care
2. As a social service employer Fair Deal must have written policies and procedures in place to enable social service workers to meet the SSSC Codes of Practice for Social Service Workers. This includes:
 - 2.2 Effectively managing and supervising staff to support effective practice and good conduct and supporting staff to address weaknesses in their performance.

The scope of this policy

This policy applies to all Fair Deal employees.

The purpose of Supervision – what is it for?

Supervision is a process with multiple objectives, but the over-riding purpose is to ensure the delivery of excellent services to service users. The quality of supervision has a direct bearing on the quality of services and outcomes for service users. It is a fundamental mechanism for enhancing the safety and well-being of both service users and staff.

Definition¹

Supervision is a process by which one worker is given responsibility by the organisation to work with another worker in order to meet certain organisational, professional and personal objectives, with the overriding aim of ensuring the delivery of excellent services. It is a partnership between supervisee, supervisor and the organisation and requires the active participation of all three.

The functions of supervision

Staff supervision is about delegation, direction, coaching and support. Further information on the functions of supervision are in the guidance notes accompanying this policy.

1. Ensuring competent, accountable performance
2. Identifying and enabling continuous professional development
3. Offering personal support

¹ Most of this definition is taken from T Morrison (2001:29) *Staff Supervision in Social Care: making a real difference to staff and service users*

4. Enabling and ensuring organisational engagement

Procedure

Each staff member will have a designated supervisor, this may be the line manager or in services the Quality Development Manager or Team Leader. The supervision process will be supported by a contract. A clear, written contract should be negotiated at the start of the supervisory relationship and reviewed annually, after the persons yearly appraisal.

Format

The tasks of supervision may be carried out through a number of mechanisms. Regular supervision will take the form of one-to-one sessions between supervisor and supervisee, but there may also be a place for:

- Group supervision
- External consultancy
- Team meetings
- Group practice learning experiences

It is important that the function of each mechanism is agreed between the supervisee and their line manager and that questions of confidentiality, recording and authority are formally agreed by all parties. Periodic review about the effectiveness of supervision processes as a whole should be undertaken.

Frequency and Duration

For employees in direct contact with people we support on a daily basis supervision should take place every four weeks during their probationary period and then twice per year on a 1 to 1 basis with monthly group supervisions thereafter Factors that may influence decisions about frequency include:

- The practice experience of the individual; how long they have worked for the organisation; the role they fulfil; their pattern of work (e.g. part or full time)
- If the post is sessional

Duration of one-to-one supervision sessions should be negotiated. While brief sessions may be useful, a more reflective, exploratory meeting of around 1 ½ hours duration should take place. Attempts should be made not to exceed 2 hours at the very most. Factors that may influence duration include:

- The focus of the session
- The frequency of sessions
- The style preferences of both parties, having regard to the balance of the need to engage in a reflective process and to reach decisions about actions arising
- The contingencies of the service and its particular demands
- Group supervisions taking place at cluster meetings

Structure

Whilst supervision requires some flexibility in structure, some conditions will always apply:

- Sessions will be held in appropriately confidential settings, usually at the place of work
- Sessions should be uninterrupted except whereby prior and mutual agreement
- A joint agenda should be agreed
- The availability of support or guidance outside the formal sessions should be clarified

Recording

Supervision should be recorded, and the notes signed and dated by both the supervisor and supervisee. The supervision recording form may be used or individual styles of recording are acceptable so long as actions arising from the discussion within the supervision session are clearly recorded and objectives are also clearly recorded. Any points of disagreement should be recorded clearly within the notes. The notes should include a copy of the agenda and the agreed actions. The supervision record is the property of Fair Deal, a copy must be given to the supervisee, also a copy filed and locked away in a secure cupboard or filing cabinet. Supervision notes may need to be made available for both internal and external quality assurance purposes and in the case of disputes, grievance or disciplinary. It is acknowledged that the recording of some personal information may require some specific negotiation (refer to guidance notes for further information).

Supervision Guidance

These guidance notes should be read in conjunction with Fair Deal's Supervision policy as it gives further information about the following:

- the functions of supervision
- structure
- format frequency and duration
- recording & storage
- supervision contracts
- ambivalence in supervision

This information and knowledge is for all Fair Deal employees whether your role is to give, receive or indeed give and receive supervision.

Staff supervision is about delegation, direction, coaching and support

The functions of supervision

Ensuring competent, accountable performance

The people Fair Deal support have a right to expect that the service they receive will be of high quality and supervision is about ensuring that this is the case. Supervision is key to the effective management of performance and practice; supervisors should be explicit about the standards against which performance will be measured, for example for support workers performance is currently measured against the attainment of O' Brien's 5 Accomplishments.

The tasks of this function include:

- Overall and ongoing assessment of the workers performance
- Regular feedback, both positive and negative in order to address difficulties
- Continuous review of work in the context of agency and external policy and standards
- Workload assessment and adjustment
- Clarification of roles, responsibilities and decision-making capacity and processes
- Formulation, delivery and monitoring of action plans.
- Scrutiny of records, including the transfer of decisions from supervision to person centred support plans as appropriate
- Ensuring that the functions and duties of other agencies are understood, and that the supervisee is able to relate to them appropriately
- Identifying and enabling continuous professional development

Supervision is a powerful tool for learning. It is about continuously building the capacity of the workforce to fulfil their potential and so meet current and future challenges. Supervisees

should expect to reflect on their experiences in order to, gain new insights and to identify ways in which practice can be developed.

The tasks of this function include:

- Exploration of the theoretical knowledge and skills base in the work
- Exploration of the value base of the worker, team and organisation in relation to practice issues, including issues of discrimination and exclusion
- Assessment of the worker's learning needs and how they may best be met. These should be linked to annual appraisal
- Exploration of the tension and dilemmas in practice
- Where specialist knowledge/guidance is required, appropriate supplementary processes such as consultancy may be accessed

Offering personal support

Supervision is about valuing and supporting people undertaking work that is personally demanding and complex. It is not always possible to anticipate how it may impact on workers and it is vital that supervision is available as a safe forum in which the emotional challenges of the work can be explored.

The tasks of this function include:

- Validation of the worker as a professional and as a person
- Clarification of the boundaries of supervision vis-à-vis other helping relationships such as consultancy and counselling
- Clarification of issues of confidentiality
- Exploring the impact of work on the worker and enhancing their resilience
- Exploring issues of discrimination

Enabling and ensuring organisational engagement

Supervision is about communicating and connecting. It is an influential process through which individuals perceive and relate to the organisation. It is a vehicle for the promotion of the values and culture of the organisation and a forum in which the 'top- down' and 'bottom-up' message meet. The tasks of this function include:

- Consultation and briefing about organisational developments or requirements
- Identifying and communicating with senior managers about the effectiveness/appropriateness of the team's remit and resources
- Enabling the appropriate participation of staff (and service users, through staff) in decision making and policy formulation
- Exploring issues arising out of the quality of relationships the worker has with the people they support, team colleagues and other agencies
- Where required, mediation between workers within the team, the organisation and with other agencies

Contracts

Ambivalence in Supervision

Issues to do with power, lie at the heart of both the work that is carried out by Fair Deal staff and the supervisory relationship. It is important that there is an exploration of the power differential in supervision. Supervisors are in a position of power relative to their supervisees and are called upon to assess the latter's competence. At the same time supervision is a process which, to be most effective, needs to offer a safe space in which staff can express their sense of occasional incompetence and identify ways in which they need to learn. If this is not made an area that is legitimate for discussion, it is unlikely that supervisees will be able to make full use of the opportunities supervision should offer.

A contract is necessary because supervision is a complex and dynamic process which depends on the active engagement of all parties. It should be a process which both challenges and supports the supervisee and it may address areas that can create anxiety for workers. The contract will include statements which clarify the source of third party mediation, if it should be needed, and it should detail 'permissions' which allow both supervisor and supervisee to comment on the process of supervision itself and the use that is made of it by both parties. The existence of a contract illustrates Fair Deal's belief that both supervisor and supervisee have responsibilities and rights in the relationship. The rights are encapsulated in the statements of the policy.

Both supervisees and supervisors have a responsibility at all times to:

- Strive to meet agency, legal, ethical and professional standards
- Promote anti-discriminatory practices and behaviour
- Promote the best interests of service users
- Use time effectively

And in supervision:

- To share responsibility for making supervision work
- To negotiate a contract which acknowledges the tensions and balances of stakeholder needs – that is, what the organisation, the individual, the supervisor and the team, as well as people who use services need and want
- To attend regularly and on time
- To come prepared, with an agenda
- To actively participate
- To take responsibility for and be prepared to explore emotional responses both to the work and to the process of supervision
- To implement agreements and plans
- To accept appropriate responsibility for performance
- To give and receive constructive feedback
- To participate in creative and thoughtful problem solving

Supervisees have a responsibility:

- To accept the mandate to be supervised and accountable
- To seek and use guidance and knowledge
- To inform supervisors if plans cannot be implemented
- To be clear and honest in seeking assistance

Supervisors have a responsibility:

- To implement supervision according to the policy, procedure and with reference to this guidance.

Format, Frequency and Duration

A rationale for the format, duration and frequency of supervision should be articulated for each individual. It may be that many of the tasks of supervision can be carried out on a group basis, particularly those tasks that relate to support, team functioning, developmental practice issues and the dissemination of information. These groups might be learning groups or team business meetings, or group supervision. Where this is so it may be that individual supervision sessions may be less frequent and/or shorter than where no managed group interaction is taking place. Patterns of work will also make a difference. For example, if the supervisee is part time or works hours which make it difficult for them to access group processes, particular attention will need to be paid to ensuring that they pick up on information disseminated in their absence, or group issues that might affect their experience

of work. The customisation of supervision contracts will help to identify the particular needs arising out of the variations in the patterns of work, role and experience.

It is vital that the particular parameters of each format are clarified, particularly in relation to decision making power. For example, can a practice discussion group implement a case decision as a result of the process of reflecting on the work, or should this power be retained by the line manager in one to one supervision?

Structure

The role of informal, ad-hoc supervision should be recognised, and a balance needs to be struck between formal and informal structures. The absence of either will make for a difficult working life for both parties and it is important that line managers monitor and maintain the balance.

Recording

The supervisor and supervisee are free to negotiate who records a minute of the supervision session. The recording must be of sufficient quality and detail to reflect the main points of discussion accurately. No specific personal information will be recorded in the supervision file unless it is directly pertinent to workplace performance. Personal information may be kept in a section of the personnel file.

Fair Deal Contract for Supervision

Between: _____ (Name and Title) (Supervisor)

And: _____ (Name and Title) (Supervisee)

Fair Deal expects

Fair Deal expects workers to be supervised at _____ intervals as a minimum, for periods of _____, and that the key areas to be addressed are:

1. to enable the worker to perform to the standards set within the Induction Workbook and specified Fair Deal performance guide for employees document
2. to ensure that the worker is clear about his/her roles and responsibilities
3. to ensure accountability for the work undertaken by the worker
4. to assist in the worker's professional development
5. to be a primary source of support for the worker
6. to provide regular and constructive feedback to the worker on their performance
7. to review the supervision contract annually.

Arrangements agreed for supervision

Frequency:	
Length:	
Location:	
Recording of Supervision:	
Purpose for which supervisory record may be used:	
Storage of supervision record:	
How we will agree the agenda for sessions:	
Interruptions will only be permitted if:	

Content and focus of supervision will be based on:

- agreeing the agenda
- reviewing your work via discussion, reports, observation
- agreeing and monitoring action plans
- development of your skills, knowledge and value base by reflecting on your performance

- identifying your development needs, interests, goals and action plans
- providing space for you to reflect more generally on your experience of, and feelings about work
- reviewing this supervision agreement, including your feedback about the progress of supervision

Making supervision work: what each agree to contribute

What I want from you as my supervisor:

What I will contribute as the supervisee to make this work:

What I want from you as a supervisee:

What I will contribute as the supervisor to make this work:

Confidentiality

What is meant by confidentiality has been fully discussed and the circumstances under which the supervisor may be unable to maintain absolute confidentiality have been discussed and recorded with the supervisee notes dated _____.

Please note that supervision minutes are used for quality assurance purposes and thus may be viewed by the Chief Executive, they may also be used during disputes, grievances and disciplinaries.

Permissions that we have agreed

(e.g. The supervisor does not always have an answer; OK for me as the worker to say I am stuck)

What we will do if there are difficulties working together:

Signed:

Date:

This agreement to be reviewed at (frequency):

Fair Deal Staff Annual Appraisal

Appraisal Policy and Procedure

The Internal context and Philosophy:

Fair Deal is firmly committed to staff development, and along with supervision, appraisal is an essential tool in the performance management framework. It is important to see appraisal as the culmination of a process that includes induction and supervision. Appraisal is directly related to the core aims and objectives of Fair Deal.

The Regulatory Framework

The Scottish Social Services Council's Codes of Practice say: Rothers Page 1 10/2/2006:

1. As a social Service employer Fair Deal must make sure that people are suitable to enter the social service workforce and understand their role and responsibilities.

This includes:

- 1.5 Managing the performance of staff and the organisation to ensure high quality services and care.

The Scope of this Policy

This policy applies to all Fair Deal employees.

The purpose of Appraisal – what is it for?

The main purpose of the appraisal interview is to regularly evaluate the staff member's work/progress. It is a formal process which involves:

- Assessment of past and current performance
- Identifying learning/development needs
- Setting practice & performance objectives targets

Definition

Appraisal is the regular evaluation of an employee's work/progress by their line manager (who must also be the employee's established workplace supervisor). It is a process which draws together key themes in relation to practice, performance and development from all preceding supervision sessions, thus allowing the line manager/ appraiser and employee/ appraisee to reflect on the appraisees' performance in relation to organisational objectives, the job description, and targets and objectives set at the previous appraisal.

Like Supervision, Appraisal must be viewed as a partnership between the Appraisee, Appraiser and the Organisation and requires the active participation of all three:
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The Individual

Annual Appraisal:

- Gives employees a chance to discuss all aspects of their role in an in-depth fashion
- Helps clarify how people can contribute to the objectives of the Organisation
- Opportunity to recognise successes/identify weaknesses and any remedies.

The Manager

Annual Appraisal is:

- A way for managers to clarify what they expect of individual staff members
- A forum to recognise employees' contribution and to build on the work undertaken within supervision

- A forum to recognise particular difficulties or weaknesses and to set targets in relation to poor or unsatisfactory performance

The Organisation

Annual Appraisal:

- Gives a visible commitment that it values its people
- A way for the organisation to clarify and reinforce its own objectives and strategy
- Helps individuals to understand and recognise the part they play in contributing to achieving the organisations objectives
- Provides a consistent approach to performance management
- A valuable means of generating new ideas and getting feedback

Preparing for Appraisal

Appraisees must complete the appraisal self-assessment form relevant to the post held. This will be contained in the PDF. In order to do this effectively, appraisees should:

- Consider the objectives of their own department/team. These in turn should be linked to the aims and goals of the organisation
- Review their supervision notes for the intervening period from their previous appraisal
- Review their job description for the post held.

Appraisers must complete the relevant appraisal assessment form. In order to do this effectively, appraisers should:

- Review the supervision notes for the intervening period from the previous appraisal
- Review the job description of the post held

The Appraisal Interview

Format:

The appraisal interview will take the form of one-to-one sessions between the appraisee and the appraiser. Agreements about confidentiality, recording and authority reached within supervision may need to be reaffirmed in the context of appraisal.

Frequency and Duration:

The date for appraisal will be set annually and in advance. The appraisal meeting should last for between 1.5 and no longer than 2.5 hours long.

Structure:

- The appraisal interview will be held in appropriately confidential settings, usually at the place of work
- Sessions should generally be uninterrupted, apart from fire, flood or disaster!
- The agenda should be set in advance, the appraiser is responsible for drawing up the agenda and must invite contribution from the appraisee. It is likely that most matters will be covered in the appraisal assessment forms
- The availability of support or guidance outside the formal sessions should be clarified
- The main points of the discussion should be summarised to give the appraisee clear feedback on performance
- Objectives for the forthcoming 6 months must be discussed, agreed and finally set. These objectives will form the basis of the supervision session following the appraisal interview

Recording:

- The appraiser will compile a report following the interview. The headings contained in the self assessment and assessment proforma's should be followed to ensure that the report reflects the main points of discussion, summary of performance and objectives agreed
- The report should be sent out to the appraisee. Any points of disagreement should be recorded clearly within the report. The report is the property of Fair Deal and must be filed securely by the line manager. The appraisee will also receive a copy which may be filed within their PDF folder. The appraisal report and notes may need to be available for both internal and external quality assurance purposes and in cases of dispute, grievance and disciplinary

Appraisal Guidance

Preparing for the Appraisal

Line Manager's responsible for conducting the appraisal (the appraiser) should:

- Explain the purpose of the annual appraisal to the staff member being appraised (the appraisee)
- Give adequate notice of the appraisal interview to the appraisee
- Give the self-assessment form to the appraisee in plenty of time, and clarify that this is to be completed prior to the appraisal interview, and brought to the interview
- Check if the staff member requires help to fill out the appraisal interview pro forma
- Book a room that will be free of interruptions
- Ensure the appraisal interview keeps to time i.e. between 1.5 and 2.5 hours long

Ensure that the appraiser's appraisal pro-forma is filled out having considered the following:

- Does the job description need reviewing?
- The appraisees performance set against Fair Deal's Performance standards and the objectives set at the last appraisal
- What are the person's learning and development needs and how can these be met?
- Is the person happy and motivated or are there issues with motivation that require further discussion?
- What are the person's strengths and weaknesses?

Staff Members being appraised (appraisees) should consider the following:

- Does your job description require updating?
- How well have you performed?
- Have you had difficulties meeting objectives set at last appraisal, if so why?
- What would have helped you to meet your agreed objectives?
- What are your successes and achievements?
- What are your learning and development needs?
- How are you feeling about your job?
- Is there anything you want to discuss?

The Appraisal

Structure of the Appraisal

A systematic approach is important; it will ensure that all appropriate areas are covered and that the meeting has a sense of direction and purpose.

Start

The introduction to the meeting should be positive and should illustrate that it is a creative exercise. It should clearly establish the path of the meeting.

Content

The main content of the interview should be a discussion of the appraisal form and comparison between the self-assessment by the appraisee and the manager's assessment. Going through the form systematically ensures that no areas are skipped and that a consistent approach is taken.

The Appraisal pro-formas will help you to:

- Give the staff member objective feedback on performance in relation to the objectives and tasks which were agreed
- Jointly identify areas which need improvement and agree on methods of meeting those needs
- Discuss future ambitions and ideas for development
- Jointly agree a new set of objectives for the forthcoming appraisal

Setting Objectives

An important part of the appraisal interview is to set objectives against which progress can then be monitored through supervision. When setting objectives, it is important that the appraisee is in agreement with the objectives set and understands what is then expected of him/her. This is made easier if the objectives follow the SMART rule:

Specific:	A clear set of objectives and tasks.
Measurable:	A defined means of knowing if an objective or task is achieved.
Agreed:	With commitment from the individual.
Relevant:	Does it link to the key aspects of the organisations' strategy and the individual's role.
Time-bound:	A definite date to achieve the objective.

Finish:

- Make sure that all the appropriate issues have been clarified, objectives and tasks established, and development issues agreed
- Give a clear summary of the conclusions and the actions to be taken. Check that these are understood by the appraisee and that all their questions have been answered
- End positively

Post Appraisal

An appraisal report will be compiled by the appraiser and the objectives set will be revisited at the supervision session following the annual appraisal.

End of Policy

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17/05/2019	2	Elaine Davidson	Added Front Cover and amended Footer
17/09/2019	3	Elaine Davidson	Adjustment to spacing and paragraphs