



Performance and Career Development Procedure

Related Policy	<i>Performance and Career Development Policy</i>
Responsible Officer	Executive Director, Human Resources
Approved by	Executive Director, Human Resources
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Responsible Organisational Unit	Human Resources

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1 Objective

The University of Tasmania (the University) aims to be recognised internationally as a premier research institution and an Australian leader in research and teaching excellence. To achieve this, the University aims to foster excellence in its staff. The University's commitment to the performance and career development of its staff will assist to build this excellence through the establishment of clear expectations and performance and career development plans.

2 Scope

This *Procedure* applies to all staff, with the exception of:

- fixed term employees with a contract of less than 12 months' duration;
- employees with a part-time appointment of less than 20% of full time; or
- casual employees

unless the employee and/or supervisor has requested to participate in the process.

3 Procedure

3.1 Performance and Career Development Process

1. The Performance and Career Development (PACD) Process is an annual process. Performance planning objectives should be developed within the context of the College, Faculty, Institute or Division strategy or vision. These should normally 'stretch' a staff member, reflecting an advance on what is already being done and should not cover every task the staff member is required to undertake.

Academic Staff:

- The PACD Process is guided by the development of a three year Performance and Career Development Plan, with annual performance objectives identified to support achievement of the three year plan. These objectives are developed and reviewed annually.
- A performance objective articulates what good performance looks like for your academic level, this should be guided by *The UTAS Academic: Performance Expectations for Academic Staff* and your position description. The specific outcomes/measures of success will inform the steps or tasks you will undertake to achieve the performance objective.

Professional Staff:

- The PACD Process is completed annually.
- A performance objective outlines what good performance looks like based on the key expectations outlined in your position description, this should be informed by the position requirements, key accountabilities and outcomes. The specific outcomes/measures of success will inform the steps or tasks you will undertake to achieve the performance objective.

2. The purpose of the PACD Process is to assess the staff member's achievements against the performance objectives over a 12-month period using the evaluation criteria outlined in Table 1. The Performance and Career Development Process should:

- ensure that staff are able to contribute to the achievement of the University's strategic plan and goals
- meet performance expectations as outlined in *The UTAS Academic: Performance Expectations for Academic Staff* and/or a staff member's position description (including the position requirements and key accountabilities and outcomes)
- strengthen and support career development
- maintain and improve organisational effectiveness and efficiency

3. The staff member will be responsible for:

Academic Staff:

- developing a plan outlining future performance and career development objectives, aligned with *The UTAS Academic: Performance Expectations for Academic Staff* and/or your position description (including the position requirements and key accountabilities and outcomes)
- it is recommended to aim for three performance objectives (maximum of six)
- meeting with your supervisor to discuss the final composition of the plan
- performing to the agreed objectives and meeting the requirements of the annual plan
- undertaking a self-review and reflection of performance against your annual plan using the evaluation criteria in Table 1. Refer to Table 2 which shows how the evaluation criteria articulate to the current Research, Teaching and Community Engagement Performance Expectations
- meeting with the supervisor to discuss the self-review and manager review
- completing the relevant PACD template in the MyHR Performance system.

Professional Staff:

- developing a plan outlining future performance and career development objectives and professional development activities, aligned with your position description (including the position requirements and key accountabilities and outcomes)
- it is recommended to aim for three performance objectives (maximum of six)
- meeting with the supervisor to discuss the final composition of the plan
- performing to the agreed objectives and meeting the requirements of the annual plan

- undertaking a self-review and reflection of performance against your annual plan using the evaluation criteria in Table 1.
- meeting with the supervisor to discuss the self-review and manager review
- completing the relevant PACD template in the MyHR Performance system.

4. The supervisor will be responsible for the following principal elements:

Academic Staff:

- reviewing the role and responsibilities of the staff member
- reviewing the objectives, skills and knowledge acquisition set out in previous discussions
- meeting with the staff member to develop a plan which includes performance and career development objectives aligned with the staff member's position description (including the position requirements and key accountabilities and outcomes) and *The UTAS Academic: Performance Expectations for Academic Staff* for the relevant employment level as well as relevant College, Faculty, Institute or Division planning objectives
- it is recommended to aim for three performance objectives (maximum of six).
- taking into account individual and professional circumstances of the staff member, including work fraction and comparative workloads, and the career objectives of the staff member
- the operational requirements of the work area
- reviewing and confirming the workload allocation of the staff member (research, teaching, community engagement/internal service). Any changes are to be submitted to the relevant Hub Human Resources Manager with approval of the Head of School or equivalent for entry into the MyHR system
- approving the final composition of the plan
- meeting with the staff member and providing feedback on the staff member's performance against these objectives, summary and overall performance, including progress against the three year PACD Plan using the evaluation criteria outlined in Table 1 and Table 2
- recognising the initiative and achievements of the staff member
- identifying future opportunities and responsibilities for the staff member
- providing feedback and support to the staff member on specific areas requiring development
- completing and approving the template in the MyHR Performance system.

Professional Staff:

- reviewing the role and responsibilities of the staff member
- reviewing the objectives, skills and knowledge acquisition set out in previous discussions
- meeting with the staff member to develop a plan which includes performance and career development objectives aligned with the staff

member's position description (including the position requirements and key accountabilities and outcomes), as well as relevant College, Faculty, Institute or Division planning objectives

- it is recommended to aim for three performance objectives (maximum of six)
- taking into account individual and professional circumstances of the staff member, including work fraction and comparative workloads, and the career objectives of the staff member
- the operational requirements of the work area
- approving the final composition of the plan
- meeting with the staff member and providing feedback on the staff member's performance against these objectives, summary and overall performance using the evaluation criteria outlined in Table 1.
- recognising the initiative and achievements of the staff member
- identifying future opportunities and responsibilities for the staff member
- providing feedback and support to the staff member on specific areas requiring development
- completing and approving the template in the MyHR Performance system.

5. A staff member who has completed a PACD Review in the last 12 months and receives a rating from their supervisor of Satisfactory but areas for improvement, Achieved, or Exceeds Expectations as defined in Table 1, is eligible to receive incremental progression in accordance with the increments provisions of the University of Tasmania Staff Agreement.

3.2 Documentation

Outcomes of PACD Review should be recorded in the MyHR Performance System on the appropriate template based on the staff member's stage and nature of employment.

There are four template options available to staff:

- Academic PACD Template
- Academic Fixed Term PACD Template
- Academic Probation PACD Template
- Professional Staff PACD Template (this includes English Language Centre (ELC) staff)

All documentation will be created, managed and disposed of in accordance with the *University Records Management Policy, Procedures and Guidelines*.

3.3 Supervisor

- For Academic staff, the supervisor is the Head of School or equivalent, or another staff member nominated by the Head of School. Where the Head of School is not the supervisor, the academic staff member will be notified.

- For professional staff the supervisor will be identified in their position description or nominated by the head of the organisational unit. Where the supervisor is not the person identified in the position description, the professional staff member will be notified.

3.4 Training

Human Resources provides regular training programs for staff and managers/supervisors on performance and career development:

- Prior to undertaking the supervisory responsibilities of the PACD process, a supervisor will complete training in the PACD process.
- A new staff member will undertake PACD training as part of the orientation and probation process.
- A detailed guide to PACD and the MyHR performance systems is available on the Human Resources website.

4 Definitions and Acronyms

Organisational Unit College, Faculty, School, Centre, University Institute, other University Entity, Division, Section or University Business Enterprise.

5 Supporting Documentation

- *Performance and Career Development Policy*
- *Inclusion, Diversity and Equity Policy*
- University of Tasmania Staff Agreement
- Human Resources Website
- UTAS Open to Talent: Strategic Plan 2012 onwards
- Opening UTAS to Talent: The UTAS Academic
- UTAS Statement of Values
- Allowances and Loadings Procedure

6 Versioning

Former Version(s)	Version 1 - The UTAS Performance Management System Staff Development Policy Version 2 - <i>Performance and Career Development Procedure</i> ; approved February, 2015
Current Version	Version 3 – Performance and Career Development Procedure, approved April, 2017

Table. 1. Evaluation Criteria

Exceeds Expectations	Performance, achievements and behaviour have exceeded the University's performance criteria and/or the performance expectations outlined in the individual's position description (including the position requirements and key accountabilities and outcomes). Some of the agreed annual outcomes have been achieved at a higher level than expected and all annual outcomes have been achieved. The supervisor has received evidence to verify a higher level of outcome than expected.
Achieved	Performance, achievements and behaviour have met the University's performance criteria and/or the performance expectations outlined in the individual's position description (including the position requirements and key accountabilities and outcomes). The agreed annual outcomes have been achieved. There has been an improvement in performance over the last annual assessment.
Satisfactory but areas for improvement	Performance, achievements and behaviour generally have met the University's performance criteria and/or the performance expectations outlined in the individual's position description (including the position requirements and key accountabilities and outcomes). Most of the agreed annual outcomes have been achieved. Improvement is required in one or two areas of the performance criteria.
Unsatisfactory	Performance, achievements and/or behaviour have not met the University's performance criteria and/or the performance expectations outlined in the individual's position description (including the position requirements and key accountabilities and outcomes) in some or all areas. Further assessment and action is required.
Not Relevant	Events/circumstances have meant that the performance objective, action or goal is no longer relevant or required.

Table 2. Guide to alignment of evaluation criteria with the University's academic performance expectations.

Note The University has developed a range of performance standards or expectations in the UTAS Academic and in its staff agreement. Table 2 has been developed as a guide to assist staff and supervisors align performance against those standards with the evaluation criteria.

	Research Performance Expectations	Teaching Performance expectations	Community Engagement Performance Expectations
Not relevant			
Unsatisfactory	Below	Below expectations	Does not meet expectations
Satisfactory but areas for improvement	Near		
Achieved	Meeting	Meets expectations	Meets expectations
	Good		
Exceeds Expectations	Very good	Exceeds Expectations	