



NORTHERN IRELAND PRACTICE AND EDUCATION  
COUNCIL FOR NURSING AND MIDWIFERY

# **Staff Performance and Development Policy**

**July 2021**

Any request for the document in another format or language will be considered

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# CONTENTS

<b>SECTION</b>	<b>TITLE</b>	<b>PAGE</b>
	Background	3
	Attributes Framework	3
	Revalidation	3
1.	Performance and Development Appraisal Process	4
2.	Outline of Process	5
3.	KSF Outline	7
4.	Responsibilities	7
5.	Documentation	9
6.	Equality and Human Rights Compliance	10
Appendix 1	Attributes Self-Assessment Tool	11
Appendix 2	Personal Preparation Form	13
Appendix 3	Performance and Development (Appraisal) Pro forma	15

## **1. BACKGROUND**

NIPEC's Staff Performance and Development Policy is designed to assist the organisation in meeting its remit and business objectives. This is achieved by ensuring that all members of staff are fully aware of the contribution to be made individually and collectively to organisational effectiveness and are supported to develop the necessary skills to deliver on their objectives.

While the Performance and Development Policy has been in place within NIPEC since 2002, it has been regularly updated to take account of Investors in People (IiP) recommendations and the implementation of the Attributes Framework and Revalidation for Nurses and Midwives in 2015.

The Agenda for Change (AfC) Knowledge Skills Framework (KSF) defines and describes the knowledge and skills which all staff need to apply in work specific to their role in order to deliver high quality services. It provides a single, consistent, comprehensive and explicit framework on which to base review and development for all staff. The Framework is integral to this policy and further information on can be sought from BSO HR at [BSO.HumanResources@hscni.net](mailto:BSO.HumanResources@hscni.net)

NIPEC supports and encourages the effective implementation of performance and development through its staff appraisal system. All members of staff are encouraged to actively participate in this process which links the appropriate organisational objectives contained within the business plan to staff objectives which are aligned with development plans. Members of NIPEC staff meet with their line manager early in the financial year to review and reflect on the outcomes of the previous Staff Development and Performance Review (SDPR), sign this off and discuss and set agreed objectives for the new financial year.

This policy and associated appraisal process forms part of NIPEC's overall induction programme for new staff.

## **2. ATTRIBUTES FRAMEWORK**

The Attributes Framework was launched in December 2014 by the Minister for Health. An action plan to roll out the framework for NIPEC Nursing and Midwifery staff was agreed, which includes completion of the appropriate level of the Attributes Competence Self-Assessment Tool (Appendix 1) by relevant staff for discussion with their line managers at their annual performance and development (appraisal) meetings and to inform their Personal Development Plan.

## **3. REVALIDATION**

Revalidation is a process that all Nurses and Midwives need to engage with to demonstrate that they practise safely and effectively throughout their career (NMC 2018). Whilst appraisal is not a requirement of revalidation and considered to have a different aim and purpose, the Nursing and Midwifery Council (NMC) suggests that registrants reflect on the NMC Code as part of their annual performance and development meetings. In recognition of the need to maximise every opportunity to effectively engage with staff, the performance and development (appraisal) meetings can be used effectively with Nurses and Midwives. These meetings provide the

opportunity to reflect on practice, continuous professional development, feedback and the Code in order to meet the requirements for NMC revalidation.

## **SECTION 1**

### **NIPEC Performance and Development Appraisal Process**

As outlined in its Learning and Development Policy, NIPEC subscribes to the approach outlined in the HSC Collective Leadership Strategy (Department of Health, 2017)<sup>1</sup> including commitment to;

- Effective, efficient performance and accountability – clear aligned goals, objectives and outcomes with helpful feedback and
- Continuous learning and quality improvement.

Performance and development:

- ensures that all staff are clear about the contribution they make to NIPEC and its organisational performance outcomes;
- facilitates the development of services so that they better meet the needs of users through investing in the development of all members of staff;
- supports the effective learning and development of individuals and teams;
- supports the development of individuals and their effectiveness;
- ensures managers and staff are clear about what is required within a post and staff to develop within their post;
- promotes equality and diversity of all staff; and
- ensures that staff acquire and/or possess the competencies required to execute the duties of the post.

The NIPEC appraisal process is a two-way conversation between managers and team members to:

- Recognise and acknowledge the employee's contribution/achievement;
- Provide constructive feedback and direction on performance;
- Identify individual performance objectives;
- Identify individual development needs and plan how to address them.

All the relevant documentation should be completed and forwarded to the designated Line Manager. It is also this manager's responsibility to be satisfied that appropriate arrangements are in place to ensure the identified training and development is planned, implemented and reviewed.

Please note that a review of an individual's performance and development should be carried out by their line manager. All line managers should ensure that all staff who fall under their

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<sup>1</sup> Available to download at <https://www.health-ni.gov.uk/sites/default/files/publications/health/hsc-collective-leadership-strategy.pdf>

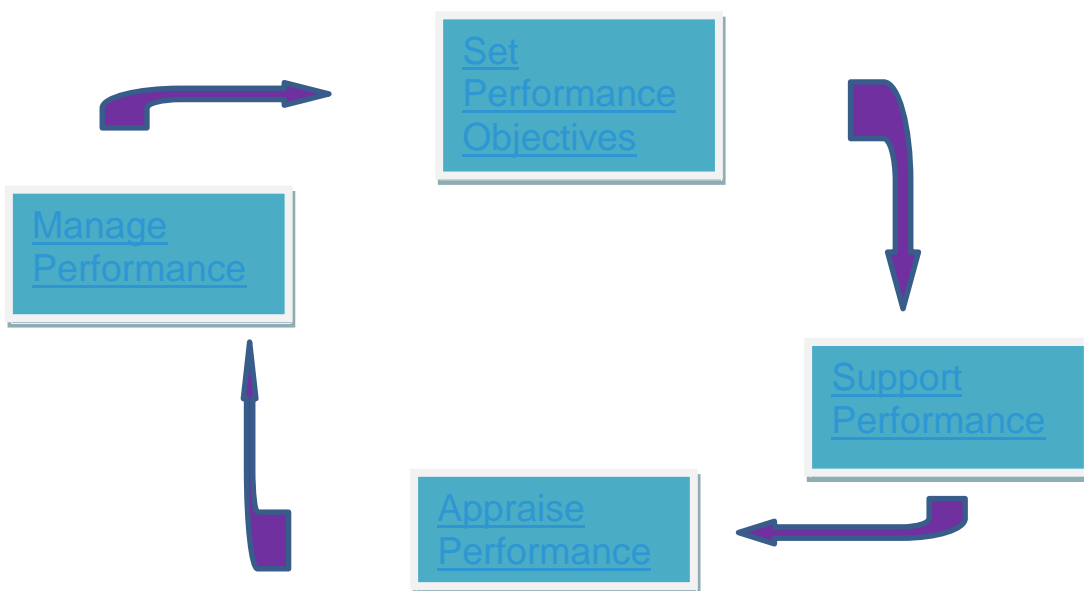
responsibility complete the performance and development appraisal process on an annual basis and that this includes the development of objectives and personal development plans (PDPs).

**NIPEC’s Performance and Development Policy aims to identify what the organisation does, the role and responsibilities of individuals, what needs to be done to move the organisation forward and meet its objectives, and what support and development is needed by individuals and teams.**

## SECTION 2

### Outline of the process

The performance and development process is one based on an ongoing cycle of learning:



**Figure 1 The Performance Cycle**

Prior to the commencement of this process, the reviewer and reviewee should take time to individually reflect on achievements, challenges, developments, improvements, effectiveness of development methods and generate evidence which supports the critical review. Reviewees are advised to complete their personal preparation form (see Appendix 2) and bring this to their meeting with the reviewer – this document is for their record only.

The employee should prepare some things they wish to highlight, but the line manager should also have a number of achievements they would like to **recognise**. It is important the manager makes it clear to the employee how they have **made a difference**. This is the ‘So what?’ factor which demonstrates the value or benefit gained from the identified achievement. It goes beyond the successful achievement of targets or standards to the actual impact that the employee’s contribution has had on service users, other members of staff in and outside the team and the wider context of the organisation and beyond.

An achievement might be:

- a task accomplished
- a skill learned or mastered
- a problem solved
- a change in behaviour or practice
- an innovation introduced
- a target met.

Evidence to support the process may include the following:

- Verbal feedback from the individual, manager or others;
- Written and electronic work produced by the individual staff member;
- Records of work (such as minutes/notes of meetings showing the individual's contribution);
- Extracts from individual's personal development portfolio, e.g. in-house training and reflections on learning/practice.

Throughout the process, the reviewer will support the individual in undertaking and achieving the agreed development activity within their Personal Development Plan (PDP).

<b>Process</b>	<b>Documentation to be kept</b>
<b>Prior to annual meeting between member of staff and their line manager</b>	
Reviewer /reviewee individually reflect on achievements, challenges, developments, improvements and effectiveness of development methods and generate evidence which supports the annual review.	Personal preparation form (Appendix 2)
<b>Review of previous year's Objectives / PDP and development of new Objectives / PDP for forthcoming year</b>	
<p>Evaluation of progress made on the achievement of previous year's objectives, any constraints in achieving these, and if required, any further development/support needed.</p> <p>Reviewer / reviewee evaluate how the individual is applying their knowledge and skills to meet the demands of their current post, how well objectives set at the start of the year have been met and evaluation of any development activities undertaken.</p> <p>Reviewer / reviewee should assess any objectives and/or development needs which, as a result of the end-of-year review, need to be taken forward to next year.</p>	<p>Record review of achievement against agreed objectives and PDP, noting progress, any constraints and any further development required (Appendix 3).</p>
Reviewer / reviewee to agree objectives for the forthcoming year by referring to the organisation's current Business Plan, the Corporate Strategy and the reviewee's job role. Any learning and development is identified and actions agreed to facilitate this.	Record agreed objectives and PDP (Appendix 3)

Individual objectives should also reflect the KSF core and general dimensions detailed in individual KSF post outlines.	
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If, as a result of the performance and development process, agreement is reached between both manager and staff member that the KSF outline requires changing, managers should forward their recommendations to the Chief Executive for approval.

**Associated organisational documentation**

In addition to the documentation outlined above, the following documents, as appropriate, may also be considered:

- Job Description;
- Service Level Agreement/s;
- Performance Indicators / Quality Standards;
- Competency Frameworks, if relevant;
- Relevant Professional documentation;
- Relevant extracts from Personal Development Portfolio;
- NIPEC’s Learning and Development Strategy.

**SECTION 3**

**KSF Outline**

There are specific knowledge and skills that individuals need to possess for a job. A KSF outline is about how someone applies these knowledge and skills to meet the demands of work in NIPEC and each post within NIPEC will have a KSF Outline that has been developed in partnership with staff.

Further information on the Knowledge and Skills Framework and Outlines should be sought from BSO Human Resources at [BSO.HumanResources@hscni.net](mailto:BSO.HumanResources@hscni.net)

**SECTION 4**

**Responsibilities**

All staff working in NIPEC have responsibilities within the Performance and Development Policy as follows:

Reviewers	Reviewees
<b>Preparation for process</b>	
Ensure that staff are appropriately developed to engage in the performance and development process and that all relevant and prioritised training is delivered	Ensure they undertake training in the performance and development process and they access and undertake the development need identified within their PDP.

and reviewed.	
Participate fully in the process.	Participate fully in the process.
<b>Preparation for review</b>	
Set aside protected time and space for the preparation, review and planning stages.	Set aside protected time and space for the preparation, review and planning stages.
Make sure they are fully prepared for the process including having the right information available at the time.	Make sure they are fully prepared for the process including having the right information available at the time.
Agree the time, location and venue of the review.	Agree the time, location and venue of the review.
Gather information on the individual's work against the objectives and KSF Outline for the post – this could be their own views of the individuals work, outputs from the individuals work or be information from other people who have worked with the individual.	Gather information on their work against the objectives and KSF Outline for the post – this could be their own views, outputs from their work or information from other people who have worked with them.
<b>Review meeting</b>	
Facilitate a joint discussion about the individual's work using the objectives and the KSF outline (plus other organisational documentation as deemed relevant) and effectively and constructively manage different points of view.	Fully participate in a joint discussion about their work, using their objectives and the KSF outline as the basis.
<b>Reviewers</b>	<b>Reviewees</b>
Ensure that they understand the role and responsibilities of the post and the KSF outline.	Ensure that they understand the role and responsibilities of their post and the KSF outline.
Review the individuals' work against the objectives and the KSF outline for the post. Identify the different ways the individual has shown s/he has met the objectives and the KSF outline for the post in which they are employed.	Reflect on their work against the objectives and the KSF outline using feedback from others as well as their own thoughts and views. Identify the different ways they can show where and how they have met the objectives and the KSF outline.
Work jointly with the individual to identify where the individual needs further	Identify where they need further development and suggest those areas that



development and the areas that are most important. Identify if an individual has particular needs for support to ensure that the process is fair for that individual.	seem to be the most important.
Jointly review the information that is available on the individual's work and come to a decision about how it meets the agreed objectives and KSF outline and where there are areas for development.	Jointly review the information that is available on their work and come to a decision about how it meets the agreed objectives and KSF outline and where there are areas for development.
Record the outcomes of the review meeting and keep a copy.	Record the outcomes of the review meeting and keep a copy.
Forward information to relevant Senior Manager for quality assurance purposes.	Share information with relevant senior manager.

## SECTION 5

### Documentation

In order to allow sufficient time for staff to prepare for their performance management (appraisal) meeting, a number of documents, together with a copy of the individual post KSF outline, will be forwarded by the line manager 8 weeks prior to the date of the agreed meeting. As the information contained within these forms relates to individuals, access is restricted to the individual, the individual's reviewer and any nominated person within the Human Resource Department.

### Personal preparation form – Appendix 2

In order to get the most out of your review meeting, this form has been designed to assist you in thinking about your future objectives, development needs and where you wish to develop in your career. You should allow at least one hour in a quiet environment to go through the form and record your view/thoughts on the areas listed.

### Performance, appraisal and development proforma – Appendix 3

A number of forms have been developed to act as templates for the staff appraisal meetings. These will be used to record KSF outline information, objectives agreed with individuals and progress on achieving these, training needs and individual personal development plans.

**The appendices are samples of the minimal detail required of all staff. NIPEC staff who are required to be on the live NMC register will use adapted versions of these proforma to ensure that they facilitate an accurate record of:**

- **meeting of business objectives**
- **1:1 / supervision meetings**
- **NMC revalidation requirements.**

## **SECTION 6**

### **Equality and Human Rights Compliance**

The Policy has been screened for equality implications as expected by Section 75 and Schedule 9 of the Northern Ireland Act 1998. Equality Commission guidance declares that the aim of screening is to recognise those policies which are likely to have a significant influence on equality of opportunity so that greatest resources can be dedicated to these.

Using the Equality Commission's screening standards; no significant equality implications have been recognised. The policy will therefore not be subject to an equality impact assessment.

Similarly, this policy has been considered under the terms of the Human Rights Act 1998, and was deemed compatible with the European Convention Rights contained in the Act.

## THE ATTRIBUTES COMPETENCE ASSESSMENT TOOL

When you are undertaking a self-assessment, the *Attributes Competence Assessment Tool* can help you identify the knowledge, skills and attitudes required for your role. You will be expected to discuss your self-assessment with your line manager, as part of your annual appraisal and/or personal development plan, in order to agree an action plan addressing your identified learning and development needs. If you are in training within Health and Social Care, you can discuss the results of your self-assessment with your mentor or supervisor and agree your learning and development needs.

### Assessing yourself

You should use the following rating scale to assess your learning and development needs against each of the attribute statements within your level:

- LD** I need a lot of development
- SD** I need some development
- WD** I feel I am well developed

It generally takes about 15 minutes to assess yourself against the attribute statements. When you have finished, review the number of LDs, SDs, and WDs. You can then plan, with your line manager, the learning and development activities which are relevant to your role.

### Best Practice Tips

Before starting your assessment, you may find it helpful to discuss the attribute statements with one of your peers. You can also test your self-assessment with your line manager. Be honest with yourself when thinking about your role and your learning and development needs and rate them realistically.

The *Attributes Framework* and *Competence Assessment Tool* can also enable you to focus on areas for career development and, where relevant, support your preparation for job interviews. They can also be used in conjunction with other frameworks and competencies relevant to your role.

## THE ATTRIBUTES SELF-ASSESSMENT TOOL - STRENGTHENING FOUNDATIONS FOR IMPROVEMENT

This component of the *Attributes Framework* identifies the core foundation knowledge, skills and attitudes required to deliver safe, effective, person-centred care related to your role. It is an essential requirement for everyone, either working or in training in health and social care, to be competent in all attributes at this level.

### Who for:

This applies to all staff who work, or who are in training, in health and social care. To accurately reflect the working environment of NIPEC staff, some of the statements have been altered to replace patients/service users with colleagues/clients/stakeholders.

Attributes	LD	SD	WD
I understand why and how we put colleagues/clients/stakeholders at the centre of everything we do			
I understand what contributes to the safety of colleagues/clients/stakeholders and work with them to identify problems and help reduce risks			
I understand what is meant by quality improvement and collect information in my area to aid improvement in how we work with colleagues/clients/stakeholders			
I understand how I can play my part in improving care and services for colleagues/clients/stakeholders			
I take part in activities to improve the way I do my job			
I understand the benefits of using small steps to improve care and services			
I understand the benefits of developing myself in order to care for others			
I keep my knowledge and skills up to date			
I develop my skills in improvement methodology *			
I work with my colleagues as an effective team member			
I listen to colleagues/clients/stakeholders and share their comments with colleagues to help improve care and services			
I understand my responsibility to speak up if something goes wrong and I know how to do this			

\* The model for improvement (developed by IHI) comprises the PDSA cycle: 'Plan, Do Study, Act' along with three questions – (1) what are we trying to accomplish; (2) how will we know that a change is an improvement; (3) what changes can we make that will result in improvement

**Personal preparation form** – reviewee to complete prior to first meeting of performance and development (appraisal) process (for own record only)

	Area	Comments/Notes
1	Generally, how do you feel you have performed in your job in the last year?	
2	What aspect of your job did you feel you performed well?	
3	What aspect of your job did you feel you performed least well?	
4	In reviewing your objectives and your personal development plan, how do you feel you did in achieving these, and what benefits did you realise.	Objective 1:
Objective 2:		
Objective 3:		
Objective 4:		
Objective 5:		

		Objective 6:
5	Were there any other benefits from your personal development plan?	
6	What additional skills/ knowledge/experience would help you do your job better?	
7	What changes would you like to make to our current job?	
8	How do you think your line manager could best support you?	
9	Write down new objective areas and possible development needs for next year for discussion with your line manager	

**Performance and Development (Appraisal) Proforma**

**Section 1** - background information on the individual, their post and the reviewer, to be completed by reviewer prior to the first meeting of the annual performance and development process

For period from and to:		
Individual's (reviewee) name		
Their job title and band/grade		
Name of reviewer and their position in the organisation		
Is a pay progression gateway applicable at this review? If so, which?		
Objectives and development needs discussed and agreed on: _____	Signed: _____ (reviewee)	Signed: _____ (reviewer)
Annual review held on: _____	Signed: _____ (reviewee)	Signed: _____ (reviewer)

**Section 2** – record of organisational/personal objectives, development needs, and link to KSF dimensions and NIPEC Business Objectives

Organisational/personal objective	Link(s) to KSF core and/or specific dimension	Link(s) to NIPEC Business Objectives	Personal Development Plan
			<b>Development need:</b>  <b>Action required:</b>  <b>Evaluation:</b>
			<b>Development need:</b>  <b>Action required:</b>  <b>Evaluation:</b>
			<b>Development need:</b>  <b>Action required:</b>  <b>Evaluation:</b>
			<b>Development need:</b>  <b>Action required:</b>  <b>Evaluation:</b>



**Section 3** – record of mid-year and end-of-year review of objectives and personal development plan

Organisational/personal objective	Note of discussion at end-of-year review