

## ACADEMIC PERFORMANCE REVIEW FORM

The form should document the Reviewee's objectives for the Performance Review Cycle and the outcomes of objectives from the previous year.

Reviewee / Staff Member	A N Other	Reviewer / Line Manager	Head of School
Post	Senior Lecturer	Post	HoS
School	Insert School	School	Insert School
Date	07 12 2015	Date	07 12 2015








<b>RESPONSIBILITY</b>	<b>ACTION</b>
Reviewee	To prepare for the review meeting by completing part 1 of this form
Both parties	Hold review meeting Discuss progress / outcomes and set objectives for the next 12 month period Discuss development and career aspirations Agree final version of the form
Both parties	To hold mid-point review to discuss progress



**PART 1: REVIEW OF OBJECTIVES FROM THE PREVIOUS YEAR**

The reviewee should complete this section in preparation for discussion at the review meeting. The reviewer will then provide their comments.


PREVIOUS YEAR OBJECTIVES				
No.	Objectives	Progress	Evidence	Final Outcome

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<p><b>1.</b></p>	<p><b>Teaching and Learning</b></p> <p>a) Student feedback</p> <p>    i. Module Evaluation Questionnaires (MEQs)</p> <p>    ii. NSS Scores</p> <p>b) Module and programme leadership (L/SL)</p> <p>c) Teaching quality</p>	<p>High quality teaching is reflected through formal and informal learner feedback. In 2014-15 student feedback through modules evaluation was highly positive.</p> <p>High quality teaching is evidenced in the MERS:(2014-15):  Communications and ICT,  Principles of Care,  Introduction to Social Policy,  Social Inclusion Empowerment and Health, Research Methods / Proposal, Group Dynamics (For HND and BSc) &amp; End of Life Care ( Foundation Degree)</p> <p>The modules all evaluate well and receive good feedback / seen to be fit for purpose and related well to the employer needs etc.</p> <p>External Examiner comments on assessment feedback to students and student outcomes is consistently very positive and evidenced in the report.</p> <p>Last year the Health and Human Sciences School was commended for the best NSS scores university wide, of which HND Health and Social Care received very positive feedback, with 100% satisfaction on Teaching and Learning. This was based on feedback from a group I was Programme Leader for and taught 8 of 12 modules.</p> <p>Peer assessment observation on 24/9/2014: Very positive commentary regarding the teaching and learning session and group engagement</p>	<p>MERS</p> <p>  Module Report MER Comms and ICT.doc</p> <p>  Module Report MER POC.doc</p> <p>  Module Report MER Research Proposal.dc</p> <p>  Foundation Degee End of Life 2014-15 H</p> <p>  Foundation Degee End of Life 2014-15 H</p> <p>  Strouter-L Examiners report.pdf</p> <p>  Examiner Report BSc Health and Social Car</p>	<p>Excellent</p>
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		<p>Reviewer comments:</p> <p>There is clear evidence of A N Other's excellent performance and practice in teaching, learning and assessment</p>	<p>Peer review</p> <p> NSS 2014 Course Report - Health and S</p> <p> Triad review Proforma 14-15 peer</p>	
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<p><b>2. Student Experience</b></p> <p>a) Modules taught and students' achievements</p> <ul style="list-style-type: none"> <li>i. attendance rates for each module taught</li> <li>ii. 1<sup>st</sup> attempt pass rates and average mark</li> <li>iii. Refer-Defer success rates for each module</li> </ul> <p>b) Projects and dissertations supervised: success rates</p> <p>c) Course level contribution (L) and Leadership (SL)</p> <ul style="list-style-type: none"> <li>i. Course level attendance rates</li> <li>ii. Overall retention and progression rates</li> <li>iii. Student degree grade achievements</li> </ul> <p>d) PhD supervisions: progress and completion</p> <p>e) Personal tutoring – specific achievements</p>	<p>I have 95-100% first pass rate on most modules, despite a number of students who would be described as widening participation in profile.</p> <p>In addition to the modules shown I lead the dissertation module, supervising 20 students. Of the 20 students 19 completed and passed the dissertation.</p> <p>Furthermore commentary made by the student Rep in the SSLC reflected my philosophy and a very positive approach to learners with learner centeredness which exceeded the student expectation.</p> <p>In 2014 I received the award for outstanding lecturer from the Student lead Teaching Awards.</p> <p>I have previously been programme leader for the HND Health and Social Care. I have developed the curriculum for these highly successful programmes and mentored new staff and the new programme leader.</p> <p>As programme leader for BSc health and Social Care the degree experienced great success in terms of a new programme with increasing numbers: from 49 in 2013 to 195 in 2015 recruitment, which has exceeded the expectation set at the point of validation which were: 20-25 per year.</p> <p>Course level attendance for the BSc Health and Social Care remained amber remained at an acceptable level throughout last year, with some classes achieving over 90%. This is good given the nature of the students who have many domestic commitments.</p> <p>Retention for the BSc Health and Social Care 2014-15 is 87%</p> <p>In 2014 I supervised 1 Masters student who was successful.</p> <p>I have very good relationships with my Personal Tutees and am seen to be responsive in terms of ensuring support is offered. I have been able to work out personal plans with a number of students who have been at risk of leaving the programme</p> <p>I have regular drop-ins with students..... / receive very positive feedback in terms of my approach. Always make time to see students quickly when they request times to meet</p> <p>There are still a number of reds, but these students have a personal action plan which they are working towards</p> <p>Leadership:</p>	 <p>Data Analysis 2014-15 BSc 13.11.14</p>	<p>Excellent</p>
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		<p>Reviewer comments:</p> <p>A N Other demonstrates her commitment and the student's outcomes are positive as detailed in the evidence provided.</p> <p>A N Other is an excellent programme leader and her success is reflected in the number of students on this new programme.</p> <p>A N Other is a successful personal tutor who actively engages with students and develops action plans to support their learning.</p>		
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<p><b>3.</b></p>	<p><b>Research and Scholarly Activity: Relevancy to TIRI</b></p> <p>a) Staff qualifications: progress and achievement</p> <p>b) Professional Accreditation and Revalidation where appropriate</p> <p>c) Research publications and TIRI relevancy</p> <p>d) Research income generation: Applied research</p> <p>e) Potential contributions to REF 2020 from the above</p>	<p>I am currently working on a number of publications:</p> <p>Driving Efficiency: Utilisation of Skills mix in General Practice and the Development of Assistant practitioners: Practice Nurse Pending</p> <p>Have contributed to 3 conferences in 2014-15 one of which was of national significance: Assistant Practitioners in End of Life / Integration the role of Assistant Practitioners / The role of Assistant Practitioners in the .....service <a href="http://slideplayer.com/slide/4319218/">http://slideplayer.com/slide/4319218/</a></p> <p>I am currently working towards completion of PhD: All my work is based upon Widening Participation and role conflict experienced by learners, which is knowledge which will help inform teaching and learning processes. I am looking towards gathering more empirical data and extending the reach of my research at this time</p> <p>I have a number of End Of Life publications (5) which are on the Moodle site and demonstrate my contribution to the TIRI agenda. <a href="http://www.jcn.co.uk/journal/05-2012/palliative-care/1491-the-assistant-practitioner-in-palliative-and-end-of-life-care/">http://www.jcn.co.uk/journal/05-2012/palliative-care/1491-the-assistant-practitioner-in-palliative-and-end-of-life-care/</a> <a href="http://www.magonlinelibrary.com/doi/abs/10.12968/bjha.2013.7.2.82">http://www.magonlinelibrary.com/doi/abs/10.12968/bjha.2013.7.2.82</a></p> <p>I have at least 1 contribution for REF 2020 in the School of Education and Psychology</p> <p>I am research co-ordinator for the School of Health and Human Sciences</p> <p>Member of the REF advisory panel / Research and Enterprise committee</p>	<p> NHC Northwest event 2014.pdf</p> <p> Reach presentation 26.9.14 .2014 JSmith</p>	<p>Excellent</p>
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		<p>Reviewer comments:</p> <p>A N Other continues to develop her academic profile in spite of a large workload as programme leader and AGC .</p>		
<b>4.</b>	<b>Employability and Enterprise</b>	<p>The designation of students from year 3 BSc:</p> <p>I have helped with the initial development of placements and documentation for both HND and BSc / I wrote modules which have been highly successful in terms of highlighting the importance of employability</p> <p>This module includes input from careers and a number of local employers</p> <p>Last year I remained the link for HEI for Assistant Practitioners /also Warrington Social Care link tutor</p> <p>In 2014 I made contributions to the Careers event, working with Julie Bateman to work with employers</p> <p>Reviewer comments:</p> <p>Employability is key to success in this vocational area and A N Other networks effectively to ensure that placements are appropriate in addressing and developing student employability skills.</p>	 <p>Placement documentation HND J</p>	Excellent
	<p>a) Student employability: DLHE Results</p> <p>b) Student placements: Dissertations/other projects</p> <p>c) Contribution to Industry Advisory Boards (IAB's)</p> <p>d) Organising guest lectures from industry</p> <p>e) Other employer engagement activities</p> <p>f) Knowledge transfer</p>			



<p><b>5.</b></p>	<p><b>School Vision and University Contribution</b></p> <p>a) Student recruitment (most recent academic year)</p> <ul style="list-style-type: none"> <li>i. Courses and student numbers recruited</li> <li>ii. Courses: Average entry points</li> <li>iii. Promotion (e.g. Open days/FE College visits)</li> </ul> <p>b) Mentoring/training of junior staff/new lecturers</p> <p>c) Other collaborative work and achievements</p>	<p>BSc is currently amongst the biggest single course in the School, having grown quicker than might be expected numbers</p> <p>I have lead a number of initiatives in the last year, in terms of my Programme Leader role: Sixth form / taster days/ Open days / NHS EVENTS</p> <p>Last year I was mentor for 2 new members of staff / this year I have 6 In terms of this role this included taking 1 member through her Teaching qualification which she was highly successful with. I observed and feedback / this included being a critical friend</p> <p>In 2014 and 2015 I was involved in the Health Mela on behalf of the University. This included attending the organising the committee</p> <p>I have advised the new Programme Leader who was taking the HND and Foundation Degree, as these were my former programmes</p> <p>External Examining:1 Internal Subject Review: University of Chester: Foundation Degree for Assistant Practitioners</p> <p>Two Programme Validations: UCLAN: Professional Doctorate and Foundation Degree in Dementia Care</p> <p>Validations for the University: 1 overseas / 2 internal / 1 partner (Franchise) /</p>		<p>Excellent</p>
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		<p>Reviewer comments:</p> <p>A N Other demonstrates loyalty to the University of Bolton and the school. She has a student centred approach which renders her an effective coach and mentor to novice staff. She is highly regarded by her colleagues and described as very hard working. She is key to the success of the school as both senior lecturer and AGC</p>		
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## PART 2: OBJECTIVES FOR THE CURRENT YEAR

Based on review of past objectives, plan out new objectives which support the University's Strategy and local plans.

OBJECTIVES FOR THE CURRENT YEAR		
No.	Objectives	Agreed Performance Measures and Professional Development Needs
1.	<p><b>Teaching and Learning</b></p> <ul style="list-style-type: none"> <li>a) Student feedback                             <ul style="list-style-type: none"> <li>i. Module Evaluation Questionnaires (MEQs)</li> <li>ii. NSS Scores</li> </ul> </li> <li>b) Module and programme leadership (L/SL)</li> <li>c) Teaching quality</li> </ul>	<p>To maintain good practice and work with the new programme team to ensure that the team are working towards best possible outcomes.</p> <p>MERS will be analysed and compared to previous feedback. Actions will be implemented where there are concerns.</p> <p>Module statistics will be analysed Actions will be implemented where there are concerns</p> <p>NSS scores will be analysed and compared. Actions will be implemented where there are concerns</p> <p>To improve resources available through Moodle 2, additional resources and improvements will be listed and evidenced.</p> <p>Peer review of teaching will be reported as very good.</p> <p>Currently also leading the BSc and HND</p>

<p><b>2.</b></p>	<p><b>Student Experience</b></p> <ul style="list-style-type: none"> <li>a) Modules taught and students' achievements <ul style="list-style-type: none"> <li>i. attendance rates for each module taught</li> <li>ii. 1<sup>st</sup> attempt pass rates and average mark</li> <li>iii. Refer-Defer success rates for each module</li> </ul> </li> <li>b) Projects and dissertations supervised: success rates</li> <li>c) Course level contribution (L) and Leadership (SL) <ul style="list-style-type: none"> <li>i. Course level attendance rates</li> <li>ii. Overall retention and progression rates</li> <li>iii. Student degree grade achievements</li> </ul> </li> <li>d) PhD supervisions: progress and completion</li> <li>e) Personal tutoring – specific achievements</li> </ul>	<p>Registers will be analysed and reported Actions will be implemented where there are concerns at modular level.</p> <p>Module statistics will be analysed and reported demonstrating student outcomes. Actions will be implemented where there are concerns</p> <p>I will demonstrate effective leadership through analysis of course level data (attendance rates, retention rates and degree classification).</p> <p>Increased support to students with new team / also increased use of additional study skills sessions will be evaluated positively by students.</p> <p>Lead for dissertation: workshop sessions to be further developed. This will be reported and student evaluations provided.</p>
<p><b>3.</b></p>	<p><b>Research and Scholarly Activity: Relevancy to TIRI</b></p> <ul style="list-style-type: none"> <li>a) Staff qualifications: progress and achievement</li> <li>b) Professional Accreditation and Revalidation where appropriate</li> <li>c) Research publications and TIRI relevancy</li> <li>d) Research income generation: Applied research</li> <li>e) Potential contributions to REF 2020 from the above</li> </ul>	<p>Further work to be undertaken for the re-submission of PhD</p> <p>To become a Senior Fellow of HEA</p> <p>Current work to be published: Titles</p> <p>Work on publication identified by School of Education and Psychology</p> <p>Work towards subject specific publications</p>

<p><b>4.</b></p>	<p><b>Employability and Enterprise</b></p> <ul style="list-style-type: none"> <li>a) Student employability: DLHE Results</li> <li>b) Student placements: Dissertations/other projects</li> <li>c) Contribution to Industry Advisory Boards (IAB's)</li> <li>d) Organising guest lectures from industry</li> <li>e) Other employer engagement activities</li> <li>f) Knowledge transfer</li> </ul>	<p>DLHE statistics will be analysed and reported demonstrating an upward trend.</p> <p>Student placement learning will be evaluated and reported</p> <p>In my role as AGC I am leading on the development of our IAB and employer engagement activities.</p>
<p><b>5.</b></p>	<p><b>School Vision and University Contribution</b></p> <ul style="list-style-type: none"> <li>a) Student recruitment (most recent academic year) <ul style="list-style-type: none"> <li>i. Courses and student numbers recruited</li> <li>ii. Courses: Average entry points</li> <li>iii. Promotion (e.g. Open days/FE College visits)</li> </ul> </li> <li>b) Mentoring/training of junior staff/new lecturers</li> <li>c) Other collaborative work and achievements</li> </ul>	<p>Recruitment remains important. We need to monitor recruitment in light of the advent of the nursing programme and report the data.</p> <p>We aim to achieve platinum status with these courses and increase the average entry point's year on year. A report will be provided.</p> <p>In my role as AGC I lead on the promotion of our courses and open days in partnership with the HoS.</p> <p>I will continue to mentor new staff as allocated by the HoS</p>

### PART 3: CONCLUDING REMARKS, PROFESSIONAL DEVELOPMENT AND CAREER PLANNING

#### CONCLUDING REMARKS AGREED BY THE PARTIES

A N Other has performed consistently well throughout all aspects of her SL programme Leader role and AGC R and R roles.  
 A N Other has agreed clear objectives for the coming year

#### CAREER ASPIRATIONS

What are your longer-term career aspirations over the next 1 -3 years? (This is to guide discussion around self-development, and potential work opportunities/ training and development. This is also an opportunity to explore your future plans in a broader sense, e.g. employees who may be interested in retirement planning etc.)

This is personal and confidential and will not be circulated on this draft.

#### PROFESSIONAL DEVELOPMENT

Development Goals	Development Methods	Timescale	Responsibility and/or Assistance