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Purpose

To support the University's commitment to providing a productive and satisfying work environment.

To state the University's commitment to the implementation of an effective process of performance review and development which links the performance and development of the individual employee to the strategic priorities, objectives and values of the University and relevant Portfolio/School/Directorate/Section.

Scope

This Policy applies to all full-time and part-time employees of the University employed:

• on a fixed-term appointment for more than one year; or
• in a continuing appointment.

Employees occupying a position of less than twelve months' duration, including sessional and casual employees, are encouraged to participate in the Performance Review and Development Program (PRDP) or an abbreviated version thereof.

Definitions

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
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<tbody>
<tr>
<td>Achievement</td>
<td>Completion of performance objective and associated tasks to the quantity or quality standard determined by the performance indicator/s. Examples of achievements may include research publications, consultancy projects, commercial activity, student feedback and projects completed.</td>
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<tr>
<td>Natural Justice</td>
<td>This refers to a person's entitlement to know of any detrimental comments made about his/her performance, by whom they were made, and having the opportunity to respond and be heard.</td>
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<tr>
<td>Term</td>
<td>Definition</td>
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<td>Objective</td>
<td>Specifies what needs to be achieved. It is recommended that the SMART methodology is used when defining performance objectives: • specific, i.e. clearly defines what needs to be achieved; • measurable, i.e. specify how the objective will be measured; • achievable, i.e. the objective is realistic given workload and classification level for example; • relevant, i.e. the objective is aligned to the strategic objectives and priorities of the University and relevant Portfolio/School/Directorate/Section and the employee’s position description; and • timed, i.e. a defined timeframe for the achievement of the objective.</td>
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<tr>
<td>Performance plan</td>
<td>Documents the performance objectives with associated tasks to be achieved during the PRDP cycle and the performance indicators and target dates for each objective. Performance plans must be developed within the designated workload of the employee.</td>
</tr>
<tr>
<td>Performance Review and Development Program</td>
<td>The University’s performance management process whereby: • the strategic priorities and objectives of the University and relevant Portfolio/School/Directorate/Section are aligned to the performance and professional development of employees; • PRDP Supervisors clarify duties, responsibilities and expectations for employees; • PRDP Supervisors and employees meet to plan, monitor and review performance and professional development; and • satisfactory performance and development are linked to salary incremental advancement for eligible employees.</td>
</tr>
<tr>
<td>PRDP cycle</td>
<td>The period of time over which the PRDP occurs. The PRDP cycle consists of three stages and each stage occurs during a specified period.</td>
</tr>
<tr>
<td>PRDP Supervisor</td>
<td>An employee who has designated responsibility for managing and/or overseeing the performance and development of other employees. In consultation with the Deputy Vice-Chancellor (Schools and Programs) and following the Vice-Chancellor’s approval, deans may delegate an academic employee classified at Level C or above as the PRDP Supervisor of academic employees within schools. Wherever possible, PRDP Supervisors shall be competent in the areas of expertise of the academic employees for whom they are PRDP Supervisors.</td>
</tr>
<tr>
<td>Professional development plan</td>
<td>Documents the professional development, training, industry and/or vocational knowledge development objectives for the PRDP cycle. For each objective, the strategies to achieve the objective and the resources required are documented.</td>
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**Policy Statement**

1. The achievement of the University's strategic priorities and objectives is dependent on the performance and contribution of all employees. An effective process of performance review and development is an important part of the University's annual strategic and operational planning processes which ensures alignment between the performance and development of individual employees, the strategic priorities and objectives of the Portfolio/School/Directorate/Section, and the University's Charter.
2. The purpose of the PRDP is to:
   • provide a context in which PRDP Supervisors can ensure alignment between the performance and
development of employees and the strategic priorities and objectives of the Portfolio/School/Directorate/
Section and the University's Charter;
   • ensure individual employees are clear about the duties, responsibilities and expectations of their position;
   • provide a means to identify and address employee development and training needs;
   • facilitate the development and agreement of individual performance and professional development
objectives;
   • provide a framework for regular feedback to employees about their performance and development;
   • provide opportunities for the recognition of outstanding achievement;
   • ensure PRDP Supervisors fulfil their roles and responsibilities in relation to the management of the
performance and development of employees; and
   • provide feedback to PRDP Supervisors so they are able to effectively manage the work environment and
plan for the effective utilisation of resources.
3. PRDP Supervisors are responsible for planning, monitoring and reviewing the performance and development of
employees, and training will be available to assist PRDP Supervisors in implementing the PRDP.
4. The PRDP is a cyclical process and consists of three stages. Stage 1 is the Performance and Professional
Development Planning stage and occurs between October from one year and February from the following year.
Stage 2 is the Monitoring Objectives stage and occurs between March and September. Stage 3 is the
Performance and Professional Development Review stage and occurs between October until December.
5. The PRDP will be implemented in accordance with the principles of fairness, equity and natural justice. Any
review of performance and development will be based on the relevant position description and the expected
outcomes of the position in relation to the strategic priorities and objectives of the Portfolio/School/Directorate/
Section and the University's Charter.
6. Each employee and his/her PRDP Supervisor will develop a Performance Plan and a Professional
Development Plan, and then agree on how these Plans will be implemented.
7. An employee's entitlement to incremental progression is based on an assessment of his/her performance by
his/her PRDP Supervisor. The PRDP provides the mechanism by which an assessment of performance and
the acquisition and use of additional skills, experience and knowledge can be made.
8. If performance is deemed to be "unsatisfactory", Unsatisfactory Performance provisions can be implemented in
accordance with appropriate awards and agreements.
9. An employee may invoke the Staff Grievance Procedure where he/she believes that he/she has been treated
unfairly in the application of the PRDP, eg. by an unfair or biased assessment of performance.

Responsibility

PRDP Supervisors are responsible for ensuring that the PRDP is implemented for all employees for whom they are
nominated as line manager, supervisor or PRDP Supervisor in accordance with this Policy.

Human Resources is responsible for:
   • providing advice on the PRDP Policy and Procedure;
   • conducting PRDP Policy and Procedure training bi-annually;
   • conducting online PRDP system training bi-annually;
   • monitoring and reviewing the implementation of the PRDP; and
   • providing regular reports on the status of the implementation of the PRDP to the Senior Deputy Vice-Chancellor,
Deputy Vice-Chancellors, Deans and Directors.
Legislative Context

- University Collective Agreement, Academic and General Staff Employees.
- Victorian TAFE Teaching Staff Multi-Business Agreement (MBA) 2009.

Associated Documents

- Performance Review and Development Program Procedure.
- Staff Grievance Policy.
- Staff Grievance Procedure.
- Employment Probation for General Staff and TAFE Teachers Policy.
- Employment Probation for General Staff and TAFE Teachers Procedure.
- Academic Probation (Higher Education) Policy.
- Academic Probation (Higher Education) Procedure.
- Professional Development Policy.

Implementation

This Policy will be implemented using the following strategies:

1. Inclusion on the University's online Policy Library.
3. Memorandum from the Director, Human Resources to Senior Deputy Vice-Chancellor, Deputy Vice-Chancellors, Deans and Directors.
4. Training sessions.