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13 September 2024

I HEREBY SUMMON YOU to attend the **STAFFING COMMITTEE** Meeting to be held in The Pepperpot, High Street, Godalming on THURSDAY, 19 SEPTEMBER 2024 at 7.30pm, or on conclusion of informal recruitment panel which precedes this meeting.

Andy Jeffery

Andy Jeffery
Town Clerk

If you wish to speak at this meeting please contact Godalming Town Council on 01483 523575 or email office@godalming-tc.gov.uk

Committee Members: Councillor S Downey – Vice Chair
Councillor Heagin – Chair
Councillor Holliday
Councillor Kiehl
Councillor Weightman
Chair of Policy & Management (*ex officio*)

AGENDA

1. **MINUTES**

To approve as a correct record the minutes of the meeting held on the 10 July 2024, a copy of which has been circulated previously.

2. **APOLOGIES FOR ABSENCE**

3. **DISCLOSABLE PECUNIARY INTERESTS AND OTHER REGISTERABLE INTERESTS**

To receive from Members any declarations of interests in relation to any items included on the agenda for this meeting required to be disclosed by the Localism Act 2011 and the Godalming Members' Code of Conduct.

4. **WORK PROGRAMME**

Members to review the committee's work programme, copy attached for the information of Members.

5. **YOUTH SERVICE STAFF CODE OF CONDUCT**

Members to receive a draft Youth Service Staff Code of Conduct (attached for the information of Members) and are requested to approve the Code of Conduct for recommendation for adoption by Full Council.

6. REVIEW OF POLICY DOCUMENTS

At the meeting of 10 July 2024, Members noted the councillor(s) nominated to review the documents listed below.

Cllr Heagin will brief Members on options relating to the appraisal system based on ACAS guidance and practice (ACAS Advisory booklet attached for the information of Members).

Cllr Follows [Absence & Sick Pay Policy/Procedure](#)
Cllr Heagin [Appraisal Scheme Guidance](#)

The following policy documents are due for review on 14 November 2024. Members are requested to note that the councillor(s) nominated to review the documents listed below. Nominated councillors were requested to forward any proposals for amendments to the Town Clerk no later than 31 October 2024.

Cllr Weightman [DBS Data Handling Policy](#)

7. STAFF PROFESSIONAL DEVELOPMENT

An opportunity has arisen for two members of the youth service team to enrol into an NVQ Level 6 apprenticeship in youth work as part of the Premier Pathways Youth Worker Degree Apprenticeship scheme at no direct cost for the course to the candidates or Godalming Town Council. The course is being funded by the National Youth Agency (Youth Work Degree Apprenticeship Guide attached for the information of Members).

Both candidates have been assessed as suitable by the training provider and are scheduled to begin their learning journey on 14 October 2024. This is not only a superb opportunity for the development of the staff members but is also beneficial to the Council in widening the knowledge and experience of the youth staff to better serve residents, and specifically the young people of Godalming.

The Youth Services Officer has confirmed that:

- the candidates will complete this on their own time, with, subject to approval, GTC providing 1-2 hours of study release.
- it is a degree-level qualification, and it would be estimated to take three years to complete;
- There is no financial impact or otherwise for GTC if the candidate(s) decide to terminate their Level 6 apprenticeship;
- this would not affect current youth service delivery;
- there is a supervisory requirement of GTC, which will be implemented as part of the candidates' regular monthly supervision;
- if the candidates complete this qualification, they would attain a JNC Professional qualification; and
- the candidates have been made aware that GTC's support of their undertaking of this qualification does not mean they will automatically progress in pay or position at Godalming Youth Service. However, it would allow them to apply for JNC Professional positions should one become available.

Whilst the candidates have committed to 6 hours of study and course work per week outside of their working hours, there is no obligation on GTC to provide any additional resource, apart from the supervisory requirement and if required to facilitate meetings between the candidates and their training mentor. However, Members are requested to authorise the Youth Services Officer, in consultation with the Town Clerk, to allow up to 2 hours' a week

study time in support of the candidates on the proviso such study time does not compromise the delivery of the term-time youth provision.

8. COMMUNICATIONS ARISING FROM THIS MEETING

Members to identify which matters (if any), discussed at this meeting, are to be publicised.

9. DATE OF NEXT MEETING

The next meeting of the Staffing Committee is scheduled to be held in The Pepperpot on Thursday, 14 November 2024 at 7.00pm.

10. ANNOUNCEMENTS

Brought forward by permission of the Chair. Requests to be submitted prior to commencement of the meeting.

IN PURSUANCE OF THE PUBLIC BODIES (ADMISSION TO MEETINGS) ACT 1960 S.1(2), THE COMMITTEE MAY WISH TO RESOLVE TO EXCLUDE THE PUBLIC AND PRESS FROM THE MEETING AT THIS POINT PRIOR TO CONSIDERATION OF AGENDA ITEM(S) 11, 12 & 13 BY REASON OF THE CONFIDENTIAL NATURE OF THE BUSINESS TO BE TRANSACTED I.E STAFFING MATTERS.

11. APPOINTMENT OF FINANCE OFFICER

Members to consider the information provided by the interview panel and meetings with potential appointees and are requested, if appropriate to confirm whether they wish, at this stage to appoint to the position of Finance Officer.

12. YOUTH SERVICE REVIEW REPORT

Members to receive a briefing from the Chair on the Youth Service Review Report from Kapasun Training & Development and recommendations contained therein. The recommendation of the report to be distributed to Members prior to the meeting. Members are requested to either resolve to approve the recommendations or resolve to approve recommendations to Policy & Management Committee and/or Full Council as appropriate.

13. STAFFING MATTERS

Members to receive an update from the Chair and Town Clerk on any outstanding confidential staffing matters.

4. STAFFING COMMITTEE – WORK PROGRAMME

TASK	PROGRESS	Comment	PRIORITY FOR REVIEW
Staff Meeting	Service area site visits.		1
Report Staff Appraisals Undertaken	Chair of Staffing & P&M to conduct TC annual appraisal	Completed 19 Aug 24	
POLICY REVIEWS – to be updated following review on this agenda	PERSON UNDERTAKING REVIEW	DATE ADOPTED/ LAST REVIEWED	REVIEW DATE
Lone & Flexible Working Policy	Deferred until adoption of updated HSE policy and statement	15 November 2018/ Reviewed September 2021	Q3 2023
First Aid Policy	Deferred until adoption of updated HSE policy and statement	28 April 2022	Q2 2024
Fire Safety Precautions & Emergency Procedures	Deferred until adoption of updated HSE policy and statement	Adopted 21 July 2022	Q3 2024
Absence & Sick Pay Policy and Procedure	Cllr Follows	4 July 2019/ Reviewed July 2021 Next Review 19 September 2024	Q3 2024
Appraisal Scheme	Cllr Heagin	28 March 2019/ Reviewed September 2021 Next Review 19 September 2024	Q3 2024
DBS Data Handling Policy	Cllr Weightman	15 November 2018/ Reviewed November 2022 Next Review 14 November 2024	Q4 2024
Modern Day Slavery Statement		1 April 2021	Q2 2025

POLICY REVIEWS – to be updated following review on this agenda	PERSON UNDERTAKING REVIEW	DATE ADOPTED/ LAST REVIEWED	REVIEW DATE
Recruitment of Ex-Offenders Policy		15 November 2018/ Reviewed September 2023	Q3 2025
Recruitment of Ex-Offenders Policy Statement		15 November 2018/ Reviewed September 2023	Q3 2025
A Guide to Term Time Contracts		23 September 2021/ September 2023	Q4 2025
Leave Policy		4 July 2019/ Reviewed November 2023	Q4 2025
Disciplinary Procedure		13 January 2022 Reviewed 13 May 2024	Q1 2026
Grievance Policy		13 January 2022 Reviewed 13 May 2024	Q1 2026
Code of Conduct – IT Facilities		22 March 2018/ Reviewed 13 May 2024	Q1 2026
Social Media Policy		22 March 2018/ Reviewed 13 May 2024	Q2 2026
Training Statement of Intent		13 January 2022 Reviewed 13 May 2024	Q2 2026
Dignity at Work Policy		19 December 2019/ Reviewed 13 May 2024	Q2 2026
Employee Code of Conduct		13 September 2018/ Reviewed Feb 2023	Q1 2027



GODALMING YOUTH SERVICE CODE OF CONDUCT

Date for this Version: 5 September 2024

Date for next revision: 5 September 2025, or sooner if revisions are required

The primary responsibility of Godalming Youth Service staff is delivering an excellent service to Godalming's young people. To achieve this, it is important that we follow a professional *Code of Conduct*.

At the beginning of employment, managers will support staff to familiarise themselves with the Town Council policies and ask them to sign acknowledging their receipt of these. This Code of Conduct is to be read as complementary to these and seeks to practically apply policies regarding staff conduct to Godalming Youth Service's unique context, ensuring that staff understand what is expected of them.

Staff are required to read and sign this annually. In addition to being reviewed annually, the Youth Service Code of Conduct will be amended or updated as and when required.

Professionalism and Expected Behaviours

Professionalism is not defined by payment for doing youth work, but by the quality-of-service delivery and the dedication of staff to delivering an excellent service.

Basic workplace knowledge

We expect staff to have an understanding and willingness to learn about the following, and to demonstrate these skills day-to-day;

- the mission and purpose of youth work and Godalming Youth Service;
- professional boundaries, values and ethics;
- the need to present a public persona that is respectful and respected; and
- how the actions of individual workers affect the public's views of youth work and the service more generally.

This Code of Conduct will not seek to unpack each of these areas in full, as it is felt these are core competencies of Youth Services roles. That is, acting in these ways is 'doing your job' and the thing that you have been employed to do.

It is the responsibility of each adult working within the organisation to ensure that:

- their behaviour is appropriate at all times;
- they observe the rules and procedures established for the safety and security of children, young people and vulnerable adults;

- they follow the safeguarding procedures regarding suspicions, disclosure or allegations of child abuse;
- they recognise the position of trust in which they have been placed; and
- in every respect, the relationships they form with the children, young people and vulnerable adults in their care are appropriate.

All people who wish to work or volunteer within the Youth Service, must accept this Code of Conduct and put it into practice. The Code of Conduct is designed to safeguard staff and service users.

Punctuality

Staff are required to turn up to work on time and complete their hours. There is a degree of flexibility that can be discussed with managers regarding preparation hours, but punctuality regarding *session hours* is of critical importance.

It is an expectation of your job that you arrive at the start of session (normally 30 minutes before young people arrive), and that you stay till the end of pack down and debrief (normally 30 minutes after young people leave).

The staff rota is available to staff in the following places:

- the Youth Service Staff Portal;
- Broadwater Youth Centre; and
- on the Youth Service Slack channel (paid staff only).

The rota will be discussed in staff one-to-one supervision. A printed copy is available on request, and it can also be sent via e-mail or WhatsApp as requested.

If you are unsure which hours you are expected to work, it is your responsibility to reach out to your manager and seek clarity. Excuses such as *'I lost my rota, so I didn't come to work on time'* are not acceptable.

If you do not arrive on time for your session, this is recorded in the pre-session briefing. Frequent lateness will lead to this being addressed through formal management procedures.

Use of Abusive Language

Youth Service staff are not permitted to swear in front of young people and should not swear in the workplace at all. If there is a pattern of inappropriate language in front of young people, this will lead to disciplinary action being taken.

In addition to not using swear words, you must not use abusive speech, such as racism, derogatory terms, or anything contrary to youth work values under any circumstances. This includes expressing individual opinions about communities or places, including any form of stereotyping. Our speech needs to be appropriate and congruent with youth work values. Abusive speech will lead to disciplinary action being taken.

Personal and Professional Life Distinction

There is a distinction between one's *personal* life, and one's *professional* life. A personal life is what somebody does as a free and independent person outside of work. A professional life is what someone does in their working role and as a workplace representative. When on work time, your chief pursuit should be fulfilling your paid duties. Your personal life and matters pertaining to it should only be the feature of conversation at appropriate times, such as during break times.

You are also responsible for ensuring that activities in your personal life do not impact on your ability to fulfil your job responsibilities, and that you do not undertake actions that bring the Town Council into disrepute.

Working Boundaries

Maintaining professional boundaries with young people is vitally important. No worker should be asked to work with a group that includes a relative or family friend. Young people are not youth worker's 'friends', nor are they part of their 'personal life'. The Youth Workers' connection to them is always to remain professional and there can be no blurring of the lines.

Workers are not to disclose their personal address, email address, phone number or social media handles to young people; they should always offer vetted youth service contact methods.

This is explained here to ensure that it is understood by everyone. Youth Workers are never to engage in intimate relationships or communication (including flirtatious behaviour) with young people. Doing so constitutes gross misconduct and will result in disciplinary action being taken leading to dismissal.

Use of Personal Vehicles, such as Cars, for Work

You are not permitted to use a personal vehicle to transport young people, except where not to do so would compromise the safety of the young person. Where possible the Youth Services Officer should be contacted for advice in advance, however if this not possible or appropriate staff must act in the best interest of the child but are to log and report the occurrence as soon as possible after the event. Given that the Youth Service has its own vehicles, it would need to be a last resort.

When using Youth Service vehicles, you must follow the procedures in the vehicle management folders, including gaining consent, informing managers of vehicle use and fulfilling all necessary checks before and after journeys.

Social Media and Online Communication

In-depth procedural social media guidelines for youth service staff can be found on the Youth Service Portal. Much like teaching professionals, youth workers need to maintain appropriate boundaries in their social media usage. The following principles summarise our guidelines:

- do not do anything online that brings the youth service into disrepute. Examples might include aggressive comments online, provocative, or illicit pictures;
- do not interact with young people or their parents online. If they add you on a social media platform, report this to your manager immediately, who will guide you in documenting this happening and ensure that the young person or parent is blocked; and
- be cautious about interacting with Youth Service social media platforms when using personal accounts. Do not 'comment' on Facebook or Instagram posts from the service using your own account as young people will see your account and try to 'add' you.

There are many examples in the media of teachers who have breached social media guidelines, and in doing so, they have brought their schools into disrepute and been barred from teaching. Youth workers need to be just as vigilant, bringing the Youth Service into disrepute will result in disciplinary action being taken.¹

Where ambiguity exists, for example, it is your responsibility to ensure that you do not bring the service into disrepute in your personal life. When you become aware of possible blurred lines, you should inform your manager of difficulties you might anticipate so that the service can mitigate as effectively as possible.

Dress Code, Clothing and Uniform

¹ The Youth Service seeks to follow best practice in this area. Those interested in this theme might find the Surrey Children's Services Procedures Manual useful. The Youth Service maintains a more concise written document to ongoingly consider social media use.

https://www.proceduresonline.com/surrey/cs/p_use_social_media.html?zoom_highlight=social+media

We do not have a mandatory uniform in the Godalming Youth Service. Some youth services do have this as a matter of procedure, but we have opted to give staff the freedom to dress as they wish provided it is appropriate to their role. It is perfectly acceptable, for example, to turn up to work in a t-shirt with a cartoon character on it, particularly if this will create opportunities to strike up a rapport with young people. However, there are some requirements regarding what clothing is considered acceptable in our Youth Service:

Workplace clothing requirements

- Clothing must be in good condition.
- Dirty clothing is not permitted to be worn at work.
- Clothing must be neutral, not endorsing specific political causes, businesses or courses of action.
- Promotion of so-called side hustles or friend's businesses through clothing is prohibited.
- Clothing should not be provocative or revealing.
- Clothing should be safe and appropriate for the activities in youth sessions. This ordinarily means comfortable trainers for participating in physical activities.
- Be aware that some clothing might not be appropriate in all contexts. Open toe shoes, for example, are not appropriate in the kitchen. Bring a spare pair of shoes to work if in doubt.

The Worker in Charge for each session reserves the right to ask staff to change their clothing or to wear a Godalming Youth Service fleece if they feel a staff member is wearing inappropriate clothing. In some instances, this might be needed for a specific project or if working with a complex group of young people.

If, due to personal economic hardship and the inability to afford to purchase clothes for work, we may be able to assist. In all things, be open with your manager if something is preventing you from fulfilling your job role, your line manager will respect your dignity and any such discussion will be treated with confidentiality.

ID Badges and Lanyards

Staff should carry identity badges when working directly with young people or when in contact with other professionals or members of the public.

Identity cards and lanyards will be given to staff at the beginning of their employment and will include a photograph of the worker, contact details for managers and the staff member's DBS number.

Use of Personal Phones During Work Time

Personal phones are not to be used during youth work sessions and should be stored away for the duration of sessions. This includes during the briefing, setting up, packing down and evaluation sections of a session.

In exceptional circumstances, the Worker in Charge can give permission for staff to use personal phones, but this should be a rarity. The Youth Service has many digital devices for tasks such as using search engines. Therefore, there is not adequate reason for the use of personal phones or devices which increase the risk of blurred boundaries or workers being distracted.

Personal phones or devices should not be used for youth service business, such as contacting parents, partner agencies or other Town Council staff.

Personal Hygiene

Appropriate hygiene is required of all staff working at the Youth Service. Make sure your clothing is clean and appropriate for work, and that you have practised appropriate personal hygiene. If needed, you are permitted to keep personal hygiene products on site if stored appropriately.

Alcohol, Drugs and Substance Use

Complete Prohibition on Staff Usage of illegal substances

Godalming Youth Service staff are completely prohibited from using illegal drugs. Due to the nature of our service, it is a conflict of interest for staff to use drugs in their personal life. One of our purposes is to counter the exploitation of vulnerable youth who might be susceptible to drug use.

It is not possible to 'ethically' buy illegal drugs; if you purchase illegal drugs, you are helping to maintain drug distribution networks that enable exploitation. Disciplinary action will be taken against staff engaged in illegal activities such as drug use in their personal life.

If Illegal Substances or Influence of These is Present at Work

Use of illegal substances at work is an act of gross misconduct and will result in instant dismissal.

Providing further clarity, this also extends to alcohol consumption on the premises, whilst supervising or responsible for young people or being under the influence of alcohol or illegal drugs whilst at work.

Staff are responsible for ensuring their clothing is clean and that they present well when arriving at work, whilst clothing smelling of illegal substances such as marijuana does not of itself indicate personal use, any member of staff who presents for duty with clothing that smells of such substances will not be permitted to remain on duty and will be subject to disciplinary action.

For clarity, excuses such as '*my housemate smokes weed and it made my clothes smell*', or '*I walked through an area on the way to work where people were smoking weed*' will not be accepted and are completely unacceptable in any youth or educational environment. It is each staff member's responsibility to ensure that they display appropriate clothing and hygiene at work, if necessary, bringing a change of clothes, deodorant or similar.

Smoking at Work

Whilst smoking is not an illegal activity, the Youth Service, including its premises, and any location it is undertaking activities at is a non-smoking environment and smoking is not permitted. Youth Service Staff are not permitted to smoke in the presence of young people and are not to smoke during working hours. If a youth worker wishes to smoke during an official, work break, they are to leave the youth service premises, which in the case of Broadwater Youth Centre, includes the car park and access road passing Gardeners Cottage.

Young People and Parents Who Use Drugs and Alcohol

Young people will not be able to use drugs or alcohol during any activity organised with Godalming Youth Service.

Youth Service staff may unexpectedly find that young people arrive who have used drugs and alcohol, or later discover young people are under the influence of drugs and alcohol. The workers are expected to use their discretion to decide when the presence of drugs and alcohol in the youth work situation render the session either unproductive and/or unsafe for both young people and workers. You should also inform the Safeguarding Lead who is on call that day and will assist with decision-making and appropriate escalation.

There are complexities when this happens during outreach or mobile sessions, such as when the identity of the young people (and even their age) may be uncertain. The Worker in Charge will offer guidance in these situations, always remembering that the safety of staff and young people is paramount. Mobile and outreach youth work is a skilled piece of work, and all staff will continue with ongoing training and reviewing every session to ensure ever-improving practice.

Partner Agencies, including Activity Providers

We value partnership working with other agencies. However, we will only form working partnerships when the aims and objectives are supportive of our own mission and aims.

We Do Not Disparage Other Organisations

When interacting with partner agencies, our staff should never be disrespectful of other agencies or of colleagues who work there (either in front of young people or in any work-related environment). This might sometimes mean withholding a personal judgment about other agencies.

We will, however, always seek to give feedback and constructive criticism in a professional manner, directly to the agency/colleague concerned, especially when their performance affects young people.

Professional Interactions with People met through Work

Off-site trips and partnership work can create ambiguity for workers. Specifically, whether adults they meet through these events are people they are meeting in a 'personal' or 'professional' context.

When interacting with people in a work context, including staff at activity centres, professionals at inter-agency meetings and staff from other departments, these are to be treated as workplace interactions only. This includes not using so-called 'break times' to pursue further contact. Actions that attempt to move professional connections into personal life connections, such as asking to exchange personal numbers, can be misconstrued and lead to embarrassment to the individual and organisation.

There are people with whom you will have both a personal and professional life; in these instances, you should distinguish clearly between your professional interactions 'in role', and what is part of your personal life.

Contact with the Media and/or the Public

If a worker is approached by the press or a member of the public regarding an incident, procedures or security relating to the Youth Service or any other aspect or service involving Godalming Town Council, they should not comment but refer them to the Youth Services Officer. Where necessary, the Youth Services Officer will inform the Town Clerk.

Legal Issues and Cooperation with Police

Staff must always operate within the law. This may mean on occasion being obliged to contact the police if they have knowledge of a serious crime, whereas at other times they may be required to answer truthfully if questioned by the police about a less serious offense. In either instance staff must not lie on behalf of young people and young people must be made aware of this. Staff must not condone risky or illegal behaviour by young people, even if they are unable to prevent it.

This may require workers to explain and negotiate with young people about when they can and cannot work with them, particularly during mobile or outreach youth work. Staff are expected to work with the police, but not to compromise their commitment to the needs and rights of the young people they serve. It is our responsibility to have an up-to-date working knowledge of the law as it applies to our work and to help the Police to understand our role, how we work and the ethics and boundaries we employ.

Health & Safety

Staff must always comply with Godalming Town Council's Health & Safety Policy. It is an expectation that a risk assessment is completed for all significant pieces of equipment, and that further assessments are completed at the beginning of each session. These are documented digitally in the pre-session briefing forms and kept on record.

Gaining consent

In normal circumstances, all young people attending Broadwater Youth Centre should have completed a consent form. These are stored digitally, and a record is kept of when forms are submitted. We require all parents to update these at least yearly or if a significant change occurs.

The rare exception is young people with complex parental situations, including parents who refuse to offer consent. In these rare instances, we will allow young people who do not have consent forms to join centre-based sessions, but this will be subject to them displaying appropriate behaviour. We will take every step we can to get appropriate contact details, including contacting their school. This arrangement for the young person should also be reviewed regularly as it might be laziness on their part or seeking to prevent parents knowing they attend the centre.

Offsite Trips

Staff will seek parental consent for any project activity away from the usual meeting place of a group, or any activity involving the transportation of young people, or any planned activity involving an increased element of risk. The authorised consent of parents and guardians is required for all young people under the age of 18. Unfortunately, the young people outlined who have complex parental situations cannot be permitted to take part in trips.

Falsified Forms or Signatures

Where workers suspect that a parent/guardian's signature of consent has been forged or fabricated, that parent or guardian will be contacted in person or by phone to confirm their consent; young people should be told that this is the process to save any embarrassment.

Mobile and Outreach Consent

It is more challenging to implement consent forms for mobile and outreach youth work due to the nature of how these services operate. Activities on these projects should remain within what can be provided without parental consent. Young people encountered through these projects are encouraged to ask their parents to complete consent forms, as we then have permission to contact them and provide these young people with more opportunities.

GDPR-UK and Digital Good Practice

In all these matters, we are compliant with the wider Town Council policies and procedures. All communication with parents must be GDPR-UK compliant, and information stored compliantly. Personal e-mail addresses and devices are not to have young people's information on them at any time. See Godalming Town Council policies for more information.

Whistleblowing

Workers must inform their line manager if they witness actions or behaviour by colleagues that is inappropriate and in breach of this Code of Conduct or any other safeguarding policy. We all have a responsibility to do our best to maintain a high-quality service. Further details of the Town Council's approach to Whistleblowing can be found in the Whistleblowing Policy.

Grievance and Disciplinary

Failure to uphold the Code of Conduct may result in disciplinary action as set out in our disciplinary procedures.

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Advisory booklet – Employee appraisal

This booklet is intended to assist anyone involved in the process of employee appraisal.

It is one of a series of booklets and handbooks designed to give impartial advice on employment matters to employers, employees and their representatives. Legal information is provided for guidance only and should not be regarded as an authoritative statement of the law, which can only be made by reference to the particular circumstances which apply. It may, therefore, be wise to seek legal advice.

Our [Helpline numbers](#) can answer most of your questions about employment relations matters including your legal rights and duties.

Introduction the general principles

Key Points: –

- The main objectives of an appraisal system are usually to review employees' performance and potential. There may also be a link with a reward review
- Appraisals can benefit both employers and employees by improving job performance, by making it easier to identify strengths and weaknesses and by determining suitability for development
- In designing a scheme it is necessary to decide who should be appraised; who does the appraising; how often appraisals take place and whether employees should see their appraisal reports
- Employers are not required by law to introduce appraisal schemes. There are however some aspects of employment legislation that affect employee appraisal

What are appraisals?

Appraisals regularly record an assessment of an employee's performance, potential and development needs. The appraisal is an opportunity to take an overall view of work content, loads and volume, to look back on what has been achieved during the reporting period and agree objectives for the next.

What are the objectives of appraisals?

The objectives of the appraisal scheme should be determined before the system is designed in detail. The objectives will to a large extent dictate the methods and performance criteria for appraisal so they should be discussed with employees, managers and trade unions to obtain their views and commitment. The main objectives of an appraisal system are usually to review performance, potential and identify training and career planning needs. In addition the appraisal system may be used to determine whether employees should receive an element of

financial reward for their performance.

Performance reviews - give managers and employees opportunities to discuss how employees(1) are progressing and to see what sort of improvements can be made or help given to build on their strengths and enable them to perform more effectively.

Review of potential and development needs - predicts the level and type of work that employees will be capable of doing in the future and how they can be best developed for the sake of their own career and to maximise their contribution to the organisation.

Reward reviews - determine the 'rewards' that employees will get for their past work. The reward review is usually a separate process from the appraisal system but the review is often assisted by information provided by the performance appraisal.

What are the benefits of appraisals?

Appraisals can help to improve employees' job performance by identifying strengths and weaknesses and determining how their strengths can be best utilised within the organisation and weaknesses overcome. They can help to reveal problems which may be restricting employees' progress and causing inefficient work practices.

Some employers may talk to their employees regularly about their problems and performance at work and may not therefore see the need for a formal appraisal system. Regular dialogue between managers and their staff about work performance should, of course, be encouraged. However, in the absence of a formal appraisal scheme, much will depend on the attitude of individual managers. Some will give regular feedback on their employees' performance and potential while others will neglect this responsibility. An appraisal system can develop a greater degree of consistency by ensuring that managers and employees meet formally and regularly to discuss performance and potential. Experience shows this can encourage better performance from employees.

Appraisals can also provide information for human resource planning to assist succession planning and to determine the suitability of employees for promotion, for particular types of employment and training. In addition they can improve communications by giving employees an opportunity to talk about their ideas and expectations and to be told how they are progressing. This process can also improve the quality of working life by increasing mutual understanding between managers and employees.

Is a formal appraisal system suitable for smaller companies?

Smaller companies can certainly benefit from having appropriate appraisal systems. Indeed, the task of appraising employees is usually easier because managers are more likely to know each employee well. It is important however that the appraisal system is designed to meet the particular needs of the smaller company and is not over elaborate. An appraisal system does not need to generate a lot of paper to be effective; on the contrary the most effective systems are often the simplest.

No organisation, whether large or small, should contemplate the introduction of a formal appraisal system unless it is fully committed to its success and clear about its objectives. A scheme will involve the investment of time and money. Managers

will need to be trained to carry out appraisal properly; employees will need to be fully and carefully informed about how it will affect them.

A badly designed appraisal system operated by untrained and poorly motivated managers, and hastily introduced, will damage relationships and provide no benefits.

Who should be appraised?

In the past most appraisals have been carried out for 'white collar' employees. However this helps to perpetuate the feeling of 'them and us'. The appraisal of 'blue collar' employees can improve their motivation and can help them to make useful suggestions about how their jobs can operate more effectively. In addition growing interest in flexible working practices, the harmonisation of terms and conditions of employment and the growth of new technology have blurred the differences between 'blue'; and 'white collar' workers and many organisations are now extending the benefits of appraisal to all employees. [Appendix 2-8](#) gives an example of an appraisal scheme which has been devised for manual employees.

Who should carry out the appraisal?

In most organisations employees are appraised by their immediate managers on the grounds that those who delegate work and monitor performance are best placed to appraise performance. Others argue that appraisals carried out at a more senior level allow employees an opportunity to talk with higher management who, in turn, can find out the views and attitudes of more junior staff at first hand.

A better approach may be for employees' immediate superiors to write and carry out appraisals and for more senior managers to have an opportunity to comment on the report. This enables senior managers to keep a regular check on the progress of staff and to monitor the appraisal system to ensure that reporting standards are consistent.

Consideration of new approaches to carrying out appraisals may be a natural consequence of other changes in the organisation such as teamworking, increased flexibility and greater emphasis on the importance of communication skills and relationships with people in the workplace. 'Upward appraisal' gives employees the opportunity to comment on the performance of their manager and may provide a more balanced view of the individual's performance. '360 degree feedback', sometimes known as 'multi-source assessment', potentially offers a wider view of the individual's performance by taking into account comments from several sources such as peers, subordinates, other managers and possibly customers. Successful introduction of this form of appraisal is likely to depend on the culture of the company and whether it is introduced with care, a clear idea of how it will operate and what it is meant to achieve. It will need the backing of individuals involved and any workforce representatives if it is to work successfully. It is most commonly used with managers and may best be used as a way of helping individuals identify their development needs.

How often should appraisals take place?

Employee appraisal should be a continuous process and should not be limited to a formal review once a year. The frequency of formal appraisals will depend on the nature of the organisation and on the objectives of the system. For example, in a high technology organisation objectives may be changing quickly so that formal appraisals may need to be carried out more than once a year. In an environment

which is less subject to change, annual appraisals may be sufficient. Most employees receive a formal appraisal annually, although more frequent appraisals are often needed for new employees, for longer serving staff who have moved to new posts or for those who are below acceptable performance standards.

Should employees see their appraisal reports?

Employees should see all of their appraisal reports. Employees should have the opportunity to sign the completed form and to express their views on the appraisal they have received; in particular whether they feel it is a fair assessment of their work over the reporting period.

It is sometimes argued that 'open reporting' discourages managers from giving candid appraisals of staff. In order to avoid conflict managers may not accurately convey some of the more critical comments they have written on the report. However, if employees are unable to see their reports they will not know whether the verbal feedback accurately reflects what was put on the report by the manager or the areas where improvement is required. In practice managers are more likely to make fair and accurate comments on the appraisal form if they are aware that the form will be shown to the employee and that they will have to substantiate their written comments at the appraisal interview. Where managers have a tendency to be too generous in an open reporting system, this can be counteracted by training, monitoring and by allowing more senior managers to comment on the reports(2).

What are the legal considerations?

There is no legal obligation on employers to introduce appraisal systems. However, organisations need to be aware of some aspects of employment legislation that affect employee appraisal. An outline of the legal considerations is contained in [Appendix 1](#).

Making a success of appraisals

Key Points: -

For appraisal schemes to work effectively it is necessary to:

- Make sure that senior managers are fully committed to the idea of appraisals
- Consult with managers, employees and trade union representatives about the design and implementation of appraisals before they are introduced
- Monitor schemes regularly
- Give appraisers adequate training to enable them to make fair and objective assessments and to carry out effective appraisal interviews
- Keep the scheme as simple and straightforward as possible

A checklist

Senior managers must be committed to the idea of appraisals

They should fully accept that those who carry out the appraisals will need to be properly trained and have sufficient time and resources available to complete interviews, fill in the forms and carry out follow up work.

Consult with managers, employees and trade union representatives before appraisals are introduced

They should be consulted, and agreement sought about the objectives and the appraisal methods. A pilot scheme should then be developed and tested among a representative sample of managers and employees. [Appendix 2-8](#) contains a checklist of items which need to be considered before an appraisal system is introduced.

Make the scheme as straightforward as possible

Appraisal systems can sometimes fail because of over-elaborate paper work. It is essential to design the recording systems for those who will be using them and to keep any forms as simple and as clearly written as possible.

A timetable should be fixed for the implementation of the scheme

All employees and trade union representatives should be provided with written information describing how appraisal will work and how it will affect them. New employees will need to be fully informed about the appraisal system as part of their induction. All employees should be briefed and told in writing about the overall objectives of the scheme, how the appraisal system will work and what is expected of them individually. It is useful to nominate someone to answer employees' queries either directly or through their union representative.

Provide adequate training

All managers who carry out appraisals must receive training to help them assess performance effectively and to put that skill into use in the appraisal process. Appraisers should receive written instructions on how to complete reports and they should also be given the opportunity to practice these skills and to receive feedback on their performance. It is a useful training exercise for managers to write employee appraisal reports which are based on case studies.

They should then be given the opportunity to discuss their appraisal reports with others in the training group and to discuss any differences in markings. Trainees should also be allowed to practice 'mock' appraisal interviews and to receive constructive comments on their performance from tutors and from others in the group.

Make sure that managers carry out appraisals

Some appraisal schemes fail simply because managers give low priority to appraisals. A senior manager should therefore be given responsibility for co-ordinating the scheme and for ensuring that interviews are held and that the forms are completed correctly. The appraisal of managers' own performance can usefully include consideration of how effectively they undertake appraisals.

Some organisations set an annual timetable for the completion of various stages of the appraisal process and circulate this timetable to all appraisers. Another method is to spread appraisals throughout the year, possibly on the anniversary of the employee's appointment. This takes the pressure off the line manager to carry out a large number of appraisals at the same time.

Monitor the appraisal system

Check that appraisals are being carried out properly and determine whether the system needs to be modified to meet the changing needs of the organisation. The views of managers should be obtained about the scheme in general and in relation to any problems they have encountered. It is also important to get reactions from employees and trade union representatives concerning their experiences on being appraised. Some organisations use a questionnaire to obtain employees' views on the appraisal system. An example of such a questionnaire is at [Appendix 2-8](#). The formal appraisal system should be updated regularly. Schemes will become ineffective if they are not modified to take account of changes in the size of the organisation, in products, skills and occupational groupings or arising from the introduction of new technology.

Designing the appraisal system

Key Points: -

- It is essential to have written records of the appraisal to provide a feedback to employees and to allow more senior managers to monitor the effectiveness of appraisals

- The job description helps to focus attention on the employee's performance at work and to avoid assessing character

- Some appraisal techniques:

Rating - A number of employee characteristics are rated on a scale which may range from 'outstanding' to 'unacceptable'

Comparison with objectives - Employees and their managers agree objectives. The appraisal is based on how far these objectives have been met

Critical incidents - The appraiser records incidents of employees' positive and negative behaviour during a given period

Narrative report - The appraiser describes the individual's work performance in his or her own words

Behaviourally Anchored Rating Scales - A group of rating scales is developed which is custom made for each job

- It is important to set up a procedure for employees to appeal against their assessment

What about the paperwork?

Paperwork is not an end in itself but it is essential to have written records of the appraisal to provide a feedback to employees and to allow more senior managers to monitor the effectiveness of appraisals. The design of forms will depend on the nature of the organisation, the objectives of the system and the employees to be appraised. However, most performance appraisal forms should contain provision for:

- basic personal details, that is; name, department, post, length of time in the job
- job title
- job description
- a detailed review of the individual's performance against a set of job related criteria
- an overall performance rating
- general comments by a more senior manager
- comments by the employee
- a plan for development and action.

In addition there should be some guidance notes explaining the objectives of the scheme and how the appraisal interview should be conducted.

What is the purpose of the job description?

A job title and a brief description of the main objectives and duties of the job should feature at the beginning of the employee appraisal form. The job description should be agreed between the manager and the employee and should estimate the percentage of time taken up with each of the duties. The job description should help appraisers to focus attention on the employee's performance at work and to avoid assessing character. An example of a job description is given in [Appendix 2-8](#).

What are the different methods of performance appraisal?

Rating

This method lists a number of factors to be assessed such as quality and output of work, which are then rated on a numerical scale according to level of performance, for example:

- 1 outstanding
- 2 exceeds requirements of the job
- 3 meets the requirements of the job
- 4 shows some minor weaknesses
- 5 shows some significant weaknesses
- 6 unacceptable.

The rating scales method is easy to construct, use and understand. However, it is highly subjective, there is often a tendency to bunch the ratings around the average point and an overall impression can influence all the individual assessments. An example of a rating scales appraisal is given in [Appendix 2-8](#).

Comparison with objectives

Under this system, the employee and his or her manager agree objectives at the beginning of the appraisal period. The subsequent appraisal is based on how far

these objectives have been met.

This method is more objective than rating scales because the emphasis is on work achievement. It can be more participative because it gives employees the chance to agree their objectives and enables them to carry out a form of self appraisal. On the debit side there may be some employees who do not welcome the element of self direction - because they would rather be told what to do.

An important consideration in using this system is whether changes in circumstances which are beyond the individual's control, such as the economic environment, can result in objectives becoming unrealistic. It is therefore wise to take stock, perhaps mid-way through a reporting period, and decide whether there is a need to revise objectives because of unforeseen circumstances. An example of a comparison with objectives appraisal form is given in [Appendix 2-8](#).

It is worth stressing that rating scales used alone do not always take full account of results, while the objectives method can lack analysis of performance. Some organisations therefore combine the two methods in their appraisal system.

Critical incidents

Using this method the appraiser is required to record incidents of employees' positive and negative behaviour during a given period. The appraiser is expected to give feedback on this behaviour when it occurs whether it be to show appreciation of good performance or to give counselling to help poor performance. The record of incidents throughout the year forms the basis of the appraisal report. This method of appraisal encourages frequent recording and enables employees' performance to be judged on actual incidents rather than on subjective assessments. It also helps to overcome the problem of annual reporting which can concentrate unduly on events immediately prior to the appraisal.

The critical incident method can, however, be time consuming and burdensome and it can result in overactive supervision; some employees may feel that everything they do is being observed and recorded. In addition it may be an inappropriate method of appraisal in jobs where there is little opportunity to show initiative. The critical incidents method is sometimes used to supplement other techniques.

Narrative report

This technique requires the appraiser to describe the individual's work performance and behaviour in his or her own words. The narrative report may take the form of an essay or a controlled written report, such as answers to certain headings or guidelines. This approach is sometimes combined with rating scales. Narrative reporting is flexible and can enable the appraiser to gear the report to specific circumstances. However, its effectiveness depends largely on the literary ability of the appraiser. It is also difficult to make comparison between employees because entirely different factors may be assessed by different appraisers.

Behaviourally Anchored Rating Scales (BARS)

This method which overcomes some of the problems with conventional rating scales.

- meetings are held with the managers who will rate the people holding the job in question. These managers are then asked to list several key aspects of performance in the particular job. For example, for a departmental retail store manager a rating scale could include 'handling customer complaints' and 'meeting day-to-day deadlines'
- the same or a different group provides examples of good, average and poor performance for each category. For a retail store manager's category in relation to deadlines, an example of very good behaviour would be: 'Could be expected never to be late in meeting deadlines, no matter how unusual the circumstances'. An example of poor behaviour would be: 'Could be expected to disregard due dates in ordering and run out of a major line in his or her department'
- a number of such categories or 'anchors' is generated and each is given a value ranging perhaps from 1 (very poor behaviour) to 7 (outstanding behaviour). The number of categories to be rated will vary according to the nature of the job but most schemes have between 6 and 9
- once the scheme is completed appraisers use it to evaluate the expected behaviour of each person being rated. Individual rating scales are constructed on the basis of each job holder's typical or expected behaviour on each scale.

The advantage of BARS is that the anchor scales are directly applicable to the job being evaluated and are therefore more precise than the often vague traits used in conventional rating scales. On the other hand it is costly and time consuming to introduce.

Appeals

In order to preserve the credibility of the appraisal scheme it is necessary to set up a procedure for employees to appeal against their assessment. This may be through a special procedure linked to the appraisal system or through the grievance procedure. The procedure should provide for the employee to be assisted by a union representative or a representative of his or her choice⁽³⁾. Appeals should be made to a more senior manager than the appraiser. In some organisations appeals are made to a committee consisting of management and union representatives.

The appeals procedure should be used only in exceptional circumstances. The main aim of appraisals is to help employees improve their performance. The appraisal system should not be used to discipline poor performers nor as a device for employees to negotiate better markings or performance payments through the appeals procedure. Frequent use of the appeals procedure could indicate that there are problems with the appraisal system and a need for further management training in appraisal techniques.

Overcoming problems with performance appraisal

Key Points: -

- Some of the inconsistencies associated with performance appraisal can be overcome if senior managers have an opportunity to comment upon and sign the appraisal
- A manager should be nominated to monitor and co-ordinate the appraisal system
- Managers should keep running records on the performance of their staff throughout the reporting period
- Suitable training will help to achieve consistency in reporting standards

The 'halo' or 'horns' effect

In some cases appraisers may allow the rating they give to one characteristic to excessively influence their ratings on all subsequent factors. The appraiser who decides that the employee is good in one important aspect and gives him or her similarly high markings for all other aspects is demonstrating the 'halo' effect. Alternatively one serious fault can sometimes lead an appraiser to reduce markings in other areas (the 'horns' effect).

This problem can be resolved if the appraiser judges all employees on a single factor or trait before going on to the next factor. In this way it is possible to consider all employees relative to a standard or to each other on each factor.

Variations in reporting standards

Some appraisers are either over generous or too critical in their markings. Reporting standards can be evened out if senior managers have an opportunity to confirm the markings, make further comments and sign the appraisal, thereby enabling them to compare reporting standards and to identify and counsel any managers who appear to be too generous or too harsh in their reporting.

The manager nominated to monitor the appraisal system should also seek to identify any variations in reporting standards and offer help to those managers who need it.

Emphasis on the recent past

Most appraisals report on a period of one year. Some managers, when completing reports, may find it difficult to recall and assess events that occurred in the earlier part of the reporting year. The lapse of time tends to encourage an emphasis on more recent events, which can distort the balance of the report.

This problem can be resolved if managers keep running records on the performance of their staff and of actual events which are evidence of work performance. These notes will provide a very valuable aide memoire when the time comes for the reports themselves to be written. Alternatively managers may wish to make an informal record half way through the reporting period to help them be objective in the end of year assessment.

The central tendency

Some appraisers are reluctant to rate people at the outer ends of the rating scale, especially if the rating system has an odd number of rating points when there may be a tendency to mark employees in the middle scale. Rating systems which have an even number of scales (and therefore no 'middle scale') have the merit

of requiring raters to mark above or below the 'middle line'.

Suitable training will help to achieve consistency in reporting standards. There should also be guidance provided on the report form, which should contain an explanation of the requirements of each part of the report.

Assessing potential

Key Points: -

Appraisal of employees' potential can be based on:

- Past performance and observations from senior managers or from several sources
- Employees' assessment of their own potential and performance
- Reports from assessment centres

It is not always easy to assess employees' potential for different kinds and levels of work because the predictions are usually based on past performance, and jobs at higher levels may have different performance demands. However, it is necessary to assess potential in order to determine how employees' aptitudes can be best utilised in the organisation and to identify those who appear suitable for further training and promotion.

Past performance

Reports from employees' immediate managers and observations from more senior managers are an important although incomplete way of identifying potential. Managers may have observed the individual only in a narrow range of tasks, which may not necessarily be an indication of suitability for higher level work. Whether someone has failed or been successful in a lower level job is relevant but not necessarily crucial to the assessment of his or her potential. Another possibility is to write comments from several sources such as colleagues, subordinates, other managers or even customers. Such a system would need to be introduced with thought and sensitivity.

A section for reviewing potential sometimes appears on the performance appraisal document. It is however preferable to provide a specially designed form, or at least a separate section, with separate instructions on how it is to be completed. An example of a form for assessing potential is given in [Appendix 2-8](#).

Self assessment

Employees' assessment of their own performance and potential is important, although highly subjective. During appraisal interviews managers should attempt to find out whether employees are interested in different kinds of work; where practicable this should be followed by plans to realise this potential through training courses, assignments and planned experience.

Assessment centres

There has been an increase in the use of centres for assessing the potential of staff. Assessment centres are used by a number of companies and staffed by

trained assessors, usually psychologists, who use a variety of group and individual psychometric tests in assessing employees' potential.

Assessment centres have an advantage in that they are more objective than other methods of evaluating the potential of employees, however, they are relatively expensive and time consuming.

The appraisal interview

Key Points: -

- Employees should be given adequate notice of the appraisal interview. Self assessment forms can help them prepare
- At least one hour should be set aside for the interview
- Seating arrangements should be comfortable and the interview free from interruptions
- The appraiser should suggest ways in which the employee's good work can be continued and how he or she can achieve further improvement
- Both parties should discuss how far agreed objectives have been met and agree future objectives

Preparing for the interview

Employees should be given adequate notice of appraisal interviews. Self assessment forms completed by employees before their interviews can help them note what they think have been their strong and weak points; what they see as barriers to effective performance; their plans for the coming year and their development and training needs. Self assessment forms are an aide memoire to the individual and they do not have to be shown to the person conducting the appraisal. An example of a self assessment form is given in [Appendix 2-8](#).

The manager should consider the overall results attained by the employee and, where the results have been significantly greater or lower than expected, possible reasons for variations in performance. This will be easier if notes have been made throughout the year of the employee's successes and failures, and any performance related developments beyond the employee's control.

At least one hour should be set aside for the interview. The seating should be comfortable and arranged to create an informal atmosphere. The interview should be free from interruptions.

The structure of the interview

The interviewer should:

- explain the purpose and scope of the interview
- discuss the job in terms of its objectives and demands
- encourage the employee to discuss his or her strengths and weaknesses

- discuss how far agreed objectives have been met
- agree future objectives
- discuss any development needs appropriate to the existing job or the individual's future in the organisation, for example: training, education, work experience
- summarise the plans which are agreed
- if there are disagreements explain how the employee can appeal against his or her appraisal markings.

During the interview

It is essential to ask questions that draw out the employee's reactions and ideas. Leading questions or questions which only require a 'yes' or 'no' response should be avoided.

Managers should put employees at ease by beginning their interviews with fairly casual, routine remarks. It is preferable to discuss employees' strong points first and to place emphasis on good work already done. Employees should be encouraged to suggest ways in which their good work can be continued and their views sought on how they can achieve further improvement. Another way to start the interview is for managers to ask employees what successes they feel they have achieved during the past year and which things they are least pleased with.

If it is necessary to improve performance it will be counter productive to gloss over employees' weak points and stress their good features in order to make the interview as friendly as possible. It is important to encourage employees to discuss their weaknesses openly and to encourage them to suggest ways in which they can improve. Interviewers should not impose their own solutions. These should emerge as a result of joint discussion.

After the interview

Shortly after the interview the manager should summarise in writing the main points of the discussion and the action which was agreed, and give a copy to the employee. If the appraisal scheme is to have credibility, it is essential that managers follow up any points arising from the interview and carry out any agreed action. For example, it may be necessary to organise training or help to overcome any obstacles to the employee's effectiveness which were mentioned at the interview.

Reward reviews

Key Points: -

- Reward reviews provide for salary increments, bonuses and similar incentives to be awarded on the basis of an employee's performance

- There is usually a link with the appraisal system but the reward review should take place at a different time from the appraisal interview
- Employers should carefully examine their existing pay, benefits and appraisal systems before they decide to introduce reward reviews
- Consultation should take place with managers, employees and trade unions, and agreement reached before such schemes are introduced

Performance appraisal systems alone can motivate, improve performance and create greater job satisfaction without the inducement of additional reward. However, there is increasing interest in reward reviews and the links with performance assessment.

What are reward reviews?

Under this system salary increments, bonuses and similar incentives are awarded on the basis of an employee's performance. For example, appraisal related pay is a payment system where the employee receives an increase in pay based on regular and systematic assessment of his or her performance(4).

What are the pros and cons of reward reviews?

Reward reviews can be a cost effective method of motivating employees by providing cash incentives to effective performers. They can also provide incentives to those employees whose work is not easily measurable. However, the assessments on which rewards are based are usually subjective. Reward reviews can also be divisive because employees who do not receive payments may complain of favouritism and may eventually become discouraged.

What is the link between performance assessment and reward reviews?

The reward review is usually a separate process from the appraisal system but is often based on some of the information provided by the performance appraisal. Most organisations carry out the appraisal review at a separate time from the reward review. The appraisal interview is likely to be more constructive when pay is not part of the discussion because the disclosure of the salary review figure is likely to obscure a genuine discussion both of achievements and of areas where improvement is necessary.

How can reward reviews be made to work successfully?

Employers should carefully examine their existing pay, benefits and appraisal systems before they decide whether to introduce reward reviews. Such schemes will probably fail if they are introduced quickly with the aim of shoring up ineffective payments systems or inadequate levels of pay. Conversely, a poor or inappropriate appraisal and rewards scheme can distort or otherwise damage an effective pay system, create deep dissatisfactions and demotivate.

Organisations should ensure that:

- consultation takes place with managers, employees and trade unions, and agreement reached before the scheme is introduced
- systems are relatively simple to understand, operate and monitor

- managers are properly trained and have sufficient time available to carry out the reviews
- managers, employees and their representatives are given clear information on how reward reviews will operate
- the appraisal system is kept separate from the reward review procedure
- the system is closely monitored by more senior managers
- employees have an opportunity to see and to make comments on their assessment markings
- an appeals procedure is available.

What are the types of reward review?

There are considerable variations in the types of reward review. Although some organisations have replaced annual increments with merit only increases, the most common practice is for a reward payment to supplement 'across the board' increases.

Some examples of reward reviews are:

- fixed incremental scales with limited flexibility. The manager/supervisor agrees the pay increase for the majority of his or her staff but can increase payments for exceptionally effective staff or reduce the payment for poor performers
- performance pay linked to an incremental scale. Attainment of the next point on the scale is dependent on the employee reaching a satisfactory performance rating
- pay increases based on performance ratings and awarded by a series of fixed percentage points. For example:

	% increase
Unsatisfactory	0
Satisfactory	2
Above average	3.5
Excellent	5

- a lump sum payment which is not consolidated into the employee's salary.

Conclusion

Appraisals can benefit both employers and employees. They can improve employees' job performance and suitability for promotion while at the same time helping to use labour more effectively. In addition, they can improve

communications and the quality of working life and make employees feel that they are valued by the organisation.

The following will help to ensure that appraisals are both effective and successful:

- appraisals need the commitment and support of all levels of management
- managers and trade union representatives should be consulted before appraisals are introduced
- appraisals should not be seen in isolation but should be closely linked with policies and practices in other areas, such as human resource planning, equal opportunities, training and pay
- those responsible for appraisals should receive adequate training to enable them to make objective assessments and to give them confidence in carrying out effective appraisal interviews
- the purpose of appraisals and how the system operates should be explained to those who are being appraised
- paperwork should be kept to a minimum and appraisal forms should be simply and clearly designed
- appraisal systems should be reviewed periodically to ensure they meet changing needs.

The introduction of a formal appraisal system does not remove managers' responsibilities for reviewing performance on a day-to-day basis. Employees should therefore be made aware of their strengths and weaknesses on a regular basis so that there are no surprises for them when they are formally appraised at the end of the reporting period.

Appendix 1

Appraisal - the legal considerations

Employers who recognise trade unions are required (if requested by the union) to disclose information⁽⁵⁾ for the purposes of collective bargaining. In these circumstances, particularly where merit pay schemes are in operation, they may be requested to explain how appraisal systems operate and to describe the criteria against which employees are rated.

The Data Protection Act 1998 covers the processing and use of personal information. The Information Commissioner - responsible for the enforcement of the act – has produced four codes of practice to help employers comply with the act. Code 1 covers recruitment and selection; Code 2 covers employment records; Code 3 covers monitoring at work; and Code 4 covers information about a worker's health (to see the codes visit www.informationcommissioner.gov.uk). Code of practice 2 on employment records covers computer records and some manual records kept in structured form. Employees (prospective, past, current) may request from an employer what information is kept about him/her. The employer may make a charge of up to £10 for responding to each request. Employers are entitled to protect third parties, and to withhold any information that might prejudice their business, but the general principles of the Act are that

employees should have access to personal information and expect that the confidentiality of this information is respected by the employer(6).

Under the Race Relations and Sex Discrimination Acts (as amended) employees who feel that they have been refused promotion or access to training on grounds of their race, religion or belief, sex or sexual orientation have the right to make a complaint to an employment tribunal.

The Disability Discrimination Act 1995 introduced a similar right for disabled people treated less favourably because of a reason related to their disability, without a justifiable reason.

In discrimination cases appraisal forms and procedures may be used by employees to support their complaints. It is important for employers to regularly monitor their appraisal systems and promotions policies to ensure that criteria used to assess performance are non discriminatory in terms of race, sex, disability, religion or belief and sexual orientation.

The Commission for Racial Equality (CRE) recommends(7) that staff responsible for performance appraisals should be told not to discriminate on racial grounds. The Equal Opportunities Commission (EOC) recommends(8) that appraisal systems should assess actual performance in the job (which is not affected by the sex of the job holder). The EOC further advises employers to ensure that women are not rated lower than men who are performing at a comparable level.

Employees dismissed on grounds of inadequate performance and who subsequently complain of unfair dismissal sometimes indicate in their applications that they have received little or no indication of alleged unsatisfactory performance while in employment. Appraisal schemes should not be used as a disciplinary mechanism to deal with. The appraisal form is not the place to record details of verbal or written disciplinary warnings. These should be recorded separately as part of the disciplinary procedure. There should be space on the appraisal form to record unsatisfactory performance together with notes of action to be taken, both by the individual and by management, to remedy these deficiencies.

The [Advisory handbook - Discipline and grievances at work \(section 1 of 2\)](#) gives advice on dealing with unsatisfactory performance.

Appendix 2 - 8

 [Appendix 2 - 8 Employee Appraisal \[398kb\]](#)


2. Introducing appraisals – A Checklist
3. Example of an appraisal scheme for manual employees
4. Example of a rating scales scheme
5. Example of a comparison with objectives scheme
6. Assessment of potential
7. Self appraisal
8. Appraisal scheme review questionnaire

Notes


1. The terms employee and worker are generally used interchangeably in this booklet but may have more specific meanings in relation to some legislation - for instance, in the Working Time Regulations 1998, and the Minimum Wage Act

1998 the term 'worker' is used to encompass everyone who has a contract of employment (whether written or not), and includes homeworkers, agency workers, casual workers, part-time workers and so on. It excludes the genuinely self employed. Definitions or guidance on how such terms are used are usually produced by the relevant government department. Where there is any doubt about who is covered legal advice should be sought.

2. The Information Commissioner suggests that employees are shown all information recorded in the appraisal system about them, with the opportunity to comment as part of the record.

3. The  [Code of Practice - Disciplinary and grievance procedures \[327kb\]](#) provides for the right of accompaniment at certain grievance and disciplinary hearings.

4. See [Advisory booklet - Appraisal related pay](#).

5. See  [Code of Practice - Disclosure of information to trade unions \[475kb\]](#) for collective bargaining purposes.

6. The Office of the Data Protection Commissioner is at Wycliffe House, Water Lane, Wilmslow, Cheshire, SK9 5AF. Tel: 01625 545755, website: www.dataprotection.gov.uk

7. CRE Race relations Code of Practice.

8. EOC Guidelines for Equal Opportunities Employers (visit www.eoc.org.uk)

Suggested further reading

Armstrong, Michael
Performance management: key strategies and practical guidelines
Kogan Page, 2000

Armstrong, Michael and Baron, Angela
Performance management: the new realities
London, Institute of Personnel and Development, 1998

Fletcher, Clive
Appraisal: routes to improved performance
London, Institute of Personnel and Development, 1997

Hunt, Nigel
Conducting staff appraisals: a practical handbook for every manager today
How to Books, 1997

Incomes Data Services
Appraisal systems
IDS Study, No 667, 1999

Incomes Data Services
Performance management
IDS Study, No 626, London 1997

Industrial Society

Appraisal
Managing Best Practice No 37, The Industrial Society, 1997

Industrial Society
Performance management
Managing Best Practice, No 52, 1998

Ward, Peter
360-degree feedback
IPD, 1997

Last printed version: March 2005
Last updated web version: September 2006

Youth Worker Degree Apprenticeship



Duration

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Help to begin successful careers within your community

Build strength in your community
Create the next generation of community leaders

Build your own pipeline of talent

Recruit from a local talent pool
Accelerate your strategy with talent who already understand your ethos

Provide a better opportunity

Help members of your community get a degree without the debt
Protect your talent from financial issues whilst supporting their career

Engage with apprenticeships that make a difference

Leverage apprenticeship levy spend to create vital staff
Utilise your levy spend to support beginning careers

Transform your workforce

Build an elite team from familiar faces who can execute your vision
Open up capacity and lighten workloads through optimising apprentices

100%

£20,000

Funded by the apprenticeship levy

Assessment

Online knowledge tests
Project reports and presentations
Observation

Who is it for?

Existing staff without a degree
Young people without a degree
Year 13s leaving school
Young Leaders

Key Features

- ✓ Dedicated Professional Learning Mentor
- ✓ Meaningful project work
- ✓ 6 hours off the job training each week

Qualifications

Youth Worker Degree Apprenticeship

BA (Hons) Youth Work from University of Roehampton

Support

Line Manager Mentor
Professional Learning Mentor
VLE



Eligibility

- ✓ Keen to work supporting young people
- ✓ Able to secure or already be working in a permanent youth-based role

Contact us

info@premierpathways.co.uk
020 8221 9097

Youth Worker Degree Apprenticeship

How is it Delivered?

Youth Worker Degree Apprentices will have six hours of dedicated learning per week on average. This will include a weekly two hour lecture and a 90 minute seminar. The remaining time is used for independent study, with guidance from our tutors.

The programme is delivered with one module following another. Students are expected to attend one lecture and participate in one seminar each week, as well as submitting assessments at the end of each module. The programme is delivered in term-time-only.

Indicative Schedule

Wednesday

Main lecture afternoon (14:00 - 16:00)

- Fixed

- ✓ Knowledge and academic delivery
- ✓ Course leader and guest lecturers
- ✓ Highlighting main principles and theory in youth work, including legislative frameworks

Thursday

Friday

Monday

Tuesday

Choose one

Making Sense session (1.5 hours)

- Three to four options to attend

- ✓ Learning and development seminars
- ✓ Group work
- ✓ Assessment and academic support

Anytime

Task completion & independent work (2.5 hours)

- ✓ Attend other development opportunities

Apprentice Timetable Example

Day	Monday	Tuesday	Wednesday	Thursday	Friday
Morning		1 hour Reading			
Afternoon			2 hours Fixed Lecture		
Evening	1.5 hours Coursework			1.5 hour Optional Making Sense Session	

What support will the Line manager need to provide?

- ✓ Attend formal progress reviews (once every three months)
- ✓ Meet with youth worker 1:1 or in a small group bi-weekly
- ✓ Engage in the apprenticeship programme and understand the demands of the course
- ✓ Champion and create opportunities for the apprentice – this might be developing a project that they can work on or helping them to build strong relationships with staff and community members
- ✓ Communicate with Premier Pathways and the apprentice about progress
- ✓ Have shared ownership in the projects they are running
- ✓ Attend Mentor Training we deliver
- ✓ Give apprentice access to the day-to-day job role which will fulfil the apprenticeship
- ✓ Support and develop them in the workplace
- ✓ Check and sign off work on a regular basis to ensure projects are appropriate and impactful

What sort of projects can a Youth Worker undertake?

- ✓ Charity in the Community Project
- ✓ Environmental Club
- ✓ Restorative Approaches
- ✓ Mental Wellbeing Initiatives
- ✓ School Transition Project

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Youth Work Degree Apprenticeship Curriculum Overview First Year (level four)

Each module presents a core theme that is critical in the formation of youth work practice and in developing an understanding of the concepts and principles that underpin professional practice. Apprentices are supported to evaluate and interpret these within the context of the subject discipline, context and to develop lines of argument and/or make sound judgements in accordance with established theories and practices in youth work

4.1 - Foundations in Youth Work Practice

A look back at the history of youth work and its development over the years. Joining the dots between ethics, values, justice and rights.

- Historical Context
- Universal Declaration on Human Rights and UN Convention on the Rights of the Child
- Legal and ethical duties of Professional Youth Work
- Getting started with research and evaluation
- Introduction to apprenticeship processes and academic practice

4.2 - Communication and Relationships

Building and maintaining relationships with young people. Working collaboratively with partners, stakeholders and other professionals

- The nature of professional relationships
- Barriers and enablers to forming relationships
- Reflective practice and reflective journal writing
- Communication theory and presentation skills

4.3 - Contextual Youth Work

Understanding how theories and concepts in youth work relate to actual practice with young people.

- Places and spaces for youth work
- Contentious issues
- Measuring impact
- Perspectives from practice
- Informing service development

4.4 - Ethics & Values

Exploring ethics, values and beliefs and how they inform and shape our work.

- Ethics
- Creating supportive environments
- The power of groups and group work
- Effective facilitation skills

4.5 - Empowering Young People

Supporting young people to access information. Promoting and defending human rights.

- Informed decision making
- Advocacy, participation and voice
- Promoting needs, rights and interests of individuals and groups
- Enabling young people to realise their rights

4.6 - Work-based Project 1

A work-based project based on the development of young people.

- Planning, implementing and evaluating practice
- Reflection on professional practice
- Research skills
- Communicating the impact of youth work



Youth Work Degree Apprenticeship Curriculum Overview Second Year (level five)

Each module presents a developmental theme that requires apprentices to evaluate critically the appropriateness of different approaches to solving problems in their youth work setting(s) and to apply underlying concepts and principles outside the context in which they were first studied. This will enable apprentices to evaluate critically the appropriateness of different methods for solving problems in youth work practice.

5.1 - Health and Welfare in Youth Work

Working to support young people's health and welfare. Insights from child development.

- Evaluating Young People's Health and Well-being
- Providing IAG
- Encouraging reflection and awareness
- Developing good judgement
- Safeguarding, confidentiality and compliance

5.2 - Prioritising Youth Work Interventions

Getting the balance right when developing youth work interventions.

- Community needs analysis
- Making recommendations for youth work activities
- Monitoring, evaluation and learning
- Essay writing at level five

5.3 - Delivering Youth Work Programmes

Deliver innovative learning activities that engage and challenge. Managing resources for youth work.

- Planning and design
- Young people taking the lead
- Addressing constraints and celebrating Success
- Producing programme assets
- Writing project proposals

5.4 - Community Participation and Citizenship

Empower young people to become responsible citizens.

- Facilitating ongoing learning and reflection
- Dealing with difficult situations
- Goal setting and personal development
- Exploring citizenship

5.5 - Developing a Youth Work Strategy

Influencing and developing strategies.

- Models of Advocacy
- Engaging decision-makers
- Supporting young people's self-representation
- Recording advocacy actions and outcomes

5.6 - Work-based Project 2

Lead a community-based project.

- Engaging with communities
- Assessing and evaluating strategies
- Promoting inclusion and anti-oppressive practice
- Building effective partnerships



Youth Work Degree Apprenticeship Curriculum Overview Third Year (level six)

Each module presents a leadership theme that requires apprentices to critically evaluate arguments, assumptions, abstract concepts, and data, and to make judgements that identify a range of solutions to professional issues in practice. Apprentices will be supported to evidence a systematic understanding of core knowledge in youth and community work, including integration of coherent and detailed knowledge, at least some of which is at, or informed by, the forefront of defined aspects of the discipline.

6.1 - Leading Inclusive Youth Services

Championing social justice

- Empowerment and Strength-Based Approaches
- Social capital and positive networks
- Inclusive safeguarding
- Promoting inclusion, diversity and justice.
- Developing inclusive practice through supervision

6.2 - Creating Youth Work Services

Developing projects, resources and facilities for youth work.

- Managing resources, staff and volunteers
- Fundraising and bid proposals
- Monitoring and managing finances
- Applying youth work values in Evaluation

6.3 - Management of Youth Work

Developing and leading a team. Managing people.

- Management and leadership in youth work
- Leadership styles and managing conflict
- Developing a personal leadership philosophy
- Quality assurance
- Human resources and human rights

6.4 - Professional Formation and Continuing Development

Reflect on personal values and ethics while honing leadership skills.

- Reflection for professional development
- Engaging effectively with supervision
- Research as practice
- Critiquing contemporary issues
- Honing professional judgement

6.5 - Capstone Project

Consolidating learning from the last three years. Preparing for the 'End Point Assessment'.

- Effective project management
- Youth and Community Work
- Theory of Change
- Getting ready for the EPA and beyond



GODALMING TOWN COUNCIL

Disclosure by a Member¹ of a disclosable pecuniary interest or other registerable interest (non-pecuniary interest) in a matter under consideration at a meeting (S.31 (4) Localism Act 2011 and the adopted Godalming Members' Code of Conduct).

As required by the Localism Act 2011 and the adopted Godalming Members' Code of Conduct, **I HEREBY DISCLOSE**, for the information of the authority that I have [a disclosable pecuniary interest]² [a registerable interest (non-pecuniary interest)]³ in the following matter:-

COMMITTEE: _____

DATE: _____

NAME OF COUNCILLOR: _____

Please use the form below to state in which agenda items you have an interest.

Agenda No.	Subject	Disclosable Pecuniary Interests	Other Registerable Interests (Non-Pecuniary Interests)	Reason

Signed _____

Dated _____

¹ "Member" includes co-opted member, member of a committee, joint committee or sub-committee

² A disclosable pecuniary interest is defined by the Relevant Authorities (Disclosable Pecuniary Interests) regulations 2012/1464 and relate to employment, office, trade, profession or vocation, sponsorship, contracts, beneficial interests in land, licences to occupy land, corporate tenancies and securities

³ A registerable interest (non-pecuniary interest) is defined by Section 9 of the Godalming Members' Code of Conduct.