

REVIEWER GUIDANCE

Your role

As a PDR reviewer, your role is to enable staff to be effective in their jobs and fulfil their personal, professional and career development ambitions. This involves discussing their work with them, their progress in relation to work-related and developmental (personal, professional and career) objectives, giving them feedback, valuing their contributions, encouraging them to learn from their experiences and ensuring that they have the required resources and skills for their benefit and for the benefit of Brookes within a context of continuous improvement. This is done at an annual PDR (from April to July each year) which is normally supported by regular 1:1 meetings throughout the year.

Arranging annual PDR meetings

The annual PDR takes place from April to July each year.

Once you have scheduled a meeting with your reviewee(s), send them a link to the annual PDR form one month before their annual PDR meeting and ask them to complete section 1 (their reflections on their progress in relation to their work-related and developmental objectives and proposals for their work and objectives for the coming year) and return it to you 2 weeks before your meeting(s) to give you time to prepare.

Preparation for annual PDR meetings with your reviewee(s)

For each of your reviewees, consider:

- Progress with work-related/developmental objectives.
- Contribution to the student/staff experience.
- Challenges faced, overcome and foreseen.
- Feedback received and acted on (from students, colleagues or others or via NSS, Brookes' Survey of Student Engagement, module evaluations, [PETAL](#)/peer observations etc).
- For academic and other student facing staff, are they adhering to the [Brookes Charter \(Regulation E3\)](#) and the NSS Actions
- Recognition and thanks.
- The impact of past/future [change](#).
- Whether the [job description](#) is up-to-date.
- Workload and work/life balance.
- How well they have demonstrated the [Brookes' Guiding Principles](#) and team values.
- Strengths and development areas (refer to the [Academic Development Framework](#), [AUA Behaviours](#) , [Technician Commitment](#) or [Brookes' Leadership Capabilities](#)).
- Areas to focus on for continuous improvement.
- Whether application for an [ACE award](#) is appropriate.
- Readiness/interest in promotion/move.

- Proposed work-related and developmental objectives (aligned to faculty/directorate objectives) for the coming year.
- What help and support is needed.

Supporting information to help you:

- Faculty/directorate objectives.
- Last year's PDR form and any 1:1 notes on progress and achievements throughout the year.
- [Job descriptions](#) and work plans (e.g. Personal Research Plans).
- Feedback from others and from you.
- NSS results, portfolio reviews, module evaluations, external examiners reports, [PETAL](#)/peer observations, staff survey results etc.
- The [Brookes Charter \(Regulation E3\)](#) and NSS Actions
- The [Academic Development Framework](#), [AUA Professional Behaviours](#), [Technician Commitment](#) or [Brookes' Leadership Capabilities](#) to help identify strengths and development areas.
- Plans for training and development - see the [OCSLD website for training and development options](#).
- [Job vacancies](#) and criteria for [academic promotions](#).
- [Career Development website](#).

After the PDR meeting

Please complete section 2 of the annual PDR form to summarise your comments and feedback, identify any additional issues discussed and record agreed work-related and developmental objectives for the coming year. Also, please capture any training and development needs with a budget implication under question 5 and so that these can be easily found with the annual PDR form when faculties and directorates are making learning and development plans.