



UK COLLEGE
OF BUSINESS AND COMPUTING

Annual Performance Management and Appraisal Policy and Procedure

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Author:	Head of People and Culture
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Approved by & date:	College Management Team (CMT) – 23 October 2026
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Linked policies:	GA 3.10 Relevant Individuals Capability and Support Policy; PC 5.8 Personal Development Plan; PC 5.5 Learning and Development Policy
Audience:	All staff

1. Policy Statement

UK College of Business and Computing (the College) is committed to a fair, transparent, proportionate and developmental approach to managing staff performance.

The Annual Performance Management and Appraisal Policy and Procedure establishes a consistent framework through which employees and managers:

- reflect on performance and achievements during the previous academic year;
- review progress against agreed Objectives and Key Results (OKRs);
- agree meaningful OKRs for the academic year ahead;
- identify learning, development and support requirements;
- review progress at a formal halfway point; and
- maintain regular informal management conversations throughout the year.

The framework is deliberately designed to distinguish formal performance management from routine management activity.

The College's formal performance management cycle consists principally of:

Annual Performance Review and Appraisal → Informal One to Ones → Halfway Review → Informal One to Ones → Next Annual Appraisal.

Routine one to one meetings are informal management conversations and do not require a formal written record.

2. Purpose

The purpose of this Policy and Procedure is to:

- establish a consistent annual performance management cycle across the College;
- align individual contribution with departmental and College priorities;
- provide a structured opportunity to review the previous academic year;
- agree OKRs for the academic year ahead;
- support staff development and learning;
- identify and address barriers to effective performance;
- provide a formal halfway point to assess progress and make reasonable adjustments to OKRs;
- provide managers with a framework for supporting and constructively challenging staff;
- ensure emerging performance concerns are addressed promptly; and
- provide appropriate organisational assurance without creating unnecessary administrative burden.

3. Scope

This Policy applies to all the College employees.

The framework should be applied proportionately, taking account of the employee's role, responsibilities, working arrangements and circumstances.

Where an employee joins or leaves the College part way through the academic year, the People and Culture team and the relevant manager should determine an appropriate appraisal and OKR setting arrangement.

4. Definitions

For the purposes of this policy:

Objectives and Key Results (OKRs): the objectives an employee aims to achieve in the performance year, each with measurable key results that show progress.

Annual performance review and appraisal: the formal meeting held in August to September to review the previous year and agree OKRs and development for the year ahead.

Halfway performance review: the formal review held in February to March to check progress against OKRs.

One to one meeting: a regular informal meeting between an employee and their manager about progress, priorities, wellbeing and support.

Performance year: the College academic year, 1 August to 31 July.

5. Key Principles

5.1 One integrated annual conversation

The College will combine the review of the previous academic year with the setting of OKRs for the year ahead.

The annual appraisal is therefore not simply an assessment of what has already happened. It is a forward looking management conversation.

The fundamental approach is:

LOOK BACK → LEARN → LOOK FORWARD → AGREE OKRs → SUPPORT DELIVERY

5.2 OKRs rather than Key Performance Indicators

The College will use OKRs as the framework for setting and reviewing individual performance.

An Objective describes what the employee intends to achieve.

A Key Result describes how achievement of that Objective will be demonstrated.

OKRs should focus on meaningful outcomes, contribution and impact rather than simply listing activities or tasks.

5.3 Proportionate approach

The College recognises that effective performance management does not require every management conversation to be formally documented.

Formal documentation will be limited principally to:

- the Annual Performance Review and Appraisal;
- agreed annual OKRs;
- the halfway performance review;
- significant amendments to agreed OKRs; and
- formal performance improvement processes where applicable.

Routine one to one meetings will not require formal recording.

5.4 Support and challenge

Performance management should provide an appropriate balance between support and accountability.

Managers should support employees to succeed while also being prepared to ask challenging questions about performance, outcomes, priorities and ownership.

6. Academic Performance Year

The College performance management year follows the academic year from 1 August to 31 July.

The formal annual appraisal should normally take place between August and September.

The formal halfway review should normally take place between February and March.

7. Annual Performance Management Cycle

The overall process is illustrated below.

THE COLLEGE ACADEMIC YEAR – 1 AUGUST – 31 JULY

AUGUST – SEPTEMBER (ANNUAL PERFORMANCE REVIEW AND APPRAISAL)

LOOK BACK

- Reflection
- Review previous OKRs
- Achievements and challenges

LOOK FORWARD

- Set new OKRs
- Development needs
- Support requirements

OCTOBER – JANUARY (ONE TO ONES)

- Support
- Coaching
- Feedback
- Challenge
- Priorities

NO FORMAL RECORD REQUIRED

FEBRUARY – MARCH (HALF YEAR PERFORMANCE REVIEW)

- Review OKR progress
- Identify barriers
- Review support
- Review development

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- Adjust OKRs if necessary

APRIL – JUNE (INFORMAL ONE TO ONES)

- Support
- Coaching
- Feedback
- Challenge
- Priorities

NO FORMAL RECORD REQUIRED

JUNE – JULY (PREPARATION FOR NEXT APPRAISAL)

- Reflect on achievements
- Review OKR outcomes
- Identify learning
- Consider future priorities

31 JULY (PERFORMANCE YEAR ENDS)

8. Formal Performance Management Points

There are two principal formal performance management points in each academic year. They are:

8.1 Point 1 – Annual Performance Review and Appraisal

August – September

The annual appraisal combines:

- reflection on the previous year;
- review of previous OKRs;
- overall performance discussion;
- identification of learning and development;
- setting OKRs for the year ahead; and
- agreement of support requirements.

8.2 Point 2 – Halfway Performance Review

February – March

The halfway review assesses:

- progress against current OKRs;
- achievements;
- barriers;
- support requirements;
- development;
- changing priorities; and
- whether any OKRs need to be amended.

The halfway review is not a second annual appraisal.

9. Annual Performance Review and Appraisal Procedure

9.1 Stage 1 – Preparation

Before the annual appraisal, both the employee and manager should prepare.

Employee preparation

The employee should:

- review the previous year's OKRs;
- reflect on achievements and challenges;
- identify evidence of outcomes and impact;
- consider learning and development;
- identify areas where additional support may be required; and
- consider potential OKRs for the year ahead.

Manager preparation

The manager should:

- review the employee's previous OKRs;
- consider achievements and contribution;
- consider departmental and College priorities;
- identify potential priorities for the year ahead;
- consider development requirements;
- identify any areas requiring support or improvement; and
- prepare for a constructive two way conversation.

9.2 Stage 2 – Annual Appraisal Meeting

The annual appraisal should follow four sections.

Sections	Annual Appraisal Meeting
Section 1	Reflection
Section 2	Review previous year's OKRs
Section 3	Set OKRs for year ahead
Section 4	Development and support requirements

The four sections should form one connected conversation.

9.2.1 Section 1 – Reflection

The employee should be given an opportunity to reflect before discussing individual OKRs.

Suggested questions

Achievements

- What are you most proud of achieving during the year?
- What difference did your work make?
- What went particularly well?
- What unexpected achievements or contributions did you make?
- What feedback have you received?

Challenges

- What were the most significant challenges?
- What prevented you from achieving everything you intended?
- Were there circumstances outside your control?
- What could have been done differently?
- What have you learned?

Contribution

- How have you contributed to your team?
- How have you contributed to wider College priorities?
- Where have you demonstrated initiative?
- Where have you collaborated effectively with others?

Looking forward

- What would you like to achieve next year?
- Where do you think you can add the greatest value?
- What would make the next academic year successful for you?

9.2.2 Section 2 – Review of Previous Year's OKRs

Each agreed Objective and its Key Results should be reviewed.

The discussion should consider:

- Objective
- Key results
- Evidence
- Outcome
- Impact
- Learning

Questions for each OKR

- What was the intended Objective?
- What Key Results were agreed?
- What was achieved?
- What evidence demonstrates the outcome?
- What impact did the result have?
- What remains outstanding?
- What contributed to success?
- What barriers affected delivery?
- Did organisational priorities change?
- Were sufficient resources available?
- What should be carried forward?

9.2.2.1 OKR Outcome Categories

The College will use these four outcome categories:

Outcome	Meaning
Achieved	The Objective and Key Results were substantially achieved.

Substantially Achieved	Most intended results were achieved.
Partially Achieved	Meaningful progress was made but significant results remain outstanding.
Not Achieved	The intended results were not achieved.

Managers should consider relevant circumstances, including changes in priorities, dependencies, resource constraints and factors outside the employee's reasonable control.

9.2.3 Section 3 – Setting OKRs for the Year Ahead

The new OKRs should be agreed following the review of the previous year.

The process should be:

- College priorities
- Departmental priorities
- Team priorities
- Individual contribution
- Objectives
- Key results

This ensures that individual objectives contribute to the wider College priorities.

9.2.3.1 Setting Effective OKRs

An Objective should clearly state what is to be achieved.

A Key Result should demonstrate how achievement will be evidenced.

Example

Objective

Improve the effectiveness and consistency of the student assessment process.

Key Results

- Complete a review of the current process by October.
- Implement agreed improvements by January.
- Achieve agreed compliance with the revised process by June.
- Demonstrate improvement through appropriate student and employees' feedback.

OKRs should be:

- meaningful;
- outcome focused;
- aligned;
- measurable where appropriate;
- achievable but sufficiently stretching;
- within the employee's reasonable influence; and
- limited to a manageable number of priorities.

Normally, two to five Key Results per Objective should be sufficient.

9.2.4 Section 4 – Development and Support Requirements

The final section should identify what the employee needs to succeed in delivering their OKRs.

This may include:

- training;
- professional development;
- coaching;
- mentoring;
- professional qualifications;
- resources;
- equipment;
- systems;
- management support;
- collaboration;
- workload considerations;
- career development; and
- reasonable workplace adjustments, where applicable.

The key question should be: What development and support will enable the employee to achieve their agreed OKRs and perform effectively?

10. Halfway Performance Review

The halfway review should normally take place during February or March.

It should be a focused review of progress rather than a repetition of the annual appraisal.

- Review current OKRs
- What has been achieved?
- What is on track?
- What is off track?
- What are the reasons?
- What support is required?
- Do the OKRS remain relevant?
- Adjust where necessary
- Continue to year end

The halfway review should focus on:

- progress;
- achievement;
- barriers;
- support;
- development;
- accountability; and
- course correction.

11. Amending OKRs

OKRs may be amended where circumstances have materially changed.

Examples include:

- changes to the College priorities;
- changes to departmental priorities;
- changes in responsibilities;
- changes in legislation or regulatory requirements;
- cancellation or substantial change to a project;
- significant resource constraints; or
- other circumstances outside the employee's reasonable control.

Significant changes should be documented through the halfway review or another appropriate formal process.

OKRs should not be changed simply to make performance appear better or worse.

12. Informal One to One Meetings

12.1 Purpose

One to one meetings are informal management conversations intended to maintain effective communication throughout the year.

They provide an opportunity to:

- support employees;
- provide feedback;
- coach;
- challenge;
- discuss workload;
- clarify priorities;
- solve problems;
- identify barriers;
- discuss wellbeing;
- encourage ownership; and
- identify emerging issues early.

They are not formal appraisal meetings.

13. Recording One to One Meetings

Routine one to one meetings do not require a formal written record.

Managers should not create unnecessary paperwork for routine management conversations.

The absence of a formal record does not prevent managers from taking appropriate action where a substantive issue arises.

Where a significant performance, conduct, health and wellbeing or other employment matter requires formal management action, the Performance Improvement Policy and Procedure should be followed.

14. Guidance for Managers Conducting One to Ones

A good one to one should be a two way conversation.

A useful approach is:

- check in
- listen
- understand
- support
- challenge
- agree priorities
- confirm next steps

Managers should avoid turning one to ones into a simple list of tasks or a status report.

15. Questions to Support Teams

Wellbeing

- How are things going?
- How are you finding your workload?
- Is anything making your work more difficult?
- What support would help?
- Is there anything you would like me to know?

Priorities

- What are your most important priorities right now?
- Are you clear about what needs to be achieved?
- Are there competing priorities?
- What should we stop, defer or delegate?

Removing barriers

- What is getting in your way?
- What decision or resource would help?
- Is there something I can do to unblock the issue?
- Do you need support from another team?

Development

- What are you learning?
- What skills would you like to develop?
- What experience would help you progress?
- Is there an opportunity you would like to take on?

16. Questions to Provide Constructive Challenge

Managers should be willing to challenge their employees constructively.

Potential questions include:

- What outcome are you trying to achieve?
- What evidence do you have that this is working?
- What progress have you made?

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- What is preventing you from achieving the intended result?
- What could you have done differently?
- What will you do next?
- When will it be completed?
- What does success look like?
- How does this contribute to your OKRs?
- How does this support the team's priorities?
- How does this contribute to the College's priorities?
- What are you taking ownership of?
- What do you need from me?
- What happens if we continue as we are?
- What needs to change?

The purpose of challenge is to promote ownership, accountability, reflection and improved performance, not to create confrontation.

17. Coaching Questions

Managers should use coaching questions where appropriate.

Examples include:

- What do you think the real issue is?
- What options have you considered?
- What would you recommend?
- What are the advantages and disadvantages?
- What would success look like?
- What is the first step?
- What have you learned from previous experience?
- Who else could help?
- What would you do if I were not available?
- What decision needs to be made?
- What are you going to do next?

18. Performance Concerns

Performance concerns should be addressed promptly and should not be left until the next annual appraisal.

Managers should:

- explain the concern clearly;
- explain the expected standard or outcome;
- listen to the employee's perspective;
- establish whether there are barriers;
- consider whether training or support is required;
- agree what improvement is required;
- agree appropriate timescales; and
- monitor progress.

Managers should consider whether health, disability or other relevant circumstances may be affecting performance and seek the People and Culture advice where appropriate.

19. Formal Performance Improvement

Where performance does not improve through appropriate informal support, or where concerns are sufficiently serious, the College's formal Capability Policy or Performance Improvement Policy and Procedure should be followed.

A formal Performance Improvement Plan may include:

- the performance concern;
- expected standard;
- specific improvement objectives;
- support and resources;
- measures of improvement;
- review dates;
- timescales; and
- potential consequences if sufficient improvement is not achieved.

The employee should be given a reasonable opportunity to respond and improve.

20. Development and Learning

Annual appraisal outcomes should inform departmental and College learning and development planning.

Development may include:

- formal training;
- professional qualifications;
- coaching;
- mentoring;
- shadowing;
- project work;
- peer learning;
- self directed learning;
- professional networks; or
- other relevant development opportunities.

Managers should consider development as an investment in both individual capability and organisational performance.

21. Roles and Responsibilities

21.1 Executive Leadership Team

Executive Leadership Team will:

- provide oversight and ensure the framework supports the College priorities.

21.2 People and Culture

People and Culture will:

- maintain the Policy;
- provide guidance;

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- provide templates;
- support managers;
- advise on formal performance concerns;
- monitor implementation;
- identify common development needs; and
- review the effectiveness of the framework.

21.3 Managers

Managers will:

- conduct annual appraisals;
- agree meaningful OKRs;
- conduct halfway reviews;
- hold regular informal one to ones;
- provide support and constructive challenge;
- address performance concerns promptly;
- identify development requirements; and
- ensure OKRs remain aligned with departmental priorities.

21.4 Employees

Employees will:

- prepare for their annual appraisal;
- reflect honestly on performance;
- contribute to OKR development;
- take ownership of agreed Key Results;
- participate constructively in halfway reviews;
- raise barriers early; and
- take responsibility for their development.

22. Equality, Diversity and Inclusion

The performance management process must be applied fairly and consistently.

Managers should consider individual circumstances and avoid making assumptions about an employee's capability or performance.

Where an employee has a disability or health condition, the College will consider its legal obligations and whether reasonable adjustments are appropriate.

Performance expectations should remain appropriate to the employee's role while ensuring that the College meets its equality and employment obligations.

23. Confidentiality and Data Protection

Formal appraisal documentation will be handled confidentially and in accordance with the College's data protection requirements.

Formal records should be accessible only to those with a legitimate business need.

Routine one to one meetings do not require formal recording.

Where a manager makes personal management notes, these should be limited to what is necessary and handled appropriately.

24. Monitoring and Assurance

People and Culture will monitor:

- completion of annual appraisals;
- completion of halfway reviews;
- quality and consistency of OKRs;
- common development requirements;
- use of formal performance improvement processes; and
- employees feedback on the effectiveness of the framework.

Monitoring should remain proportionate and should not result in unnecessary administrative requirements for managers or employees.

Appendix 1 - Annual Performance Review and Appraisal Form

Academic Year:	Employee:
Job Title:	Department:
Line Manager:	Date of Appraisal:

Section 1 – Reflection

1. What are you most proud of achieving during the previous academic year?
2. What have been your most significant contributions?
3. What went particularly well?
4. What challenges did you encounter?
5. Were there any circumstances that affected your ability to achieve your objectives?
6. What have you learned during the year?
7. What would you do differently next year?

8. What would you like to achieve during the year ahead?

Section 2 – Review of Previous Year's OKRs

Objective 1:

Key Results:

- 1.
- 2.
- 3.

Outcome:

- ☐ Achieved
- ☐ Substantially Achieved
- ☐ Partially Achieved
- ☐ Not Achieved

Evidence / Outcome / Impact:

What was learned?

Manager's comments:

Objective 2:

Key Results: <ol style="list-style-type: none"> 1. 2. 3.
Outcome: ☐ Achieved ☐ Substantially Achieved ☐ Partially Achieved ☐ Not Achieved
Evidence / Outcome / Impact:
What was learned?
Manager's comments:

Objective 3:
Key Results: <ol style="list-style-type: none"> 1. 2.

3.

Outcome:

- ☐ Achieved
- ☐ Substantially Achieved
- ☐ Partially Achieved
- ☐ Not Achieved

Evidence / Outcome / Impact:

What was learned?

Manager's comments:

Section 3 – Setting OKRs for the Year Ahead

Objective 1

Key Results:

- 1.
- 2.
- 3.

Target date(s):

How will achievement be demonstrated?

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Objective 2
Key Results: 1. 2. 3.
Target date(s):
How will achievement be demonstrated?

Objective 3
Key Results: 1. 2. 3.
Target date(s):
How will achievement be demonstrated?

Alignment with College Priorities

How do the agreed OKRs support wider College priorities?

How do the agreed OKRs support departmental priorities?

Section 4 – Development and Support Requirements

What skills or knowledge would you like to develop?

What training or professional development would support your OKRs?

What support do you require from your manager?

Are there any workload, resource, system or organisational barriers?

Are there any career development or professional aspirations you would like to discuss?

Agreed Development and Support Actions

Requirement	Agreed Action	Responsibility	Target Date

Overall Appraisal Summary

Employee Comments
Manager Summary

Confirmation

I confirm that the annual performance review and appraisal discussion has taken place and that the form records the agreed discussion and objectives.

Employee Name:	Manager Name:
Signature:	Signature:
Date:	Date:

Signing the form confirms that the appraisal discussion has taken place. It does not necessarily indicate that the employee agrees with every comment or outcome.

Appendix 2 – Halfway Performance Review Form

Purpose

The Halfway Performance Review provides a formal midpoint check on progress against agreed Objectives and Key Results (OKRs), development priorities and support requirements. It is intended to provide constructive feedback, identify barriers, provide support and challenge, and make reasonable adjustments where priorities or circumstances have changed.

The Halfway Performance Review is not a second annual appraisal. It should be proportionate and focused on progress and forward planning.

1. Employee and Review Details

Employee Name:	Job Title:
Department:	Line Manager:
Date of Annual Appraisal:	Date of Halfway Review:
Review Period: 1 August – 31 January	Proposed Review Period: 1 February – 31 July

2. Purpose of the Halfway Review

The review should follow this simple process:

- Review agreed OKRs
- Assess progress
- Recognise achievements
- Identify barriers
- Provide support and challenge
- Review development
- Confirm / amend OKRs
- Agree priorities to 31 July

3. Section 1 – Overall Reflection

Employee Reflection

1. How would you describe your progress so far, this academic year?
2. What are you most pleased with achieving since your annual appraisal?
3. What has gone particularly well?

4. What challenges or barriers have you experienced?

5. Have there been any changes in your role, responsibilities, priorities or circumstances that have affected your ability to deliver your OKRs?

6. What support would help you to be successful during the remainder of the academic year?

4. Section 2 – Review of Current OKRs

Each agreed Objective should be reviewed individually.

Objective 1:

Agreed Key Results

Key Result

Progress / Outcome

- 1.
- 2.
- 3.

Current Status

- ☐ On Track
- ☐ At Risk
- ☐ Delayed
- ☐ Achieved
- ☐ No Longer Relevant

Progress and Evidence

What progress has been made and what evidence demonstrates this?

Barriers or Challenges**Support Required****Does the Objective Remain Relevant?**

- ☐ Yes – continue as agreed
- ☐ Yes – minor amendment required
- ☐ No – objective should be amended/replaced

If amended, explain why:

Objective 2**Agreed Key Results****Key Result****Progress / Outcome**

- 1.
- 2.
- 3.

Current Status ☐ On Track ☐ At Risk ☐ Delayed ☐ Achieved ☐ No Longer Relevant	
Progress and Evidence	
What progress has been made and what evidence demonstrates this?	
Barriers or Challenges	
Support Required	
Does the Objective Remain Relevant? ☐ Yes – continue as agreed ☐ Yes – minor amendment required ☐ No – objective should be amended/replaced	
If amended, explain why:	
Objective 3	

Agreed Key Results	
Key Result	Progress / Outcome
1. 2. 3.	
Current Status ☐ On Track ☐ At Risk ☐ Delayed ☐ Achieved ☐ No Longer Relevant	
Progress and Evidence	
What progress has been made and what evidence demonstrates this?	
Barriers or Challenges	
Support Required	
Does the Objective Remain Relevant? ☐ Yes – continue as agreed ☐ Yes – minor amendment required	

☐ No – objective should be amended/replaced

If amended, explain why:

5. Section 3 – Overall OKR Progress

Overall Assessment

Area	Status
Progress against Objectives	☐ On Track ☐ Some Attention Required ☐ Significant Attention Required
Progress against Key Results	☐ On Track ☐ Some Attention Required ☐ Significant Attention Required
Alignment with Departmental Priorities	☐ On Track ☐ Review Required
Alignment with College Priorities	☐ On Track ☐ Review Required
Development Priorities	☐ On Track ☐ Review Required
Support Requirements	☐ Appropriate ☐ Additional Support Required

Manager's Overall Assessment

Employee's Comments

6. Section 4 – Development and Support

Development Progress

What development, training or learning has taken place since the annual appraisal?

What has been the impact of this development?

Further Development Required

What additional knowledge, skills, experience or development would support performance during the remainder of the year?

Support from Manager / College

What additional support is required?

- ☐ Coaching
- ☐ Mentoring
- ☐ Training
- ☐ Resources
- ☐ Systems / Technology
- ☐ Workload / Prioritisation
- ☐ Additional management support
- ☐ Collaboration with another team
- ☐ Other: _____

Details:

7. Section 5 – Priorities for the Remainder of the Academic Year

The halfway review should conclude with a clear focus on what needs to be achieved between 1 February and 31 July.

Priority 1

Expected outcome / Key Result:

Priority 2

Expected outcome / Key Result:

Priority 3

Expected outcome / Key Result:

8. Section 6 – Changes to OKRs

OKRs should normally remain unchanged unless there is a legitimate reason for amendment.

Examples may include:

- changes to College or departmental priorities;
- changes in role or responsibilities;
- changes to a project or programme;
- resource constraints;
- dependencies outside the employee's control;
- changes in legislation or regulatory requirements; or
- other significant circumstances affecting delivery.

Are any existing OKRs being changed?

☐ No – all existing OKRs remain appropriate

☐ Yes – amendments agreed below

Original OKR	Agreed Amendment	Reason for Change

Manager's comments:		
Employee's comments:		

9. Section 7 – Support and Challenge

The halfway review should provide an appropriate balance between support and accountability.

Support

What does the employee need from their manager or the College to achieve the agreed outcomes?

Challenge

What does the employee need to take greater ownership or accountability for during the remainder of the year?

Key Questions Discussed

The manager may use the following prompts:

- What is going particularly well?
- What progress are you most pleased with?
- What is currently at risk?
- What is preventing you from achieving the intended outcome?
- What could you do differently?
- What support do you need from me?
- What do you need to take ownership of?
- Are your current priorities still the right priorities?
- What needs to change to ensure the OKRs are achieved?
- What will success look like by 31 July?
- How do your priorities contribute to the team's objectives?
- How do they contribute to wider College priorities?

10. Section 8 – Agreed Actions

Action / Outcome	Responsibility	Target Date

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11. Section 9 – Overall Halfway Review Outcome

Overall Position

- ☐ **On Track** – performance and OKR delivery are progressing as expected.
- ☐ **On Track with Support** – progress is broadly satisfactory but additional support is required.
- ☐ **Some Attention Required** – one or more areas require additional focus or action.
- ☐ **Significant Attention Required** – there are material concerns requiring further management action.
- ☐ **Formal Performance Process Consideration** – significant performance concerns have been identified, and People and Culture advice should be sought.

Selecting an outcome of "Some Attention Required" or "Significant Attention Required" does not automatically mean that the employee is under a formal performance process. The manager should consider the circumstances, provide appropriate support and seek HR advice where necessary.

Manager's Summary

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Employee's comments

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12. Section 10 – Confirmation

The Halfway Performance Review has been discussed between the employee and manager.

The purpose of signing is to confirm that the review meeting has taken place and that the form accurately reflects the agreed discussion and actions. Signature does not necessarily indicate agreement with every comment or assessment.

Employee

Name: _____

Signature: _____

Date: _____

Line Manager

Name: _____

Signature: _____

Date: _____

Version History

Version	Date	Author	Summary of changes	Approved by
1.0	23 October 2026	Head of People and Culture	Initial version. Definitions section added and sections renumbered, external reference points completed and highlighting removed, in line with GA 3.1 (26 October 2026).	College Management Team (CMT)