

## Aberystwyth University Effective Contribution Scheme

### Guidance for Academic employees being reviewed

**From 1 July 2016 the University is simplifying its performance management processes for academic employees.**

#### 1. Introduction

The University has developed a number of ways in which the contribution academic employees<sup>1</sup> make to the success of the university is discussed and reviewed:

- Staff Development and Performance Review (SDPR) process was introduced in 2010;
- Personal Research Plan (PeRP) process in 2014;
- Workload Allocation Management and Monitoring scheme (WAMM) has been developed during 2014/15 and has been trialled and reviewed during 2015/16.

These processes were each originally designed for specific purposes, but have now matured to a point where they can be combined effectively. As ECS and WAMM, and in certain instances PeRP, will involve you meeting with your line manager, the Effective Contribution Scheme (ECS) will reduce the number of meetings by combining the discussions into one. The emphasis of this process is on supporting and developing employees to perform their existing and future roles.

#### 2. What is included in the ECS?

The three elements (WAMM, PeRP and ECS) will come together in to one scheme which will be known as the **ECS** to deliver excellence in all aspects of your role:

**2.1** The review of your **objectives** from the previous year and setting new ones for the following year, taking into account targets set for your area as part of the planning round - in effect, your contribution to the achievement of our strategic aims: recruitment, reputation and sustainability. You should discuss and identify any development needs you may have to deliver those objectives.

**2.2** A discussion of your **PeRP** if you are research active.

**2.3** Discussion of your **WAMM**, to ensure your time supporting teaching, research and wider contributions/administration/management/leadership is recognised, and to enable visibility of over and under capacity to aid planning. The WAMM recognises the substantial time devoted to administration/management/leadership. Leadership at all levels is a key part

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<sup>1</sup> All employees undertake ECS however non Academic employees do not undertake the WAMM and PeRP elements.

of collegiate life and time available for this must also be recognised. In defining the breakdown between Teaching, Scholarship, Research and Leadership, the definitions of the high level WAMM data should be used. You may find it helpful when thinking about the balance of your activities to look at the models at the end of this document.

**2.4 Health and Wellbeing** The meeting provides the opportunity to ensure a healthy worklife balance can be achieved through delivery of the above outcomes.

### **3. How will the existing processes fit together?**

**3.1 One meeting**, once a year (where it is usually the line manager that conducts the PeRP meeting<sup>2</sup>) - normally during the period April through to August.

#### **3.2 Recording the outcomes**

Recording the outcomes of the ECS meeting on **ONE** on-line form completed by you and your line manager. An online portal has been created for this purpose and it will automatically upload completed ECS forms to ABW. This is to monitor completion rates. The content of the form can only be viewed by you, your reviewer and your second reviewer. The form includes tick boxes to confirm that the WAMM data and PeRP have been considered as part of the review and you can upload copies if you wish.

**3.3** Through the reconfigured ECS, managers and employees will be able to discuss and agree the proportion of time they will be devoting to each element of their role during the following academic year. This gives employees the flexibility to agree changes to the proportion of time on each element and will also enable discussion to take place about your future career development and, if appropriate and with agreement, a change of roles for a defined period.

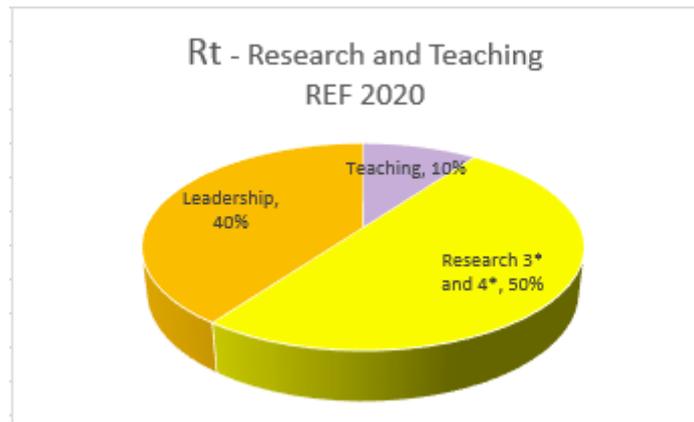
**4. Three examples of time allocation are outlined below: as careers progress it may well be that movement from one model to another is desirable/possible:-**

#### **4.1 Research and Teaching**

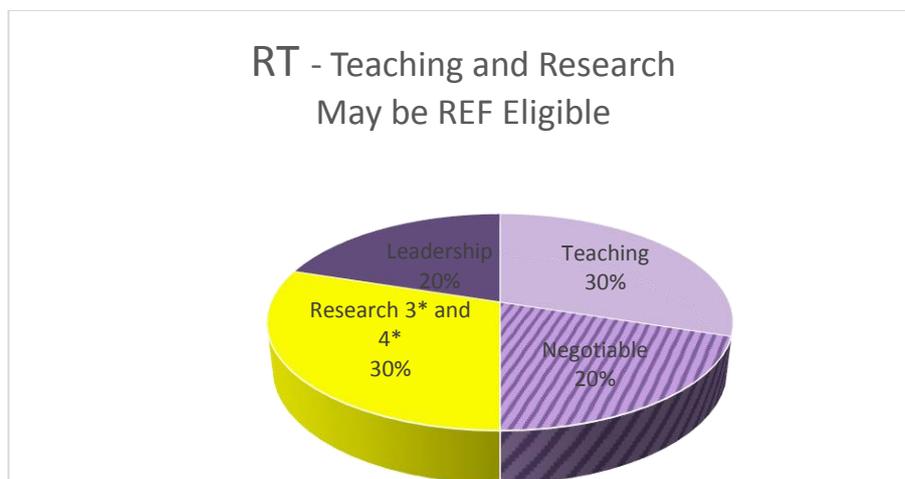
i) Lead researcher model (Rt): A Lecturer who is delivering 3\* and 4\* level outputs may be an excellent teacher with a significant teaching load. They will still be expected to contribute excellent teaching. However, following discussion it may be that their role for the next academic year is as follows:

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1. <sup>2</sup> It is recognised that in certain departments the PeRP is discussed with the Director of Research and/ or their representative and this can continue. However, these PeRP meetings should then take place prior to an individual's Effective Contribution meeting so that the most up to date information can be considered. The introduction of the Effective Contribution meeting also does not prevent further PeRP review meetings taking place during the course of the year.

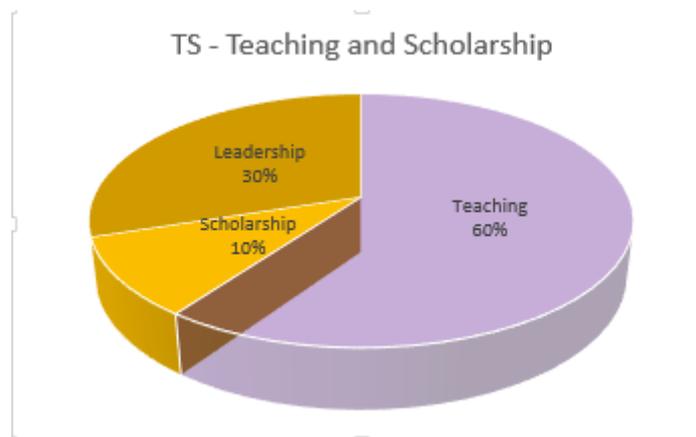


ii) Research and teaching model (RT): A lecturer who aspires to deliver 3\* and 4 \* research outputs for REF. Clearly they should contribute to the university through a substantial contribution to teaching, but also need sufficient time to develop their research (outputs, grants, impact) to potentially contribute to REF and the university's international profile. The time for this is found at the expense of administration/management/leadership which will be allocated to those focussing on research (Rt) or teaching (T&S) respectively. Thus, following discussion it may be that their role for the next academic year is as follows:



## 4.2 Teaching and Scholarship

Conversely, a lecturer who is an excellent 3\*/4\* teacher and wishes to continue a teaching career with no wish to undertake research at 3\*/4\* level may have the following profile. This recognises the importance scholarship: building in time for pedagogic reflection or research and striving for continual improvement (i.e. keeping up with latest research in their discipline), or by contributing 1\* and 2\* outputs (i.e. as a scholarly contribution to the discipline) and clarifies that there is no expectation for the individual to be returned for REF. This role would be a Teaching and Scholarship post. In WAMM, this 10% for scholarship translates roughly to the 200 hours scholarship.



## 5. Who does the review?

The review process will be overseen by a **reviewer**, normally the line manager but this could be the head of a research project or a Department/Institute Director and a **second reviewer**, who will check that objectives are feasible and aligned with the aims of the department/Institute, but also to ensure that previous achievements are recognised.

## 6. Where does the review happen?

The ECS meeting should, if possible, take place in a neutral environment, which is neither your nor your reviewers normal work space. The location of the meeting should be:

- Free from distractions (computer, mobile telephone, work colleagues).
- Conducive for a confidential two way conversation.

## 7. How do I prepare for the meeting?

- You should complete the ECS form through the online portal with your initial thoughts and responses to the questions, these responses should align to your PeRP and WAMM.
- You should give examples of what contribution you have made over the past year e.g. day to day tasks, projects, etc; and how these relate to the department's principal objectives.
- You should identify factors which contributed to your success or what factors prevented these objectives from being achieved.
- You should think about your objectives for the coming year and what challenges you may encounter in meeting these objectives.
- You should not refer to issues of ***grievance*** or ***complaint*** unless; these issues have been mentioned in advance, your Reviewer should be aware of all issues for discussion and not be surprised by any last minute inclusions or issues that should have been dealt with on a daily management basis.

## **8. How does my Reviewer prepare for the meeting?**

- Your Reviewer will read your initial thoughts, on the ECS form you have completed, and review the PeRp and the WAMM.

## **9. How is the meeting structured?**

- You should discuss the questions and your initial responses on the ECS form with your Reviewer and where possible agree on expectations for the coming year.
- Your Reviewer may well ask what could you have done differently which may have assisted in the achievement of your objectives?
- You will need to review objectives from the last year. You will need to discuss what you are expected to achieve in the next 12 months, what are the main objectives and activities likely to be in relation to the team and department's objectives?
- All objectives should be SMART (Specific, Measurable, Achievable, Realistic and Timed).
- You should also talk about how you would like to see your current role develop in relation to your career aspirations within the Unit/Department/Institute in both short and longer term?

## **10. What happens after the meeting**

You need to ensure that the completed forms includes:

- Objectives achieved (the measure of performance)
- Objectives which have failed to be achieved and the reasons they were not achieved.
- Outlined 3-5 SMART objectives for the coming twelve months, aligned to the department's principal objectives which should include:
- Objectives relating to personal development e.g. targets that relate to training and development of the individual
- Defined personal development / training plan