

Appraisal Training

- Getting the most out of appraisals

(For Employees and Line Managers)

June/July 2026

Facilitated by: The People Directorate and members of the wider university leadership team

The purpose of today's session

- To reflect on why appraisals are important and how they link to performance management.
- How to have a meaningful appraisal conversation with tips for appraiser and appraisee
- To ensure there is an inclusive, equitable and personalised review of past performance.
- To align SMART objectives/goals that support the priorities outlined in the 2030 Strategy.
- Values and Behaviours
- Career Development
- Navigation Demonstration
- Practical Support.
- Responding to your questions

Key Appraisal Dates



27 May 2026

Appraisal launch



31 July 2026

Ideal - completion on all stages of appraisal process (where possible)



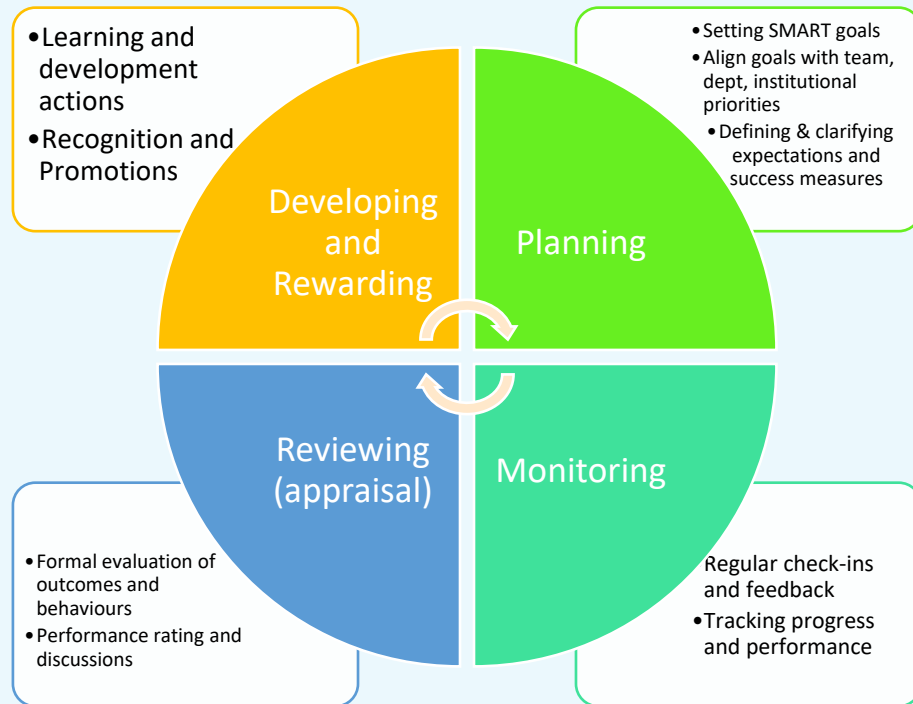
30 September 2026

Appraisal closes in Horizon

Performance Management and Appraisal

Performance management is the ongoing process of setting expectations relating to role outputs, supporting employees, evaluating performance, and developing skills, capabilities and behaviours to achieve organisational success.

Appraisal is one aspect of the performance management process and acts as a formal reflection point



General Performance Conversations:

- Regular 121's
- Email check ins
- Appraisal discussions and reviews
- Support and guidance
- Reviewing professional growth and development

Why appraisals are important

Create a dedicated and meaningful opportunity to review performance, support career and personal development, and align individual contributions with organisational goals in a structured format.

Formalise ongoing conversations from 1-1 throughout the year and ensures that the university is being inclusive and equitable in how recognises performance (consistency and bias).

Benefits of appraisal:

Clarity and Reflection

Create clarity by reflecting on past performance and celebrating achievements and success. Consider how you live our values through performance achievements. Identifying barriers to achieving goals and areas for improvement.

Goal Setting and Organisational Priority Alignment

Enable setting expectations in SMART goals aligned with team and organisational priorities to focus efforts and drive impactful results.

Professional Development

Support career progression by discussing skills, aspirations, and learning opportunities for growth.

Wellbeing and Support

They foster two-way conversations that can boost motivation, recognition, and address wellbeing and support.

Tips to achieve a meaningful appraisal

Appraisee – Things to consider

Tips	What to Do in Practice
Prepare	Bring data, feedback, and examples linked to objectives
Focus on impact	Explain outcomes and benefits, not just tasks completed
Be confident	Appraisee led What was your contributions to projects
Show reflection	Discuss successes, challenges, and learning
Engage in dialogue	Listen actively and invite feedback
Look ahead	Agree goals and development actions for the next cycle

Ask yourself:

- What did you set out to do to achieve the goal?
- What you achieved?
- What are you most proud of?
- What challenges did you encounter?
- What was the impact?
- What would I do differently next time?
- What have you learnt?

Appraiser – Things to consider

- Pace yourself, if you have a lot of colleagues to appraise
- Prepare with evidence and consider the whole year to rather than recent activities
- Create a positive, open tone
- Lead with strengths and achievements - highlight positive examples of performance and values-based behaviours
- Give specific, evidence-based feedback
- Listen actively and encourage dialogue
- Be fair and consistent across the team and be aware of your personal bias
- Focus on development, not just performance
- Balance support and challenge
- Acknowledge where things have not gone to plan and reflect on what can be done better next time
- Align goals to team and institutional priorities
- Lived experiences matter. If you understand what is important to others, you can adapt your approach to individual styles and preferences.
- Agree clear next steps
- Follow up beyond the appraisal meeting with 1-1s, Check-ins

Ratings: An Overview

Significantly exceeds performance standards (A*)

Overall performance is consistently and significantly above the expectations of the role/post. Individual has made progress beyond their ambitious objectives. They support others to achieve success in terms of university impact. The individual exemplifies the university values.

Exceeds performance standards (A)

Overall performance is above the expectations of the role/post. Individual achieves outcomes beyond the scope of their objectives. Assessment recognises the higher degree of effort in meeting ambitious or developmental objectives which support the university's impact. The role holder demonstrates the university values and influences others with demonstrating these.

Achieves performance standards (B) (this is good performance)

Overall performance meets the expectations of the role/post. Assessment allows flexibility to accommodate those instances where the staff member is deemed competent in their work area, and has achieved the most critical objectives but may not have been able to achieve the more ambitious ones. The individual demonstrates the university values.

Areas of improvement needed to meet performance standard (C)

Overall performance is not meeting the expectations of the role/post and is having an impact on the work of others. The performance at this level shows the individual partially met but did not consistently achieve the objectives, including one or more deemed critical. Not all the university values are demonstrated. Performance assessment should only be awarded where additional support provided indicates the individual still needs to improve, and without this there will be a need to commence the informal stage of the capability procedure.

Significantly below performance standards (D)

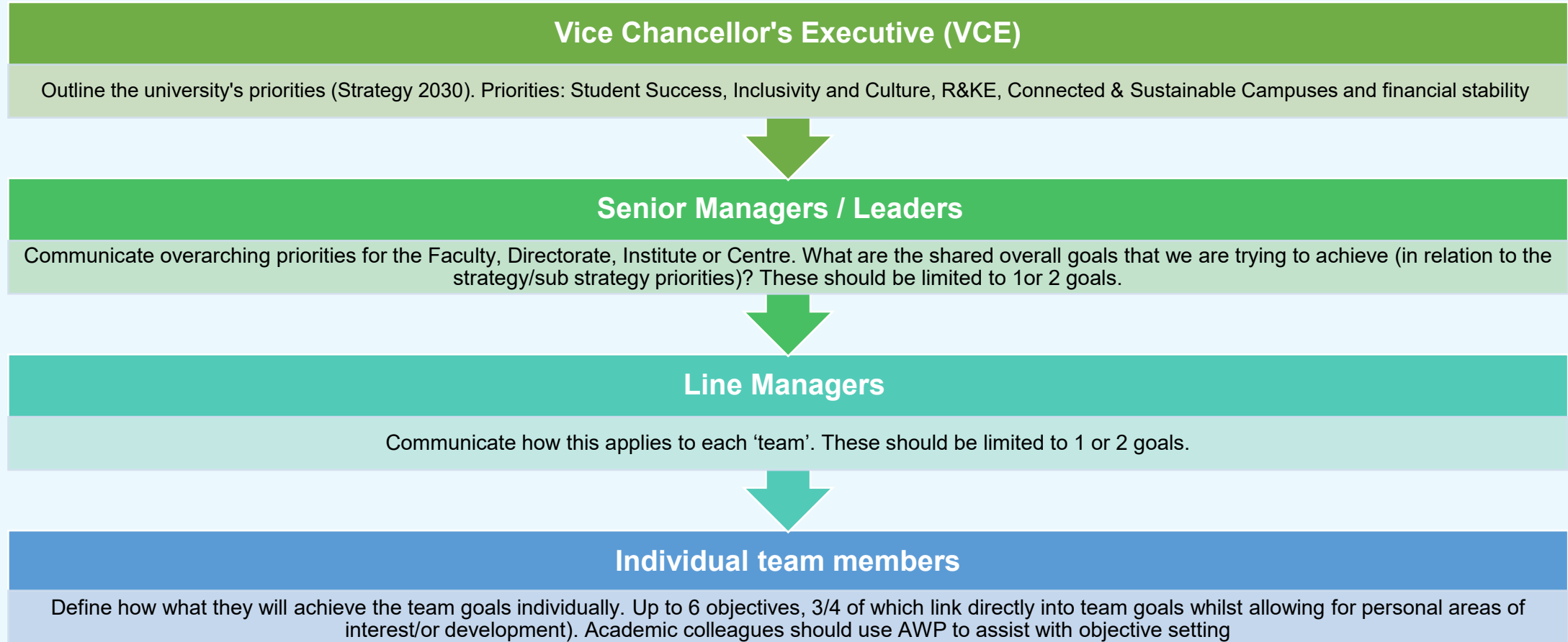
Overall performance is consistently and significantly failing to meet expectations of the position. Performance at this level shows the jobholder clearly did not meet their objectives. There is little demonstration of our values. Assessment should only be awarded where the formal stage of the capability procedure will need to commence.

Consistency of ratings

- To support **openness, transparency and fairness**, we are encouraging management teams to hold pre-rating discussions to ensure ratings are applied consistently.
- Managers will still be responsible for the rating selected, but by having discussions with others this will help them confirm their decisions.
- Rating discussions will also encourage managers to **evaluate rating changes**, or those which are very low or high year on year.
- Managers will still be responsible for **confirming the final ratings** with their team members and on the system.

Setting objectives/goals for the year ahead

Aligning objectives through a cascade model



All objectives /goals should be SMART



S

Specific

State what you'll do
Use action words



M

Measurable

Provide a way to
evaluate
Use metrics or data
targets



A

Achievable

Within your scope
Possible to accom-
plish, attainable



R

Relevant

Makes sense within
your job function
Improves the
business in some
way



T

Time-bound

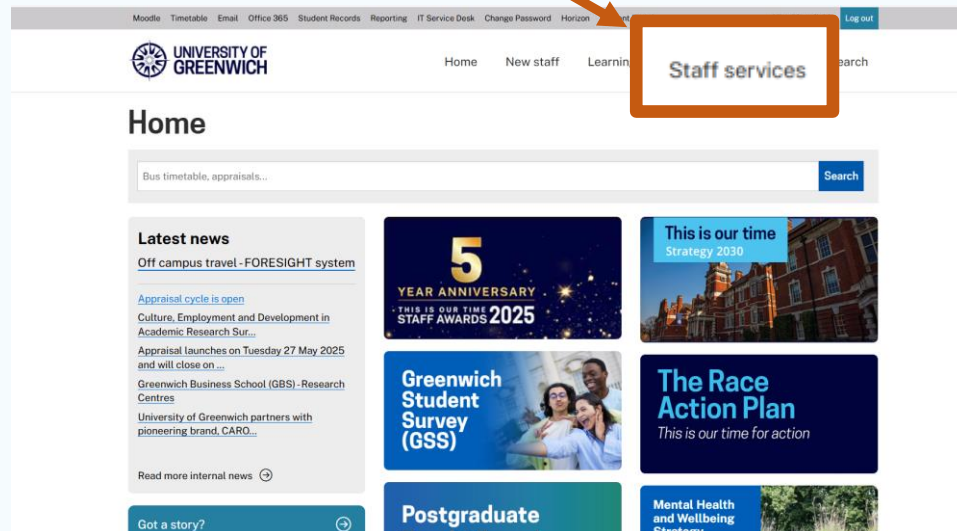
State when you'll get
it done
Be specific on date
or timeframe

SMART goals within the Horizon System

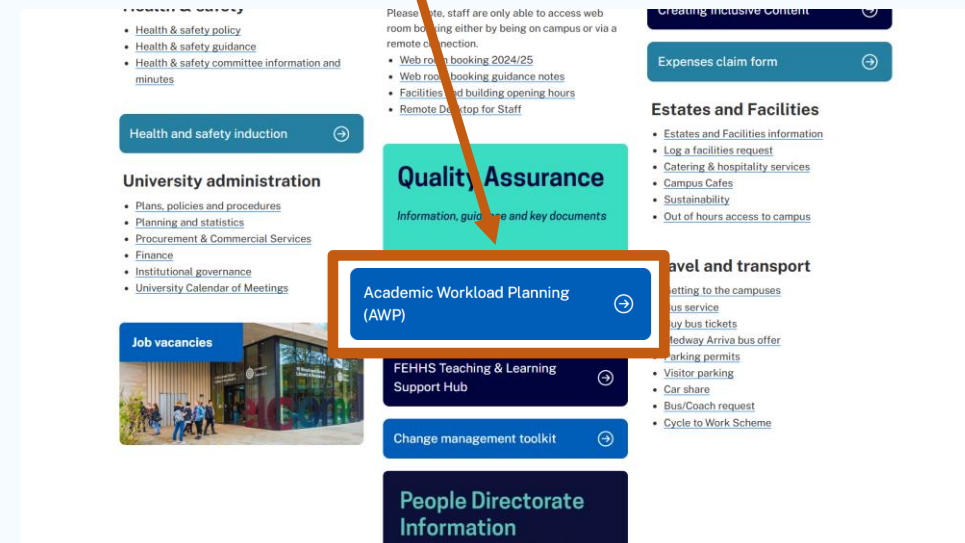
- Update your previous goals in Horizon with progress
- Horizon system has an option for using AI functionality to help write SMART goals as a starting point.
- The AI functionality draws from data in the Career and Performance area of Horizon. The request for AI support and any generated text are contained entirely within the university's instance of the Oracle platform are not used for further training of the language model.
- If using AI functionality you must check for contextualisation for role (level and experience), team and university priorities and amend. Refer to [AI guidance](#)

Academic Workload Planning

- 1 From the Portal, navigate to Staff Services



- 2 Scroll down to find the link to AWP



- 3 From your personal AWP landing page, you can accept (or query) your workload, as well as review your workload for the last year

Tips for good objective/goal setting

- Up to 6 objectives/goals (including priority and developmental) – proportion for part-time staff
- Prioritise objectives/goals
- Align to Strategic Priorities
- Consider steps/tasks within longer term objectives/goals
- Measurement for success is hard – ask ‘how will we know when this goal has been achieved?’ (e.g. metrics, deliverables, feedback)
- What output/outcomes will be generated from the goal and what is the impact
- Build in stretch (but keep it realistic)
- If some objectives/goals cannot be agreed during the meeting, ask for more time to agree them
- Think about the consistency of objectives for roles– use the [Academic Career Pathways](#) and [Professional Services Career Framework](#)
- Review (Update goals) and adjust during the year in 1-1s via Check-ins

Our Values: Inclusive, Collaborative and Impactful

Use the values to evaluate how you have worked. Looking ahead, use the values to guide your objectives (goals).

- Who did you collaborate with, how do you know it was effective? Why was it impactful – did it create better measures of success such as more active partnerships? How can I get more involved in the staff networks?
- Will be an ally to colleagues by being an active bystander and will complete the Bystander Intervention and Allyship Against Discrimination course to increase my knowledge. Will report both positive and negative observed behaviour to Report and Support.
- To equip myself with greater knowledge to understand my role in supporting staff and students who disclose sexual violence including where to direct them to support or to report via completing the Preventing Harassment and Sexual Misconduct training for staff
- Delivering sustainability outcomes also delivers our values, inclusivity, collaboration and impact. As a university we are proud of our positive impact and our ambition. All staff have a role to play, and we encourage everyone to complete the Green Greenwich Foundation course so we can more effectively make the positive social and environmental impacts we all desire.
- How am I/are you delivering the CARE Model – Greenwich Leadership Framework?

Our Values: Inclusive, Collaborative and Impactful

Use the values to evaluate how you have worked. Looking ahead, use the values to guide your objectives (goals).

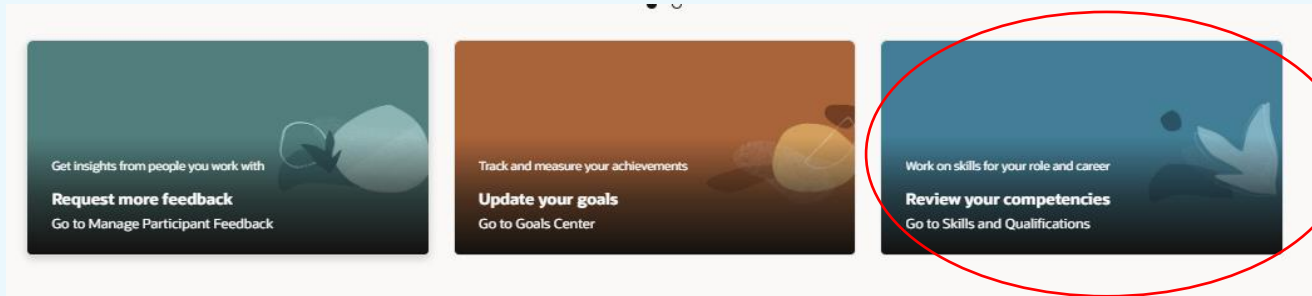
- To support REF29, ensure I have included diversity data, staff network membership and all research activity in Horizon.
- As a line manager, I have read the [Inclusive Language Guide](#) and will set a team goal for all my team to read it to ensure that all language used is inclusive.
- How is my/your area of work contributing towards closing the BAME Awarding Difference, improving continuation and student success? Are you sharing good practice and supporting others to do the same? Are you asking for feedback so you can validate what works in different situations?

All Senior Leaders will have an EDI goal, and all staff are encouraged to have one too

Career Development

Academic Career Pathway & Updating Teaching Qualifications

Me > Career & Performance > Skills and Qualifications or from Performance Tile



Career Pathway and Research Status

Content Section for employees to enter their Career Preferences

Career Pathway	Primary Research & Knowledge ...	Secondary Research & Knowled...
Open Researcher and Contributor ID (O...	ECR: Do you fit the definition of ...	ECR: Have you been an indepen...
ECR: When did you become an i...	Are you engaged in pedagogica...	

CancelSave

Academic Teaching Qualifications

Content section to capture academic qualification details from ORC into HCM Talent Management

Degree		
Academic Teaching Qualification 1	Academic Teaching Qualification 2	Academic Teaching Qualification 3
Academic Teaching Qualification 4	Academic Teaching Qualification 5	Academic Teaching Qualification 6

Drag and Drop

Select or drop files here.

Add URL

CancelSave

Career Development

- What is the most appropriate method of delivery within the financial context to meet your development needs.
- Conversation with appraiser about development and method of delivery
- How can you help others? e.g. mentoring.
- If [mentoring](#) is required, appraiser to support to help find a mentor
- If mentoring is already taking place e.g. reverse mentoring, Aurora please complete the mentoring section with specific names.

What will indicate that this goal is achieved?

Specify the success criteria for this goal here.

B I U    

Comments

Comments

B I U    

Start Date 22/05/2026  Target Compl...  Category  What support do you ...

Mentor Mentee

Academic Programme of Study

Coaching

Conference

Course

Development Programme

LinkedIn Learning

Mentoring

Other

Career Development

When reflecting on your career development consider the [Academic Career Pathways](#) and the [Professional Services Career Framework](#) and [tool](#)

People Directorate

- [Coaching](#)
- LinkedIn Learning (via [Portal](#) or [Horizon](#))
- Apprenticeships
- [Mentoring](#)
- [South East Action Learning \(SEAL\)](#)
- [Aurora](#)
- [Core Programme](#) on Horizon (e.g. Health and Wellbeing, IT, Project Management, Menopause, Recruitment & Selection)
- [Line Manager's Induction](#)
- [Line Manager's training](#)
- [Leap into Leadership](#)
- [Mental Health and Wellbeing Training](#)
- [Sponsorship and Partial Fee Exemption Scheme](#)

Health and Safety Training – All Staff

Mandatory

COSHH RA*

Hybrid DSE User training

Fire Safety Awareness

Health and Safety Induction

For role specific training,
please see our [Central Health
and Safety Training Matrix](#)

Highly Recommended

Mental Health Awareness

Resuscitation and Use of Defibrillator Certificate (where not included in First Aid Training)

Traveller Safety Awareness*

Manual Handling Awareness

*where relevant to their likely tasks

Opportunities for Staff provided by ALE

1. Professional Recognition

Taught Programmes – Post-graduate certificate (PGCert), (ltheprog@gre.ac.uk)

New eligibility criteria – some prior experience in higher education teaching required

Registration open now until 15 July. September start

- Advance HE fellowship accredited GOLD scheme for D1-3 (GOLD@gre.ac.uk) - Open all year (x4 submission points)
- D4 Principal Fellowship Sponsorship scheme – Coming Autumn 2026
- Advance HE National Teaching Fellowship (NTF) & Collaborative Award for Teaching Excellence (CATE) Scheme (ntf-cate@gre.ac.uk) – Expressions of interest accepted until 15th June

2. Evaluation and Sharing Your Practice

- [Peer supported development scheme \(PSD\)](#)
- SHIFT L&T Conference (SHIFT@gre.ac.uk) - proposals accepted from September. Held in January
- Medway L&T Conference - proposals accepted from April. Held in June
- Submit a paper to our [T&L Journal, Compass](#)
- [Pedagogic Research and Scholarship Special Interest Group](#)

3. CPD learning

- Termly [CPD workshops](#)
- Module Leadership & Programme Leadership courses
- Termly [Practical Teaching Course](#) (pgrtla@gre.ac.uk)
- Self-access CPD courses on [Learning & Teaching Resource Centre \(Moodle\)](#) (LTRC)

4. Experience Opportunities

- [Become a GOLD mentor and/or reviewer](#)
- Become an NTF/CATE mentor
- Facilitate a CPD workshop/short course
- Present/review for SHIFT and/or Medway L&T Conference

Learn more about your developmental opportunities here

Contact our team
ils-ale@gre.ac.uk

Staff Essentials: Researchers

Training Session	Who should attend?
Supervising PGR students INDUCTION	• Mandatory induction for all those new to supervisors and / or those new to supervision at Greenwich
Preparing to be a Research Degrees Examiner	• Mandatory for staff new to the role of PGR examiner on examination panels.
Preparing to be a Chair of a Research Degrees Examination Panel	• Mandatory for staff new to the role of Chair of an examination panel for PGRs
Recruitment & selection of PGR students	• Mandatory for all staff recruiting PGR students • Renewal of training required every 4 years
International compliance	• Mandatory for staff supervising international students • Renewal of training required every 4 years
Research Ethics (online self-directed study) • Becoming an Ethical Researcher • Research Ethics in Practice	• Mandatory for those undertaking / supervising research that requires ethical approval • Renewal of training required every 3 years

CPD Opportunities – highly recommended

Training Session	Who should attend?
COLLAB for supervisors	We have removed the need for a mandatory renewal of training for supervisors, examiners and chairs, but we strongly recommend that people in these roles participate in themed CPD sessions to cover their own professional development needs as a supervisor, examiner or chair. The COLLAB provides peer-to-peer discussion events, on topics chosen by the supervisor community.

Researcher Development Schedule and PULSE for booking are both available on the RESEARCH tab on the staff portal.

[Research - gre.ac.uk](http://gre.ac.uk)

Mandatory Training & Notifications

Mandatory Training and Essential Training

Mandatory Training

It is important that you complete your mandatory training on a regular basis to keep yourself and the university safe. Please check which training is mandatory and the frequency of completion of that training at: <https://www.gre.ac.uk/docs/rep/people/mandatory-and-essential-training-courses>. Compare your current completion status of the mandatory training on My Learning within Learning on Horizon against the mandatory training document and complete as required to ensure you are up to date with all the mandatory training.

Success criteria

The successful completion of all mandatory courses.

Start Date
23/05/2025

Target Completion Date

Status
Active

Category
Course

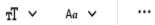
Update your progress

Goal Completion

☐ 0% - 100%

Progress Note

How's the progress on this goal?



Update

Overdue Mandatory Learning in Horizon

Dear colleague,

You have overdue required learning assignments in Horizon. Please complete all outstanding training within the next 30 days.



[Equality and Diversity Essentials](#) Due since 15-Feb-2019

You can access these overdue courses by selecting the course name and then selecting "View Enrolment". Alternatively, log into Horizon, select the Learning tile and then open the "My Learning" tab.

Please raise a ticket on the Horizon Help Desk if you require any further information.

You will be notified if you have any **overdue mandatory training** via an email and bell notification in the Horizon system on 1 June and subsequently every first Monday of the month. You are expected to complete all mandatory training, including any overdue mandatory refresher training by the end of the appraisal cycle on 30 September 2026. [Mandatory training reminders from Horizon Learning article](#)

Practical Support

Probation and Appraisal

- If you passed probation within the system on 26 May or before, you will be allocated an appraisal
- Daily system process, if pass probation after go live date (27 May) you will be allocated a goal plan to transfer goals from probation to appraisal.
- Easier navigation for Probation – Probation forms will be under Performance tab with specific probation form for each review – near future
- Probation Policy changes due to the Employment Rights Act – near future

Further support

Horizon Talent - Appraisal Guidance

[AI guidance for Appraisal](#)

[Appraisal Navigation in the Horizon System for Performance and Development Goals – Appraisee and Appraiser. Appraisal Navigation as a Participant Manager](#)

[Appraisal Navigation as Appraisee](#)

[Appraisal Navigation as Appraiser](#)

[Appraisal Navigation Course on Horizon Learning](#)

If you have any queries on appraisal, please refer to the Horizon Help Desk to search for a relevant knowledge article. If a knowledge article does not answer your query, please raise a service request within the Horizon Help Desk.

Demonstration

Thank you
Q&A