



**“Enabling Students to Accomplish their Academic Goal”**

## **Appraisal Guide for Employees**

### **DOCUMENT CONTROL**

**Document Number:** HRP5

**Version:** 4.0

**Date:** March 2026

**Owner:** Head of Quality & Operations

**Approved by:** Board of Directors

**Next Review:** March 2027

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**March 2026**

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## 1. Introduction

Bellmont College recognises that employees are central to the quality of the student experience, the delivery of academic standards, the effectiveness of professional services and the fulfilment of the College mission: “Enabling Students to Accomplish their Academic Goal”. The appraisal process is therefore designed to be constructive, developmental and evidence-based. It supports staff to understand what is expected of them, reflect on their contribution, receive fair feedback, identify development needs and agree practical actions that strengthen performance and professional growth.

This Guide sets out the framework for employee appraisal at Belmont College. It retains the positive and developmental approach of the existing appraisal guide, including preparation by the employee, completion of the appraisal form by the appraiser, a professional appraisal review and an agreed action plan. It also strengthens the process by linking appraisal to governance, quality assurance, student protection, equality, data protection, partnership responsibilities and regulatory expectations.

Bellmont College currently delivers higher education provision in collaboration with Liverpool Hope University (LHU). Under this partnership, Belmont College recruits and employs staff to deliver teaching, student support and operational services locally, while elements of academic oversight, programme approval and quality assurance are governed through LHU partnership arrangements. Belmont College also recognises that staff delivering or supporting LHU provision may be subject to expectations relating to approved delivery, academic standards, student support and partnership quality assurance.

Bellmont College is also seeking Office for Students (OfS) approval for its own funding arrangements and future institutional regulatory development. This may affect future processes, governance responsibilities, funding arrangements, reporting requirements and staff development priorities. Belmont College manages any transition carefully and transparently so that student interests, staff support, academic standards and continuity of study remain protected throughout any change.

This Guide should be read alongside relevant College policies, including (*HRP2 Belmont College Employee Handbook*), (*SWP2 Belmont College Equality, Diversity and Inclusion Policy*), (*BCP6 Belmont College General Data Protection and Regulation (GDPR) Policy*), (*QGP1 Belmont College Quality Assurance Handbook*) and (*CAP1 Belmont College Student Protection Plan and Policy*). Where partnership arrangements apply, Belmont College also takes account of relevant Liverpool Hope University requirements, including (*LHU Liverpool Hope University Integrated Performance Management Strategy and Policy Framework*) and applicable partnership quality assurance arrangements.

## 2. Purpose of the Guide

The purpose of this Guide is to provide a clear, fair and consistent framework for employee appraisal at Belmont College. It explains how appraisals are prepared, conducted, recorded, followed up, monitored and reviewed. It is intended to support employees and managers to have meaningful, professional conversations about

performance, development, objectives, support, training and contribution to the College’s strategic and academic priorities.

The Guide is not intended to create a punitive process. Appraisal should not be treated as an “annual ordeal” or as a substitute for good day-to-day management. Its purpose is to build confidence, motivation, effectiveness and potential. Where performance concerns exist, they should be addressed promptly, supportively and fairly rather than being left until the annual appraisal meeting. Where formal action is required, it is managed through the relevant employment procedure within (*HRP2 Belmont College Employee Handbook*) and not through appraisal alone.

The Guide also supports institutional compliance by ensuring that staff objectives and development needs are linked to quality assurance, student experience, academic delivery, professional conduct, safeguarding, equality and regulatory requirements. This connection is important because staff capability, confidence and professional development directly affect students’ learning opportunities, support, continuation and outcomes.

<b>Operational aim</b>	<b>How this Guide supports it</b>
Performance development	Provides a structured process for reviewing work, recognising strengths, identifying barriers and agreeing future objectives.
Professional growth	Enables employees and managers to identify training, mentoring, shadowing, role development and career progression opportunities.
Quality assurance	Links staff performance and development to learning, teaching, assessment, student support and operational effectiveness.
Fairness and consistency	Requires objective evidence, clear ratings, respectful discussion, reasonable adjustment where required and transparent follow-up.
Student interests	Ensures that staff development supports reliable delivery, timely communication, student support, safeguarding, inclusive practice and continuation of study.

### **3. Scope of the Guide**

This Guide applies to all employees of Belmont College, including academic staff, professional services staff, managers, programme staff, admissions and registry staff, student support staff and operational staff. It also applies, where appropriate, to fixed-term, part-time and probationary employees, with proportionate adjustments to the appraisal cycle according to role, length of service and contractual arrangements.

The Guide applies to all activities that may reasonably form part of an employee’s role, including teaching and learning, assessment support, admissions, student support, quality assurance, safeguarding, administration, finance, operations, governance, student communication, recruitment activity and partnership delivery. Where individuals act on behalf of Belmont College in collaborative provision or externally facing activity, appraisal may consider how effectively they fulfil those responsibilities.

The Guide does not replace probation review, disciplinary, grievance, capability, safeguarding, investigation or absence management procedures. Where matters arise

that require those procedures, managers must refer to the relevant policy, including (*HRP2 Belmont College Employee Handbook*), (*HSP1 Belmont College Safeguarding and PREVENT Policy*), (*QGP7 Belmont College Whistleblowing and Public Concern Policy*) or (*LTP10 Belmont College Malpractice and Maladministration Policy*), as appropriate.

#### 4. Regulatory, Legal and Quality Assurance Framework

Bellmont College applies the following regulatory, legal and quality assurance requirements to employee appraisal and performance development.

Requirement / source	Relevance to this Guide
Office for Students regulatory framework, including Conditions B1, B2, B3, B4, B5, C1, C2, C3, E2 and E6	Supports course quality, resources, student support, student outcomes, assessment integrity, student complaints, student protection, management and governance, and prevention of harassment and sexual misconduct.
Competition and Markets Authority consumer protection expectations	Supports accurate information, fair treatment, transparent communication, accessible complaints routes and delivery commitments linked to ( <i>CAP2 Belmont College Consumer Protection Policy and Implementation Framework</i> ).
UK Quality Code for Higher Education	Supports qualified and supported staff, quality assurance, student engagement, partnership oversight and continuous enhancement.
Equality Act 2010	Requires fair, non-discriminatory appraisal and reasonable adjustments in line with ( <i>SWP2 Belmont College Equality, Diversity and Inclusion Policy</i> ) and ( <i>SWP5 Belmont College Reasonable Adjustment and Special Considerations Policy</i> ).
UK GDPR and Data Protection Act 2018	Controls lawful, fair and secure processing of appraisal records, training records, wellbeing information and performance information under ( <i>BCP6 Belmont College General Data Protection and Regulation (GDPR) Policy</i> ).

Employment Rights Act 1996, Health and Safety at Work etc. Act 1974 and ACAS guidance	Supports fair process, objective evidence, clear expectations, performance support, wellbeing and safe working practice.
Public Interest Disclosure Act 1998	Supports protected disclosure routes where appraisal identifies serious wrongdoing or public interest concerns under ( <i>QGP7 Belmont College Whistleblowing and Public Concern Policy</i> ).
Liverpool Hope University partnership requirements	Inform appraisal where Belmont College staff deliver or support collaborative provision, including ( <i>LHU Liverpool Hope University Integrated Performance Management Strategy and Policy Framework</i> ).

**5. Core Principles of Appraisal and Performance Development**

The Belmont College appraisal process is based on the principles of fairness, transparency, evidence, development, professionalism, inclusion and student-centred improvement. These principles apply to all appraisal activity and should guide both the employee and the appraiser.

Fairness means that employees are reviewed against their role, job description, agreed objectives, reasonable expectations and available evidence. Transparency means that the employee understands the purpose of the meeting, the rating scale, the evidence used, any development actions and the follow-up process. Evidence means that appraisal comments should be based on demonstrable work, contribution, behaviours, outcomes, feedback, records or agreed objectives rather than personal preference or unsupported opinion.

Development means that appraisal should help employees improve, progress and prepare for future roles. Professionalism means that the conversation must be respectful, constructive and focused on job performance rather than personal criticism. Inclusion means that the process must take account of reasonable adjustments, accessibility needs, wellbeing and individual circumstances where relevant. Student-centred improvement means that staff development should contribute to reliable teaching, effective support, accurate information, fair administration and a positive student experience.

<b>Principle</b>	<b>What this means in practice</b>
Constructive	The meeting should build confidence, recognise achievement and identify practical improvement steps.
Evidence-based	Ratings and comments should be supported by role expectations, work outputs, objectives, feedback and records.

<b>Principle</b>	<b>What this means in practice</b>
Developmental	Training and support needs should be identified and followed up through an agreed action plan.
Consistent	The same rating definitions and procedural expectations should be applied across the College.
Inclusive	Reasonable adjustments, wellbeing and accessibility needs should be considered at every stage.
Student-focused	Objectives should support student experience, academic quality, safeguarding, communication and operational reliability.

## **6. How this Guide Supports Students, Staff and Institutional Quality**

Although appraisal is an employee process, it directly affects students. Students rely on staff who are competent, well-supported, appropriately trained, responsive and able to deliver the services described in public information, course materials, student handbooks and contractual documents. Appraisal therefore connects staff development to student interests and institutional quality.

For academic and student-facing staff, appraisal may consider contribution to teaching quality, assessment support, feedback, student engagement, academic integrity, inclusive practice, student support, safeguarding awareness and communication. For professional services staff, appraisal may consider admissions accuracy, registry records, finance communication, quality assurance activity, student support, data protection, operational timeliness and student-facing service standards.

For all staff, appraisal should consider whether the employee understands relevant College policies, communicates appropriately, escalates concerns, protects confidential information, undertakes training and contributes to a respectful working and learning environment.

<b>Area of student interest</b>	<b>How appraisal supports this area</b>	<b>Committee route</b>
Accurate information and admissions	Staff objectives and training can address accuracy, response times, applicant support and record keeping.	Recruitment, Admissions and Registry Committee; Quality Committee
Teaching, learning and assessment	Academic staff appraisal can identify development needs linked to delivery, feedback, assessment practice and student engagement.	Academic Committee; Learning and Teaching Committee; Quality Committee
Student support and wellbeing	Appraisal can monitor staff confidence in referral, safeguarding, wellbeing and reasonable adjustment processes.	Quality Committee; Student Staff Committee; Senior Management Committee
Operational reliability	Professional services appraisal can address workflow, documentation, timeliness, communication and business continuity.	Senior Management Committee; Audit and Risk Committee

Area of student interest	How appraisal supports this area	Committee route
Inclusive and respectful culture	Appraisal can identify EDI training, respectful behaviour expectations and inclusive practice development.	Quality Committee; Board of Directors; Senior Management Committee

## 7. Appraisal Cycle, Process and Evidence

Bellmont College normally conducts a formal appraisal annually, with follow-up meetings during the year where action plans, development needs or performance ratings require review. Appraisal is not a one-off event; it is part of an ongoing cycle of objective setting, evidence gathering, feedback, support, development and review.

The existing Belmont College appraisal model is retained and strengthened through four stages: preparation by the employee; appraisal form completion by the appraiser; appraisal review between appraiser and employee; and an agreed action plan. Managers should ensure that employees receive the relevant documentation in sufficient time to prepare and that the appraisal meeting takes place in a professional and confidential setting.

The appraisal process should draw on evidence such as job descriptions, agreed objectives, work outputs, quality assurance evidence, student or colleague feedback where relevant, attendance at training, contribution to committees or projects, service standards, assessment or admissions records, and action plan progress. Evidence should be relevant, proportionate and handled in accordance with *(BCP6 Belmont College General Data Protection and Regulation (GDPR) Policy)*.

Stage	Action required	Expected evidence
<b>1. Preparation</b>	Employee reflects on achievements, challenges, development needs and future objectives using the Preparation for Appraisal Form.	Completed preparation form; job description; previous objectives; examples of work.
<b>2. Appraiser review</b>	Appraiser reviews evidence, drafts appraisal comments, considers training needs and prepares for a constructive discussion.	Role expectations; quality or service evidence; feedback; previous action plan.
<b>3. Appraisal meeting</b>	Employees and appraisers discuss performance, strengths, barriers, rating, development needs and future objectives.	Completed appraisal form; meeting notes; agreed rating; training needs.
<b>4. Action plan</b>	Appraiser and employee agree actions, support, timelines and follow-up review dates.	Action Plan Letter; Action Plan; monitoring record.
<b>5. Follow-up</b>	Progress is reviewed during the year, especially where rating D, E or X applies.	Action plan monitoring; training completion; improvement evidence.

## 8. Preparation for Appraisal

The preparation stage is essential. Employees must have sufficient time to reflect on their role, job description, objectives, achievements, challenges, development needs and future aspirations. Managers should provide employees with the relevant appraisal documents and explain the process clearly, especially where the employee is new to Belmont College or has not previously completed an appraisal.

Employees are expected to complete the Preparation for Appraisal Form honestly and thoughtfully. This form is not a test and should not be treated as a defensive exercise. It is a structured opportunity for employees to identify what has gone well, what has been difficult, what support they need and what objectives would help them contribute more effectively to Belmont College.

Appraisers must review the employee's preparation carefully and should prepare their own evidence before the meeting. They should avoid unsupported opinions, unexpected criticism or generalised comments. Where there are concerns, the appraiser should be ready to explain the evidence, listen to the employee's perspective and agree proportionate support or follow-up action.

<b>Employee should prepare</b>	<b>Appraiser should prepare</b>
Review the job description and current objectives.	Review the job description, previous objectives and role expectations.
Identify achievements, strengths and examples of effective contribution.	Gather evidence of strengths, outputs, service quality and contribution.
Identify areas where performance, confidence or support could improve.	Consider whether barriers, workload, training, systems or management issues affected performance.
Suggest development needs, future goals and support required.	Identify realistic objectives, development activities and follow-up dates.
Raise any reasonable adjustment or wellbeing considerations relevant to the meeting.	Ensure the process is accessible, confidential and fair.

## 9. Appraisal Meeting and Professional Conversation

The appraisal meeting should be a professional conversation, not a disciplinary hearing. It should be open, respectful, constructive and future-focused. Belmont College expects appraisers to create a positive atmosphere, begin by recognising effective work and use constructive feedback to support improvement. The discussion should focus on job performance, contribution and development rather than personal criticism.

The meeting should normally cover the scope of the role, performance against objectives, achievements, challenges, job task performance, overall rating, development needs, future objectives and any action plan. The employee should have a meaningful opportunity to comment on the appraisal, ask questions, explain circumstances and contribute to the action plan.

Where the employee disagrees with comments or ratings, the appraiser should listen carefully, review evidence where appropriate and record the employee's comments. Disagreement does not automatically invalidate an appraisal, but it must be handled fairly and with appropriate escalation if unresolved.

<b>Effective appraisal practice</b>	<b>Appraisers should avoid</b>
Use specific examples and balanced feedback.	Unexpected criticism unsupported by evidence.
Recognise achievement and contribution.	Personal criticism or comparison with unrelated staff.
Ask open questions and listen actively.	Dominating the discussion or dismissing concerns.
Agree realistic objectives and support.	Setting vague objectives that cannot be measured or reviewed.
Record training needs and follow-up dates.	Leaving actions unclear or unowned.

## **10. Performance Ratings and Evidence-Based Judgement**

Bellmont College retains the rating model used in the existing appraisal guide. Ratings should summarise performance against the employee's role, job description, agreed objectives and the circumstances that applied during the review period. Ratings must not be used mechanically. The appraiser must consider evidence, context, support provided, workload, reasonable adjustments, training access and any unusual factors that affected performance.

The "Effective" rating is a positive rating. It does not mean average or mediocre performance; it means the employee has made a valuable contribution and has competently fulfilled the expectations of the role. Higher ratings should be used where there is clear evidence of sustained contribution above expected role requirements. Lower ratings should be supported by evidence, a clear action plan and proportionate support.

Where an employee receives a D, E or X rating, follow-up must be arranged. The purpose of follow-up is to review progress, provide support, clarify expectations and reduce the risk of ongoing difficulty. Where serious concerns arise or where performance does not improve despite support, the matter may need to be managed through the relevant employment procedure in (*HRP2 Belmont College Employee Handbook*).

<b>Rating</b>	<b>Definition</b>	<b>Follow-up expectation</b>
A - Outstanding Performance	The employee consistently gives outstanding performance in most or all significant aspects of the role.	Recognise achievement, consider development, mentoring or wider contribution opportunities.
B - More Than Effective Performance	The employee consistently performs more than effectively in most aspects of the role.	Recognise contribution and agree to stretching but realistic objectives.
C - Effective Performance	The employee consistently performs the role effectively and makes a positive, valuable contribution.	Agree normal objectives and relevant development actions.
D - Somewhat Effective Performance	The employee generally performs effectively but some aspects require improvement.	Agree improvement action and review within six months.
E - Less Than Effective Performance	The employee consistently performs less than effectively in most aspects of the role and requires significant improvement.	Agree urgent support and review at three and six months; consider further procedure if required.
X - Too Early to Assess	The employee has less than three months' service in the role or there is insufficient evidence to reach a fair rating.	Review within six months or earlier if needed.

## **11. Development Planning, Support and Follow-Up**

The agreed action plan is the main output of the appraisal. It should identify the actions that the employee and appraiser have agreed on, the support that will be provided, the training or development required, the target date for completion and how progress will be monitored. The Action Plan Letter should be completed during or shortly after the appraisal meeting and a copy should be given to the employee.

Development may include formal training, mentoring, peer observation, coaching, shadowing, participation in projects, support with systems, attendance at relevant committees, additional guidance on College policies, or structured opportunities to develop confidence in role-specific responsibilities. Development should be realistic and aligned with the needs of the employee, the team, the College and students.

For academic staff, development planning may include learning and teaching practice, assessment, feedback, academic integrity, inclusive teaching, student support and partnership expectations. For professional services staff, development planning may

include admissions, registry, data accuracy, communication, student support, finance processes, compliance, safeguarding, systems or customer service. Training and development actions should be monitored through line management and reported in aggregate where appropriate through committee oversight.

## **12. Underperformance, Concerns, Disputes and Escalation**

Bellmont College expects managers to address performance concerns early, supportively and fairly. Appraisal is not intended to store up concerns for annual review. Where a concern arises, managers should normally speak to the employee promptly, explain the concern, listen to the employee's response, identify barriers and agree to support or corrective action. The appraisal may record progress on such actions, but it should not be used as a substitute for appropriate management support.

If an employee disagrees with the appraisal outcome, rating or action plan, they should first discuss the matter with the appraiser. The appraiser should review the evidence and consider whether any amendment or clarification is required. Where the issue cannot be resolved informally, it may be referred to the Head of Professional Services, Head of Quality and Operations or the CEO, depending on the role and nature of the concern.

If the issue involves alleged discrimination, harassment, safeguarding, whistleblowing, malpractice, conflict of interest or another serious concern, the relevant policy must be followed. This may include (*SWP2 Belmont College Equality, Diversity and Inclusion Policy*), (*HSP1 Belmont College Safeguarding and PREVENT Policy*), (*QGP7 Belmont College Whistleblowing and Public Concern Policy*), (*LTP10 Belmont College Malpractice and Maladministration Policy*) or (*QGP6 Belmont College Conflict of Interest Policy*).

## **13. Equality, Accessibility, Wellbeing and Inclusion**

The appraisal process must be inclusive, accessible and non-discriminatory. Employees should be given a fair opportunity to prepare, participate, explain circumstances and access reasonable adjustments where required. Appraisers must take care that rating decisions and development expectations do not disadvantage employees because of protected characteristics, disability, health conditions, caring responsibilities, pregnancy or maternity, religion or belief, language barriers, working patterns or other relevant circumstances.

Reasonable adjustments may include providing documents in an accessible format, allowing additional preparation time, agreeing an appropriate meeting format, allowing breaks, adjusting communication methods or considering the effect of a disability or health condition on performance evidence. Adjustments should be managed sensitively and in accordance with (*SWP2 Belmont College Equality, Diversity and Inclusion Policy*) and (*SWP5 Belmont College Reasonable Adjustment and Special Considerations Policy*).

Appraisers should also consider wellbeing. Appraisal can be an appropriate opportunity to identify workload pressures, support needs, training requirements, confidence issues or barriers that may affect performance. Where a wellbeing or safeguarding concern arises, the manager should follow the relevant support or safeguarding route, including

(SWP4 Belmont College Mental Health and Wellbeing Policy) and (HSP1 Belmont College Safeguarding and PREVENT Policy).

**14. Confidentiality, Records Management and Data Protection**

Appraisal records contain personal information and may include sensitive data relating to performance, training, wellbeing, reasonable adjustments or employment matters. Such information must be handled confidentially and securely. Access should be limited to those who need the information for legitimate management, HR, governance, quality assurance or compliance purposes.

The employee’s Preparation for Appraisal Form, Performance Appraisal Form, Job Task Performance Table, Action Plan, Action Plan Monitoring Form and Action Plan Letter should be retained in the employee’s file in accordance with (BCP6 Belmont College General Data Protection and Regulation (GDPR) Policy) and applicable retention requirements. Records should be accurate, respectful, evidence-based and written in professional language.

Aggregate appraisal themes may be reported to committees to support training planning, workforce development, quality assurance and risk management. Where reporting occurs, information should normally be anonymised or aggregated unless there is a legitimate need to discuss an identifiable case, for example where a significant risk, safeguarding concern, formal investigation or regulatory matter arises.

**15. Governance and Committee Implementation Framework**

The appraisal process is implemented through line management and overseen through Belmont College’s governance and committee structure. The purpose of committee oversight is not to review every individual appraisal, but to ensure that the process is operating fairly, consistently and effectively, that staff development needs are identified, that training is planned, and that risks affecting students, staff or institutional quality are escalated.

The implementation model is: complete appraisal preparation; hold the appraisal meeting; agree rating and action plan; identify training and support; record and store documentation; monitor completion; report aggregate themes; escalate significant risks; and review the process annually. This approach ensures that appraisal contributes to continuous improvement, rather than remaining an isolated annual exercise.

Committee / Body	How it implements this Guide
Board of Directors	Retains ultimate oversight of staffing, governance, quality, regulatory compliance, student protection and institutional risk. It receives assurance that appraisal supports staff capability and student interests.

Audit and Risk Committee	Reviews institutional risk, audit and compliance matters where appraisal themes identify workforce, training, record keeping or operational resilience risks.
Academic Committee	Provides academic governance oversight where appraisal themes affect academic standards, teaching quality, assessment, student outcomes and partnership responsibilities.
Senior Management Committee	Leads operational implementation, ensures managers complete appraisals, reviews training needs, monitors workforce risks and ensures actions are resourced.
Quality Committee	Monitors appraisal themes linked to quality assurance, student experience, assessment practice, complaints, appeals, public information and policy implementation.
Learning and Teaching Committee	Reviews staff development needs affecting teaching, learning, assessment, feedback, inclusive practice and student engagement.
Recruitment, Admissions and Registry Committee	Monitors staff capability and development needs affecting admissions, registry records, applicant communication, data integrity and student enrolment.
Student Staff Committee	Provides student feedback that informs staff development, communication improvements, service standards and enhancement actions.

**16. Roles and Responsibilities**

Effective appraisal depends on clear responsibilities. Employees, appraisers, senior managers and committees all contribute to a fair and useful process. The appraisal process should be owned locally by managers and employees, while institutional oversight is provided through quality, governance, HR and risk arrangements.

<b>Role / Body</b>	<b>Responsibilities</b>
Board of Directors	Retains governance oversight of staffing, accountability, quality assurance, regulatory compliance, student protection and institutional risk.
Chief Executive Officer	Ensures that appraisal supports institutional strategy, staffing capability, quality assurance, compliance, student protection and operational effectiveness.
Head of Quality and Operations	Coordinates policy oversight, quality assurance alignment, monitoring, reporting, evidence review and committee escalation where appraisal affects quality, compliance or risk.
Head of Professional Services	Ensures appraisal is implemented across professional services, including admissions, registry, finance, student support and operational teams.
Head of Academic Programmes	Ensures appraisal supports academic delivery, assessment practice, learning and teaching, student outcomes, academic integrity and partnership expectations.
Line Managers	Prepare for appraisal meetings, conduct fair discussions, review evidence, agree ratings, identify training needs, complete documentation and monitor action plans.
Employees	Prepare honestly, participate constructively, reflect on performance, discuss support needs, agree objectives and complete agreed actions.
Quality / HR / Professional Services Support	Maintain forms, records, guidance, completion monitoring, training records and aggregate reporting where appropriate.
All Staff	Engage with appraisal, comply with relevant policies, protect confidentiality, complete training and contribute to a

	respectful working and learning environment.
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## 17. Training, Monitoring, Audit and Evidence

Bellmont College provides proportionate guidance and training so that appraisers understand how to conduct a fair appraisal, use the rating scale, identify evidence, agree realistic objectives, address development needs, consider equality and wellbeing, and complete documentation appropriately. Employees should also be given clear information about how to prepare and how to use the appraisal process constructively.

Monitoring includes completion rates, training needs, action plan completion, themes from appraisals, staff development activity, equality considerations, student experience links, complaints or concerns where relevant, and risks affecting delivery or student support. Belmont College uses this information to plan staff development and improve organisational effectiveness.

Evidence retained may include appraisal forms, preparation forms, job task performance tables, action plans, action plan letters, training records, committee reports, quality assurance reports, risk register entries, equality impact evidence and records of follow-up. Evidence should demonstrate that appraisal is implemented in practice and supports improvement, not simply that meetings have occurred.

Monitoring area	Evidence reviewed	Reporting route
Completion and timeliness	Appraisal completion records and outstanding actions.	Senior Management Committee; Board summary.
Training and development needs	Training requests, completed development, skills gaps and role-specific needs.	Senior Management Committee; Learning and Teaching Committee; Quality Committee.
Quality and student experience themes	Student feedback, complaints themes, assessment issues and service standards.	Quality Committee; Student Staff Committee.
Equality and accessibility	Reasonable adjustment themes, EDI training and fairness issues.	Quality Committee; Senior Management Committee.
Risk and compliance	Unresolved actions, non-completion, safeguarding or compliance-related needs.	Audit and Risk Committee; Board of Directors.

## 18. Conclusion

Bellmont College is committed to ensuring that employee appraisal is constructive, fair, transparent and developmental. The appraisal process should help employees recognise strengths, address challenges, identify development needs, set realistic goals and contribute more effectively to the College's mission and student-centred values.

The College recognises that staff performance and development are directly connected to student interests, academic standards, operational reliability, safeguarding, equality, quality assurance and public confidence. Through line management, action planning

and committee oversight, this Guide supports a culture of continuous improvement, professional growth and accountability.

## Appendix A. Preparation for Appraisal Form

This form is completed by the employee before the appraisal meeting. It supports honest reflection and preparation. The comments are used to inform the appraisal discussion and should be handled confidentially.

Name	Date of appraisal
Position	Department
Period covered by appraisal	Appraiser

Which parts of your job have you performed best during the period under review? Please give examples.

How did you achieve this? What strengths, skills, behaviours or support helped you?

Which parts of the job have you performed less well or found more challenging?

Were there any circumstances, barriers or support needs that prevented stronger performance?

What could be done by you, your appraiser, the College or others to help improve your performance?

What training, development, mentoring, shadowing or support would assist your current role or future development?

What objectives or priorities do you think should be agreed for the next review period?

Do you wish to raise any reasonable adjustment, wellbeing, workload or accessibility matter relevant to the appraisal discussion?

Notes to bring to the appraisal meeting.

**Appendix B. Job Task Performance Table**

This table is completed by the appraiser in conjunction with the Performance Appraisal Form. It supports evidence-based review of the main tasks from the job description or person specification.

Requirements (taken from person specification / job description)	Job / task (brief description)	A	B	C	D	E	X

Rating definitions: A = outstanding; B = more than effective; C = effective; D = some aspects require improvement; E = less than effective and review required at three and six months; X = too early to assess and review within six months.

### Appendix C. Performance Appraisal Form

This form is completed by the appraiser, following a professional discussion with the employee. It should be based on role expectations, agreed objectives and evidence.

Name	Date of appraisal
Position	Department
Period covered by appraisal	Appraiser

Which parts of the job has the employee performed most effectively?

How has this been achieved?

What action will be taken to build on the above strengths?

What parts of the job could have been done better?

Why was this?

What action will be taken to overcome the above difficulties?

The following training or development action will be taken:

Employee comments:

Overall grading of performance:

<b>Rating</b>	<b>Select</b>	<b>Definition</b>	
A		Constantly gives outstanding performance in most areas of the job.	
B		Constantly gives more than effective performance in most areas of the job.	
C		Gives effective performance and makes a positive, valuable contribution.	
D		Sometimes gives effective performance but improvement is required in several areas; review in six months.	
E		Consistently underachieving and less than effective in most areas; review in three and six months.	
X		Too early to assess; review in six months.	
Employee signature		Date	
Appraiser signature		Date	

### Appendix D. Action Plan

The action plan records what has been agreed and how progress will be reviewed.

<b>Name</b>		<b>Date of appraisal interview</b>	
Position		Department	
Key area	Action to follow	Support / resource required	Target date



## Appendix F. Action Plan Letter Template

Dear [Name],

During the discussion reviewing your performance on [date], we agreed to commit ourselves to an action plan aimed at maximising the effectiveness of your role within Belmont College.

I agreed to:

[Insert manager actions, support, training or resources.]

You agreed that you would:

[Insert employee actions and objectives.]

This will be reviewed periodically to ensure:

[Insert review arrangements, dates and success measures.]

We also discussed your job objectives for the coming year. Please complete the enclosed Action Plan Form in light of our discussion and meet with me on [date] to review and finalise the plan.

Appraiser signature: \_\_\_\_\_ Date: \_\_\_\_\_

<b>Bellmont College Appraisal Guide for Employees</b>					
<b>Version</b>	<b>Date</b>	<b>Author(s)</b>	<b>Amendments</b>	<b>Approved by</b>	<b>Next review</b>
1	March 2023	Head of Quality and Operations	New Document	Board of Governors	June 2024
2	June 2024	Head of Quality and Operations	Revised Document	Board of Governors	June 2025
3	June 2025	Head of Quality and Operations	Revised no update or changes made	Board of Governors	June 2026
4	March 2026	Head of Quality and Operations	Revised Document	Board of Directors	March 2027