

<b>Unit Title:</b>	<b>Appraise staff performance</b>
Sector unit number:	LM 508
Level:	5
Credit value:	5
Guided learning hours:	32
Unit reference number:	J/504/2219

## Unit purpose and aim

The purpose of this unit is to develop the learner’s knowledge, understanding and skills to appraise staff performance.

Learning Outcomes	Assessment Criteria	Teaching Content
<p><b>The Learner will:</b></p> <p>1 Understand policies, theories and models which underpin appraisal of performance</p>	<p><b>The Learner can:</b></p> <p>1.1 Explain <b>policies and agreed ways of working</b> for appraisals in the work setting</p> <p>1.2 Research models of appraisal to explore their applicability in the work setting</p> <p>1.3 Evaluate how appraisals are used to inform:</p> <ul style="list-style-type: none"> <li>• Achievement of objectives</li> <li>• Overall performance</li> <li>• Future objectives</li> </ul> <p>1.4 Explain how appraisals are used to develop practice</p> <p>1.5 Differentiate between appraisals and disciplinary processes</p> <p>1.6 Use research on the theories of power to explore the relationship between appraiser and appraisee</p>	<p><b>Policies and agreed ways of working</b> – this will include organisational and national policies. These may be attached to standards or frameworks</p>
<p>2 Be able to support others to understand the purpose of appraisal</p>	<p>2.1 Support <b>others</b> to develop an understanding of the purpose of appraisals to include:</p> <ul style="list-style-type: none"> <li>• <b>mutual responsibilities</b></li> </ul>	<p><b>Others</b> will include those staff for whom you have responsibility</p> <p><b>Mutual responsibilities</b> –the underpinning principle of appraisal is that both parties</p>

Learning Outcomes	Assessment Criteria	Teaching Content
	<ul style="list-style-type: none"> <li>• the achievement of objectives</li> <li>• reflection on overall performance</li> <li>• professional development</li> <li>• how outcomes of the appraisal will be used</li> <li>• future objectives</li> </ul>	<p>engage in a conversation rather than it being a “top-down” process. Therefore there is an element of joint responsibility and both parties should familiarise themselves of the competences against which the appraisal is measuring performance and identify evidence of compliance or non-compliance. There should be no surprises in the appraisal as non-compliance issues should already have been raised and discussed</p>
<p>3 Be able to facilitate preparation for appraisals</p>	<p>3.1 Confirm with appraisee the objectives against which performance will be appraise</p> <p>3.2 Identify with the appraisee the actions they need to take to prepare for their appraisal</p> <p>3.3 Evaluate evidence gathered from a <b>range of sources</b> towards achievement of objectives</p> <p>3.4 Prepare paperwork for appraisal in line with work setting requirements</p>	<p><b>Range of sources</b> may include:</p> <ul style="list-style-type: none"> <li>• Feedback from individuals, carers and families</li> <li>• Feedback from other colleagues, other professionals</li> <li>• Own observations</li> <li>• Work products</li> </ul>
<p>4 Be able to support appraisee to participate in appraisal meetings</p>	<p>4.1 Explain how power can be managed within the appraisal process to facilitate the participation of the appraisee</p> <p>4.2 Demonstrate how to prepare the environment for the appraisal meeting</p> <p>4.3 Support the appraisee to engage in an evaluation of their performance over the past year to include:</p> <ul style="list-style-type: none"> <li>• areas of practice which have met or exceeded standards</li> <li>• areas for development</li> </ul>	

Learning Outcomes	Assessment Criteria	Teaching Content
	4.4 Provide feedback to appraisee on their performance over the past year to include: <ul style="list-style-type: none"> <li>• areas of practice which have met or exceeded standards</li> <li>• areas for development</li> </ul> 4.5 Identify with appraisee work objectives for forthcoming year 4.6 Identify with appraisee professional development plan for forthcoming year 4.7 Record the appraisal in line with work setting requirements	
5 Be able to evaluate own practice during the appraisal process	5.1 Evaluate with appraisee their experience of how the appraisal was conducted 5.2 Reflect on own practice in managing the appraisal process	

## Assessment

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Units need to be assessed in accordance with Skills for Care's QCF Assessment Principles.

Assessment decisions for competence based learning outcomes (e.g. those beginning with 'Be able to') must be made in a real work environment by an occupationally competent assessor. Any knowledge evidence integral to these learning outcomes may be generated outside of the work environment but the final assessment decision must be within the real work environment.

This unit is competence based. This means that it is linked to the candidate's ability to competently perform a range of tasks connected with their work. This unit may be assessed using any method, or combination of methods, which clearly demonstrates that the learning outcomes and assessment criteria have been met. This unit requires workplace assessment of occupational competence.

Competence based assessment must include direct observation as the main source of evidence.

## Guidance on assessment and evidence requirements

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OCR does not stipulate the mode of delivery for the teaching of the content of this unit. Centres are free to deliver this unit using any mode of delivery that meets the needs of their candidates. Centres should consider the candidates' complete learning experience when designing learning programmes.

## Details of relationship between the unit and national occupational standards

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This unit has been developed by Skills for Care in Partnership with Awarding Organisations. It provides a key progression route between education and employment (or further study/training leading to employment). It is directly relevant to the needs of employers and relates to national occupational standards developed by Skills for Care.

## Additional information

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For further information regarding administration for this qualification, please refer to the OCR document '*Administrative Guide for Vocational Qualifications*' (A850).

This unit is a shared unit. It is located within the subject/sector classification system 01.3 Health and Social Care.